**Staff and Student Wellbeing Policy**

**Coventry Extended Learning Centre**

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| **Approved by:** | Matthew Stiles | **Date:** 07/06/2021 |
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**1.Background**

Coventry Extended Learning Centre (CELC) aims to equip all staff and students with the skills and strategies that are needed to maintain and increase their awareness and state of emotional health and wellbeing. CELC’s vision is ‘Enhancing futures for children and young people experiencing Social, Emotional and Mental Health needs who require Alternative Provision’.

“One in four adults and one in 10 children experience mental illness, and many more of us know and care for people who do”. (<https://www.england.nhs.uk/mental-health/>)

It is estimated that 1 in 4 people will experience a mental health problem at some point in their lifetime. Mental health does not discriminate based on factors such as socioeconomic status, race, gender, religion or age. 50% of mental health problems are established by age 14 and 75% by age 24. 10% of children and young people (aged 5-16) have a clinically diagnosable mental problem, yet 70% of children and adolescents who experience mental health problems have not had appropriate interventions at a sufficiently early age.

# 2.Aims

This policy aims to:

* Outline a whole school wellbeing approach for staff and students
* Support the wellbeing of all staff and students to avoid negative impacts on their mental and physical health
* Provide a supportive work/learning environment for all staff and students
* Acknowledge the needs of staff and students, and how these change over time
* Allow staff to balance their working lives with their personal needs and responsibilities
* Help staff and students with any specific wellbeing issues they experience; providing meaningful strategies that can e used to promote their wellbeing
* Ensure that everyone understands their role in working towards the above aims
* Outline a holistic, multi-agency approach to maximise the impact of the support

**3. Promoting wellbeing at all times**

Wellbeing will be formally monitored through staff/student surveys with key themes of development linked in with the wellbeing action plan. Students complete WEMWBS (Warwick & Edinburgh Measure of Wellbeing Scale) surveys on admission, at interim points and upon leaving CELC. The wellbeing action plan will set out both whole school and individual support/intervention. The aim of the action plan is to create a socially, physically and emotionally healthy and rich environment where key relationships can thrive, and where staff/students can feel secure.

3.1 Role of all staff

Wellbeing Lead:

CELC have appointed a wellbeing strategy lead (SEMH Coach ST). The responsibility of the wellbeing lead is to monitor and update the wellbeing policy, develop a wellbeing strategy for staff and students (refer to wellbeing strategy document) and to monitor strategies set out and review their effectiveness.

**Whole school approach to wellbeing**

All staff are expected to:

* Treat each other with empathy and respect
* Keep in mind the workload and wellbeing of other members of staff
* Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance
* Report honestly about their wellbeing and let other members of staff know when they need support
* Contribute positively towards morale and team spirit
* Use shared areas respectfully, such as the staff room or offices
* Take part in training opportunities that promote their wellbeing

3.2 Role of line managers

Line managers are expected to:

* Maintain positive relationships with their staff and value them for their skills, not their working pattern
* Provide a non-judgemental and confidential support system to their staff
* Take any complaints or concerns seriously and deal with them appropriately using the school’s policies
* Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance
* Make sure new staff are properly and thoroughly inducted and feel able to ask for help
* Understand that personal issues and pressures at work may have a temporary effect on work performance, and take that into account during any appraisal or capability procedures
* Promote information about and access to external support services
* Help to arrange personal and professional development training where appropriate
* Keep in touch with staff if they’re absent for long periods
* Monitor staff sickness absence, and have support meetings with them if any patterns emerge
* Conduct return to work interviews to support staff back into work
* Conduct exit interviews with resigning staff to help identify any wellbeing issues that lead to their resignation

3.3 Role of Senior Leadership Team (SLT)

SLT are expected to:

* Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
* Manage a non-judgemental and confidential support system for staff
* Monitor the wellbeing of staff through regular surveys and structured conversations
* Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
* Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
* Make sure job descriptions are kept up to date, with clearly identified responsibilities and staff being consulted before any changes
* Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives
* Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school
* Make sure that the efforts and successes of staff are recognised and celebrated
* Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
* Provide resources to promote staff wellbeing, such as training opportunities
* Promote information about and access to external support services
* Organise extra support during times of stress, such as Ofsted inspections

3.4 Role of the Management Committee

The management committee is expected to:

* Make sure CELC is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment
* Monitor and support the wellbeing of the headteacher
* Ensure that resources and support services are in place to promote staff wellbeing
* Make decisions and review policies with staff wellbeing in mind, particularly in regards to workload
* Be reasonable about the format and quantity of information asked for from staff as part of monitoring work
* Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them

**4. Managing specific wellbeing issues**

All students have access to a series of 1:1 intervention sessions with one of our three SEMH Coaches. These sessions are formally structured in order to identify and address underlying SEMH needs (see Appendix 1), enabling our students to successfully move on to their next destination. These sessions establish a formulation of needs and address these needs, rather than focusing on addressing the externalised behaviours (i.e. focusing on the wasps nest rather than the wasps, as this is far more effective and long-term). A variety of approaches are utilised, structured around a Solution Focused core. Students identify their ‘Best Hopes’ for the intervention, which then generates a specified Preferred Future which they work towards in partnership with the SEMH Coach.

CELC will support and discuss options with any staff that raise wellbeing issues, such as if they are experiencing significant stress at school or in their personal lives.

CELC have active staff and student councils in place where any wellbeing issues can also be raised.

Where possible, support will be given by line managers or senior staff. This could be through:

* Arranging external support, such as counselling or occupational health services
* Completing a risk assessment and following through with any actions identified
* Reassessing their workload and deciding what tasks to prioritise

At all times, the confidentiality and dignity of staff will be maintained.

**5. Monitoring arrangements**

This policy will be reviewed annually by the Wellbeing Lead. At every review, it will be approved by the Senior Leadership Team and Management Committee.

**6.Links with other policies**

This policy is linked to our:

* Appraisal policy
* Behaviour policy
* Capability procedure
* Staff code of conduct

**Appendix 1 – CELC’s SEMH Case Work Process**

