



Mental Health & Wellbeing at West Buckland

Approach

We believe that one's wellbeing is linked to happiness in school and ultimately success in school. Good mental health supports focus, friendships and growth; good wellbeing supports performance, teamwork and development. Everyone comes to school to make a difference and this can only be achieved if everyone is happy, safe and emotionally well. This then makes teaching and learning a rewarding and worthwhile exercise.

Today, more than ever before, mental health and wellbeing is at the forefront of discussion and focus. The Covid-19 pandemic made us reflect more and took education above and beyond the call of duty. Despite the challenges, our school and the wider profession has shown extreme resilience and exemplary support and togetherness.

We recognise that everyone has a role to play in this area through creating a culture, sustaining conditions and holding themselves and others to account. The Leadership team are responsible for monitoring the wellbeing of all staff and children, taking steps to remove unnecessary workload and supporting those under additional stresses. We have a duty to tackle mental health stigma within our organisation by promoting an open and understanding culture. We will give the same consideration to mental health as we do physical health and control risk factors as far as possible.

We are proud, as a school and as a Trust, to have signed up to the DfE 'Education Staff Wellbeing Charter' and this document outlines the steps we are taking to support wellbeing.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/984134/Education_staff_wellbeing_charter_2021.pdf

Further to this we have outlined below the commitments and strategies for staff and children within our setting.

Wellbeing is a shared responsibility requiring a holistic approach. It can be monitored and measured and has multiple benefits.



Children

- Have access to trained members of staff.
- Follow the 'Early Help 4 Mental Health' 10-a-day suggestions.
- Use Kelso's Choices when things go wrong on the playground.
- Engage in PSHE lessons.
- Participate in mindfulness activities.
- Attend assemblies focussing on mental health, wellbeing and strategies.
- Engage in class discussions around emotions and feelings.
- Have access to high quality resources.
- Demonstrate understanding and tolerance.
- Have a clear set of school values that promote positivity and wellbeing.
- Work within a growth mindset environment to build resilience.
- Understand their own mental health and wellbeing and be responsible for taking actions to improve it.

Staff

- Have access to a support network.
- Have access to external agencies.
- Know who the wellbeing Governor is and how to contact them.
- Be supported by relevant policies.
- Have access to wellbeing time.
- Be able to manage their own time.
- Have access to flexible working conditions.
- Question and challenge unnecessary workload.
- Be supported by an understanding and flexible Leadership team.
- Engage with school and Trust activities and events of support.
- Participate in a Trust wide survey each year.
- Participate in a school based survey each year.
- Be supported through periods and sources of stress and anxiety.
- Undertake training to help deliver certain topics.
- Be part of the monitoring process.
- Understand their own mental health and wellbeing and be responsible for taking actions to improve it.