



# Heron's Bridge School

## Policy: Health & Well-being

Coordinators: Lisa James-Smith  
& Health and Well-being Committee

As a Rights Respecting School, we are committed to embedding the principles of the United Nations Convention of the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

**Article 1-** Every child under the age of 18 has all the rights in the convention

**Article 2** -All children have these rights

**Article 19-** I have the right to be protected from being hurt or badly treated

**Article 28-** Every child has the right to an education.

**Article 29-**Education must develop every child's personality, talents and abilities to the full.

**Article 31-** I have a right to relax and play

**Article 34-** Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad

**Article 42-** Every child has the right to know their rights

Adopted 30/5/2012

Last Review 11/2021

Next review 11/2023

## Introduction

The Health and Well-being Policy has been developed to promote a holistic approach to education, health and well-being for our employees, pupils, families and the wider community. We aim to provide opportunities to enable us to develop to our full potential academically, socially, morally and personally.

At Heronsbridge our Health and Well-being Policy recognises that health and well-being, like any other corporate responsibility, have to be managed successfully. We are committed not only to improving performance in health and well-being but are also committed to health promotion by encouraging the adoption of healthier lifestyles for our staff, pupils and families linking in with Investors in People, Investors in Families, and The Healthy Schools National Quality Award. Information regarding the Health and Well-being group is displayed in the foyer available for staff to access. The Health and Well-being Group meet once every half term to discuss any issues raised. The Chair of Governors also supports the Health and Well-being Group and is available to speak to staff on request.

The philosophy which underpins this commitment is one of self help and individual responsibility within a corporate framework, promoting and supporting good practice to comply with legislation, addressing key workplace risks to health and encouraging a healthy lifestyle culture. The School Council meet termly to discuss issues raised by pupils.

Strategies/programmes are in place for pupils and staff, e.g.,

- Healthy schools (National Quality Award - Sylvia Fowler)
- Rights Respecting Schools: Gold Award (Lisa James-Smith/ Alana Harries)
- Pupil Support Team -Motional, Counselling, Floortime, Psychology students, Therapies, PAT dog, Floortime, Art psychotherapist, dog mentors - pets as therapies.
- Trauma Informed Schools - Whole school approach (Sylvia fowler))
- School Council/Pupil Voice (Victoria Lang)
- Relationships and Sexuality Scheme of Work (Heads of Department)
- Real P.E. (Christopher Price)
- 5/60 programme (Christopher Price)
- Health and Well-being Support Officer (Emma Protheroe)
- Mindfulness - (Lisa James-Smith)
- Massage/Relaxation (Karen Harris/Karen Davies)
- yoga, for both pupils and staff

Further supported by a curriculum with a key focus on health and well-being opportunities.

A range of specific policies have been adopted in support of this strategy. Well-being is a value of the school, underpinning the learning, experiences and opportunities of our pupils and staff.

Well-being is an important factor in the job satisfaction of our staff and is therefore a management issue for Heronsbridge.

### **We aim to:**

- Promote good practice in both physical and mental health & well-being activities and share successes across the school
- Provide training for all managers and supervisory staff in good management practices appropriate to this policy.
- Provide child friendly IEA's and IDP's
- Respond to the United Nations Convention on the Rights of the Child
- Ensure all necessary resources are provided to enable managers to implement the school's agreed health & well-being action plan to take into accounts feedback from Staff Questionnaires and suggestions.
- Identify those circumstances that may contribute to inappropriate levels of work-related stress and conduct risk assessments to eliminate or control the risks from such stress. These circumstances and risk assessments will be kept under regular review.
- Staff are given opportunity to voice concerns regarding health and well-being through departmental meetings, performance management, induction, probation, absence management, behaviour watch, well-being boxes, SSO's, SSSO's, line managers and the Health and Well-being group
- Consult with relevant trade union safety representatives and other stakeholders, where appropriate, on all proposed action relating to staff well-being and the prevention of workplace stress.
- Confidential counselling for staff whose well-being is affected by either work or external factors are provided by BCBC and Care First Wales.

### **Responsibility of the School**

We have a responsibility to:

- Promote an emphasis toward good physical and mental health and well-being

- Provide central support, resources and advisory services
- Produce and disseminate guidance notes to the Policy
- Offer practical step by step procedures and guidance
- Provide training to staff
- Monitor the effectiveness of this policy through annual reporting

### **Responsibility of the Senior Management Team**

Our Senior Managers will

- Establish effective monitoring processes and make recommendations following consultation with staff on developments and improvements to the policy.
- Ensure the promotion of all policies throughout the school. All policies can be located on the Y drive and form a significant part of our probation process.
- Provide support and guidance for individuals.
- Allocate resources necessary to allow managers to deliver action plans for the promotion of health and well-being activities and health referrals for expert opinion.

In addition to the general duties of all managers, Senior Managers influence the culture in their part of the organisation. Their specific responsibilities include:

- Setting an example as role model by adopting and adhering to the agreed health & well-being plan.
- Actively promoting the principles and behaviours contributing to positive staff well-being.
- Vigilance to employees' personal circumstances and offering additional support where appropriate to members of staff experiencing risks to their well-being derived from outside work, e.g. bereavement or separation.
- Ensuring effective communication between management and staff, particularly where there are organisational and procedural changes.
- Ensuring that bullying, harassment and discrimination are not tolerated.
- Referring employees (with their consent) to Occupational Health Service or counselling services.

- Managers will work alongside the Health & Well-being team to ensure all staff and pupils have a voice
- Conducting any investigation necessary to protect staff well-being - with input from the most appropriate line manager in the circumstances.

## **Line Managers**

All line managers and those with supervisory responsibility for other employees are required to:

- Facilitate risk assessments relating to staff well-being, and implement agreed findings.
- Ensure staff are fully trained to discharge their duties
- Ensure staff are provided with meaningful developmental opportunities
- Monitor workloads to ensure staff are not overloaded.
- Monitor working hours to ensure staff are not overworking, and monitor holidays to ensure staff are taking their full entitlement.
- Attend relevant training as required, including management training and health and safety training.
- Ensure any potential staff well-being issues are communicated to a member of the Senior Management Team as soon as possible in order to secure appropriate advice and support
- Ensure effective measures are in place for monitoring all sickness absences for stress-related absence
- Ensure absence patterns are monitored, and anomalies are reported to Senior Management.

## **Responsibility of Staff**

All staff are expected to:

- Treat each member of staff with dignity and respect as an individual
- Take advantage of training and information sources
- Uphold confidentiality (wherever safety is not at risk)

- Recognise the limits to what they can do and seek advice at the earliest opportunity
- Share ideas for promoting health and well-being in the workplace
- Raise issues of concern with their line manager, their Health & Safety Representative or member of the Senior Management Team.
- Accept opportunities for occupational health review or counselling when recommended.

## **Key Indicators**

Experience demonstrates that organisations which adopt a positive approach to improving health and well-being across the organisation, may achieve substantially reduced costs associated with:

- Absenteeism
- Staff turnover
- Risk management
- Increased staff morale, job enrichment, quality of work life
- Continuous improvement of achievement
- Improved productivity and overall organisational performance

Studies have shown that regular, daily light or moderate exercise is beneficial for the prevention of heart disease and other life threatening diseases, at Heronsbridge we promote swimming, relaxation, yoga and work life balance. The provision of opportunities for physical activity is one way that workplaces can contribute to promoting health and preventing illness:

There are many psycho-social factors which influence personal health and well-being. Mental health promotion in the workplace can prevent stress as well as promoting an understanding of mental illness.

Harmonious working relationships created by effective leadership and staff and involvement in decision making, together with effective administration systems, are important contributors to staff health and well-being. Effective administrative and professional support can assist staff to undertake their designated role with organisational purpose and direction.

## Appendix

### Definition and Terminology

The term "mental health" is one which encompasses a wide range of experiences which affect an individual's ability to balance his/her life. The difficulties can range from stress and anxiety through to serious mental health conditions diagnosed and treated by the health services.

The organisation's duty of care towards its staff and pupils is determined externally by legislation such as

Health and Safety at Work Act (1974)

Human Rights Act (1988)

General Data Protection Regulations (GDPR) 2018

Disability Act (2001)

United Nations convention on the Rights of the Child, adopted by the Welsh Government.(2012.)

Disability Discrimination Act (2005)

'The Disability Discrimination Act defines disability as "a physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day to day activities" and defines "long-term" as "12 months or more". Certain mental health difficulties may fall under this definition and will therefore qualify as disabilities.

If a member of staff declares a long-term mental health difficulty (and therefore a disability) to a member of staff, this information must be passed on to the relevant Manager. '

H	Holistic, Healthy, Honest, Happy	Holistic approach to education, health and wellbeing. Treating each other with dignity and respect. Mindful and caring of the needs and opinions of each other.
E	Education, Enabling, Empowerment, Empathetic, Environment	Developing expertise which helps us deliver a diverse curriculum; Embracing of continual professional which empowers staff to develop knowledge and skills which will improve the lives of our pupils
R	Respect, Role Models, Reliable	Setting good examples to our pupils and each other; Promoting positive values; Consistent and trustworthy, inspiring confidence in those who place pupils in our care.
O	Opportunities; Opportunist	Exploiting all opportunities to promote academic, social and emotional and independent living skills in our pupils
N	Nurturing	Respectful and understanding of pupils' individual needs; Providers of a stimulating, inviting and safe learning environment
S	Supportive; Staff	Supportive of each other; Reflective of our practices
B	Broadening	Breaking down barriers to learning for our pupils Extending opportunities for all
R	Reliable	Consistent and trustworthy, inspiring confidence in those who place pupils in our care
I	Independent	Responsible for our own learning and actions and for the learning of every child in our care, celebrating small achievements and valuing of diversity
D	Dynamic	Determined and resourceful, developing new and innovative ways to help pupils access learning
G	Green	Promoting of sustainable practices in our physical and human working environment
E	Empathetic	Understanding of the needs of our pupils, their families and each other. Respectful of the opinions and feelings of all those who we come into contact with.



## HEALTH AND WELL-BEING RESOURCES

HERONSBRIDGE	BCBC
Child Protection Policy	BCBC Absence Management Policy and Procedure
Health and Well-being Policy	BCBC Bridge Cards
HSE Management Standards Approach; HSE Indicator Tool	BCBC Bridgenders
HSE Working Together to reduce stress at work	BCBC Confidential Counselling Service
Induction Policy - Induction Handbook	BCBC Dignity at Work
Performance Management Policy	BCBC Managers Guideline on Dignity at Work
Roles and Responsibilities	BCBC Dispute Resolution Procedure
School Improvement Plan	BCBC Equal Opportunities Policy
Self Evaluation Policy	BCBC Corporate Policy on Flexitime
Staff Development Policy - Staff Handbook	BCBC Harassment and Bullying Policy for Schools
Stress Management Policy (Questionnaire; Recognising Signs of Stress)	BCBC Health and Safety Policy
Whole School Learning and Development Plan	BCBC Health and Well-being
Display Board: Foyer	BCBC Interim Home-Working Protocol for HR & ICT
ICT: Health and Well-being Heronsbridge website	BCBC Corporate Policy on Jobshare
Initiatives: Healthy Schools; BCBC	BCBC Lend a Hand (Employee Voluntary Scheme)
IIP Investors in People- Platinum	BCBC Occupational Health Referrals
IIP Investors in Families- diamond	BCBC Recruitment & Selection Guidelines (Schools)
IIP Health and Well-being Good Practice Award	BCBC Smoke Free Policy
The Well-being Programme - Worklife	BCBC Stress Policy Statement - Teaching Staff and School Based Support Staff
	BCBC Stress at Work - A Strategic Approach

<p>Support</p> <p>The Welsh National Healthy School Quality Award</p> <p>Mindfulness Staff Training</p> <p>Twilight Training</p> <p>School Counsellor</p> <p>Massage in Schools Programme</p> <p>Personal Relationships Scheme of Work</p> <p>PSE Scheme of Work</p> <p>Health and Well-being Focus Group</p> <p>School Council</p> <p>Pastoral Support Team</p> <p>Fun, Food and Fitness Week</p>	<p>Welsh Assembly - The Corporate Health Standard Award</p> <p>E-safety modules on the BCBC intranet</p>
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