

# **Crestwood Park Primary School**



## **Wellbeing Policy**

**November 2025**

**Date for review: November 2026**

**A. Bullas- Change Team**

## Our Ethos and Vision for all at Crestwood Park

We want Crestwood Park to be a model of a caring establishment, where staff and children value themselves, each other, the environment and the community at large. We use a shared language of positivity and praise; we take time to reflect; we believe in team work and aim for everyone to feel appreciated; we aim to make a difference to our children and we are passionate about our school; we are committed, dedicated and understanding; we are good role models for each other and we support each other to enable a positive learning and professional experience where positive wellbeing is promoted and protected.

## Risk Factors that can Impact on Wellbeing and Mental Health

At Crestwood Park, we recognise that there are many factors that could impact on pupil and staff wellbeing and mental health. These include

- childhood abuse, trauma, or neglect (affecting children in the present but also staff who have experienced this)
- social isolation or loneliness
- experiencing discrimination and/ or stigma, including racism and bullying
- social disadvantage, deprivation, poverty or debt
- bereavement and loss
- stress caused by a range of factors
- having a long-term physical health condition
- a difficult home life
- a mental health illness or disorder e.g. addition, mood, eating, personality

By understanding these factors and keeping abreast of changes within our school, locally and nationally, we can be as prepared as possible, to support staff and pupils. Understanding the impact of these factors and what this impact might look like helps us to create and review this policy which aims to give all stakeholders a clear picture of how they may support, or be supported during their time at CPPS.

## Rationale

At Crestwood Park, we recognise that **our staff are our most important resource**. We value them, support them and encourage them to develop personally and professionally within a caring, purposeful learning community.

We believe that it is **essential that all staff feel part of a valued team**, have the opportunity to express their views and to be supported to manage their workload within a culture that encourages and supports a healthy work-life balance.

We recognise that **there is a direct correlation between the wellbeing of our staff and the wellbeing of our pupils**, and that the culture of a school is determined by the extent to which staff work towards a shared vision.

## **We know that children do better with their learning when their wellbeing is positive and when they are mentally 'healthy'.**

In our experience, poor wellbeing and/ or mental health often prevents children from reaching their academic potential. Difficulties can also affect social aspects of school. We know that by weaving the promotion of positive wellbeing and mental health into our curriculum and school day, we can identify, support and monitor all our children to ensure that as a school, we are doing everything we can to protect good mental health, to increase levels of wellbeing for all and to turn mental ill-health into mental health. We also know that educating children about mental health and wellbeing and teaching them strategies to care for themselves and others will not only benefit them during their time with us, but outside school and in later life too.

The purpose of this policy is to ensure that we embrace the many school practices that support health and wellbeing, to minimise the harmful effects of stress and ensure that there is cohesion in working towards health and wellbeing for all. It outlines some of the ways in which we commit to maintaining wellbeing. It recognises that each individual member of the school family has a different set of circumstances. However, it provides an overview of how everyone can contribute to emotional health and wellbeing and can expect to be treated. The policy sets out our commitment to promoting and protecting positive wellbeing and good mental health.

Finally, this policy aims to send a clear message to all members of our school community that emotional wellbeing and mental health is at the heart of all we do.

## **What Crestwood Park aims to do for its staff and pupils**

We aim to ensure that our school:

For all

- promotes a culture of positive mental health and wellbeing
- encourages staff and pupils to recognise and acknowledge their own mental health and wellbeing needs
- supports staff and pupil mental health and wellbeing
- creates an environment where everyone can feel comfortable talking about mental health
- provides the resources needed to promote and protect wellbeing and mental health
- educates staff and pupils about mental health and wellbeing
- regularly seeks stakeholder views in order to review and improve provision
- signposts staff and pupils (via families) to agencies who can provide specialist support

For staff

- minimises stress
- helps staff to keep a healthy work-life balance and helps staff to manage their family and work responsibilities
- ensures staff feel valued and recognises and promotes the importance of a happy team
- involves staff in decision making
- takes account of equality implications

For pupils

- identifies mental health and/ or wellbeing difficulties at the earliest stage
- provides support in a range of personalised ways
- involves parents and families in appropriate ways
- creates an environment that caters for all social, emotional and mental health needs

## **Accountability**

The senior leadership team (SLT), governing body and school staff will work towards an ethos where everyone is valued; where respect, empathy and honesty are the cornerstones of all school relationships and where health and wellbeing are held central to school practice. We expect all staff to show respect and empathy for each other, and to treat confidential information sensitively and according to school policy. At Crestwood Park we consider all staff to be wellbeing 'champions' in that we all work together to promote the importance of emotional wellbeing. We all act as advocates for our children and their mental health is always our priority.

Additional responsibilities are as follows-

### **The School's Governing Body is responsible for:**

- fulfilling its duty of care as an employer
- monitoring the workload of the headteacher and being alert to signs of stress
- receiving any concerns from members of staff
- ensuring that the resources are in place to keep staff workload at healthy levels
- reviewing this policy in conjunction with the headteacher
- considering how its own members are treated and valued
- ensuring that demands are not placed on individual members of staff that interfere unfairly with their work-life balance
- operating a sensitive performance management policy
- ensuring that other school policies and procedures take account of staff wellbeing
- overseeing that change management is operated in a fair and reasonable way.

## **The headteacher is responsible for:**

- providing personal and professional development such as team building, management of change, stress management, assertiveness, communication
- assessing staff and pupil needs with regard to mental health and wellbeing on a regular basis, acting upon feedback given
- providing a non-judgemental and confidential support system such as coaching, mentoring and pastoral support for staff
- monitoring the workload of members of staff and being alert to signs of stress
- listening to the views of members of staff and providing a range of strategies for involving staff in school decision making processes
- listening to the views of pupils with regard to wellbeing and mental health
- ensuring that the efforts and successes of staff are acknowledged and celebrated
- acting as gatekeeper and prioritising reforms and innovations
- ensuring that staff are equipped with the right training to do the job confidently
- ensuring that staff feel valued and that time is set aside for them
- providing meeting guidelines that are agreed upon and followed
- planning the year's timetable considerably bearing in mind staff commitments
- providing funds to maintain/ improve staff facilities, the school environment and staff and pupil welfare
- including an opportunity for staff to discuss their mental health and wellbeing, and their aspirations and career intentions in professional development meetings
- providing a programme for CPD which benefits staff development in various areas of emotional health and wellbeing
- making special arrangements, where possible, to enable staff to combine the demands of family life and work life
- recognising that staff may have experiences in their personal lives that may make them vulnerable to pressures at work, and which may have a temporary influence on their work performance e.g. health issues, bereavement or loss, or personal circumstances
- ensuring accessibility to themselves and the accessibility of SLT to members of staff
- ensuring that there are effective methods of communication
- ensuring support services are made available or signposted where additional specialist support is needed
- engaging with local commissioning groups
- ensuring support services are made available to pupils (via parents) where additional specialist support is needed
- maintaining contact with staff during long absences
- ensuring that a mentor system operates within the school and especially for each new members of staff and that the staff induction process is put into place
- conducting risk assessments for work-related stress
- ensuring relevant time is protected for staff such as PPA, staff meeting time for reports etc.

The headteacher implements these responsibilities with the support of appropriate staff such as the deputy headteacher, senior leaders and the pastoral team who all strive to be positive role models through their own practice.

## **Members of staff are responsible for:**

- treating one another and pupils with empathy, respect and kindness thus promoting a culture of positive mental health and wellbeing
- taking care of and recognising their own mental health and wellbeing needs at work and communicating with key staff where they need support
- being committed to the ethos of staff wellbeing and keeping in mind the workload and wellbeing of colleagues
- being committed to the ethos of pupil wellbeing and engaging in CPD to support this
- understanding and implementing school policies relating to pupil wellbeing and mental health
- valuing all members of staff and pupils in the school and acknowledging the important role that everyone takes
- acting as a role model to pupils of how we manage and support our own wellbeing
- contributing to the ethos and social aspects of school life where possible to build morale and effective team spirit
- understanding the range of relevant external agencies available to pupils and their families
- engaging with external agencies i.e. school nurse, CAMHS etc when required
- developing and respecting shared areas where possible so that there is space to relax as well as appropriate work spaces.

### Examples of good practice to support staff wellbeing at Crestwood Park include:

- a Crestwood Park pledge which is given to all staff when they join CPPS and which promises to support staff wellbeing, through a range of tools and processes
- school subscription to Education Support Employee Assistance Programme that provides a wide range of readily available support services for all school members of staff
- providing refreshments in INSET training
- giving staff the option to plan their own social activities
- a staff achievement board in the staffroom to celebrate achievements personally and professionally
- making staff aware of pastoral services available to them e.g. counselling
- council subsidised gym and fitness memberships
- designated well-being days for all staff to choose when they take
- initiatives regarding marking to reduce staff workload
- an appraisal system that includes opportunities to discuss emotional well-being and mental health
- designated, regular CPD regarding mental health and well-being for all members of the school community
- 'open door policy' from all members of SLT for staff to discuss any well-being or mental health concerns
- termly staff surveys to gain views on well-being and mental health
- weekly slots on both the school newsletter and staff meeting agendas for well-being and mental health for all members of the school community
- protected PPA time and allocated time for report writing or additional duties when appropriate

At Crestwood Park we do not have a set allocated budget for staff well-being as we feel this would limit what we could achieve to support staff. We are aware of the potential need to spend money to improve staff well-being. Examples of how we have spent money to improve staff mental health and well-being are i) a revamp of our staffroom by decorating and reupholstering furniture and purchasing new furnishings ii) providing additional car parking spaces as we knew from our staff surveys that parking was a cause of stress and worry for many staff members iii) providing a budget for all members of staff so they could purchase items of uniform without additional costs to themselves.

We have also chosen not to use staff meetings for activities such as yoga/ mindfulness etc. From staff surveys and discussions, we feel that this would increase staff stress as staff report they would rather spend time on teaching and learning activities and therefore minimise any work that might be taken home at the end of the day. We ensure that staff have PPA time protected and allocated time for report writing. We bear workload in mind with any new initiative so that staff can retain a good work/life balance to allow them to engage in activities such as yoga out of work, if this is their preference.

### Examples of good practice to support pupil wellbeing at Crestwood Park include:

- a Home School Agreement that demonstrates our commitment to support pupil wellbeing and mental health during their time with us
  - robust information hand-over and information sharing processes such as the 'Pastoral Folders' and the use of CPOMS
  - diarised, regular pupil surveys to gain views on well-being and mental health
  - a personalised approach to support including: soft starts; check-ins, lunch in quiet areas; use of breakout rooms, quiet indoor and outdoor areas for personalised learning environments
  - focus days during the year e.g. a whole school Wellbeing Day
  - regular information and discussions in whole school assemblies with a distinct focus on Ways to Wellbeing
  - quiet areas in every classroom, along with Joy Jars and Worry Monsters
  - an inclusive and nurture-centred day
    - personal greeting at the start of the day
    - option for 'soft starts' allowing children a calm start with a member of the pastoral team
    - visual timetables in every classroom
    - quiet outdoor spaces at breaktimes
    - Pastoral information handover to lunch staff
    - The Meadow (Nurture Room) available for children to use at lunchtimes
- And for children who require additional support:
- Check-ins, Nurture Sessions, Sibling groups, Buddy groups, Confidence and self-esteem groups

## Working with Parents

We believe that the best way to support pupils with their wellbeing and mental health is to work closely with parents. We do this in a range of ways including

- SLT availability at the start and end of the day
- Pastoral team phone calls to parents, either as a response to a request or regular calls when a need is identified
- Open invitations to get in touch, with school phone numbers and staff email addresses shared
- Suggestions and tips for parents on weekly newsletters
- Support to access Early Help
- Craft/ Coffee mornings / afternoons
- After-school activity clubs available to families e.g. Rounders
- Fitness Friday (for parents and friends)
- Referral to specialist agencies
  - Educational Psychology
  - CAMHS
  - Counselling Services
  - Black Country Women's Aid
  - Barnardo's

Referral to specialist agencies is either through our Pastoral lead, our SENCo, the Headteacher or Deputy Headteacher unless families are already accessing Early Help and then the referral may be via a Family Support Worker.

## Support for Staff in specific circumstances

The school will provide support and discuss options as appropriate to specific circumstances. In some cases, it may be necessary to seek support from external services but the school will continue to support even when external services are involved. At Crestwood Park we understand that staff who have mental ill-health or poor wellbeing will find it difficult to manage work in the ways they would usually. We will support staff in specific circumstances with a personalised approach. Although consistency in policy is key, we do not constrain ourselves to one set process for supporting staff, as we know specific circumstances require a 'tailor-made' approach.

## Related Documents

This policy should be read in conjunction with

- Our Pastoral Team information booklet
- Our Performance Management Policy
- Our Anti-Bullying Policy
- Our Teaching and Learning Policy
- SPARKS Good behaviour and Discipline Policy
- Our Safeguarding and Child Protection Policy
- KCSIE (Keeping Children Safe in Education)
- Our Governor Health and Safety Terms of Reference

## SWOT Analysis

We ensure we keep our provision under review by referring to this SWOT analysis. This helps to review and measure any risks that might impact on this policy and it helps us to maintain a clear understanding of how effectively we are supporting staff and pupil wellbeing.

| Aspect                         | Strengths                                                                                                                                                                                                     | Weaknesses                                                                                | Opportunities                                                                                            | Threats                                                                                                              |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Our Vision and Values          | Full commitment from the HT, SLT, Pastoral Team and Wellbeing Governor, meaning the aims of this policy are protected. Staff wellbeing is part of the terms of reference for our Health and Safety Committee. | We need to keep other staff and the Full Governing Board up-to-date with developments.    | A strong, shared commitment could be capitalised upon to make further improvements.                      | A new Headteacher or Chair of Governors could have a different agenda.                                               |
| Finance                        | Currently have capacity to spend on resources that promote and protect staff and pupil wellbeing.                                                                                                             |                                                                                           |                                                                                                          | External financial pressures and internal changes e.g. staff changes could limit the capacity to spend in this area. |
| Pastoral Team                  | Established pastoral team                                                                                                                                                                                     | Small team with the majority of work carried out by one or two members of staff           | Working with teams in other settings<br>Allows close partnership with parents                            | Small team of dedicated staff therefore absence quickly impacts                                                      |
| Stakeholder voice and feedback | Anonymous staff, pupil and parent surveys                                                                                                                                                                     | Anonymity prevents individual issues from being addressed                                 | Trends and patterns are quickly identified                                                               | Time pressures on the staff who create, circulate and analyse the surveys                                            |
| Monitoring                     | Staff wellbeing monitored through appraisal                                                                                                                                                                   | Appraisal meetings might not always be the best environment for this kind of conversation | Able to signpost to other support agencies                                                               |                                                                                                                      |
| Acknowledgement                | Engagement in the Wellbeing Award for Schools                                                                                                                                                                 | Small team who carry out the work needed for assessment                                   | A three year 'deep dive' of the way we meet pupil and staff wellbeing and mental health needs            | Time pressures and other priorities may put the re-assessment at risk.                                               |
| School Improvement             | Pupil wellbeing always features on our School Improvement Plan                                                                                                                                                |                                                                                           | Wellbeing takes a priority with whole school development. Large projects can be broken down in to termly | Wellbeing sits along all other school priorities.                                                                    |

**This policy will be reviewed annually**

## Our Pledge to our Employees

We want Crestwood Park to be a model of a caring establishment, where staff and children value themselves, each other, the environment and the community at large. We use a shared language of positivity and praise; we take time to reflect; we believe in team work and aim for everyone to feel appreciated; we aim to make a difference to our children and we are passionate about our school; we are committed, dedicated and understanding; we are good role models for each other and we support each other to enable a positive learning and professional experience where positive wellbeing is promoted and protected.

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**When you work at Crestwood Park Primary, you can be sure that as your direct employers, we will share this pledge which sets out to show you how we will support your wellbeing and mental health.**

- We will support you with time off for medical appointments. We appreciate it if you aim to make appointments out of school time, but we will support you if this isn't possible.
- If you are a parent or carer of school-aged children, we will support you with attending special events such as first days at school, sports days, award ceremonies or special performances.
- If you have other dependents such as elderly parents, we will support you so you can attend key appointments or engagements.
- We will give you a paid 'wellbeing' day per academic year for you to take when you wish. We ask that you check the school calendar before making arrangements and that you don't choose a day when there is a special event in school that you are involved with.
- We will support you if you are unwell and ensure that the type and frequency of communication during your time away from school is appropriate e.g. we won't ask you to call school every day if we have ascertained it will be a certain time until you can return. A member of SLT will talk to you if they are concerned about the amount of time you have had off.
- For prolonged ill-health, we will support you with referrals to Occupational Therapy or similar agencies. We will also discuss a personalised set of ways we can support you, depending on your circumstances.
- We will make it easy for you to discuss any issues by having an 'open door' policy.
- We will give you opportunities to talk about your mental health and well-being at your appraisal or performance management meetings.
- We will give you membership of the Education Support Employee Assistance Programme (see enclosed leaflet)
- We will involve you with decision making as far as possible.
  
- If you have dependents, we know that you might occasionally need to take time off work to look after them. We know that these instances can be unpredictable and sometimes fall at the 'worst time'.
  - We will support you as much as possible so that this doesn't cause you additional stress or worry.
  - We will give you the opportunity to 'make up time' if you are in a role where this could be a solution.
  - We will offer unpaid leave if the time needed is likely to be significant.
  - A senior member of staff will talk to you and agree a plan, if you have had several instances of needing time off for dependents.
  
- We will conduct regular staff surveys to gain staff views and also include an opportunity for you to tell us if you don't think we are sticking to our Pledge.