



Emotional Health and Well Being of Our School Community Policy

Signed

Chairperson of BOG

Date

Introduction

Our school, Good Shepherd Primary & Nursery School, belongs to all of us...we have a warm, welcoming and happy environment where teamwork and mutual support permeate through every aspect of school life. We celebrate the diversity of our school family.

Our ethos is a caring one which develops respect, self esteem and gives a voice for all. We believe that, at Good Shepherd Primary & Nursery School, every child, member of staff and parent matters... our school is passionate about meeting the needs of our whole school community.

We have high expectations of all pupils in all areas. Creativity is at the heart of what we teach and learn. We reflect upon our practice to provide imaginative and stimulating educational opportunities and skills for life. Our goal is to improve the life chances of the children that we work with.

Good Shepherd Primary & Nursery School, recognises that its staff are a very valuable resource and the school is committed to producing a caring and supportive environment which is conducive to the welfare of all staff and which enables them to develop and contribute to their full potential.

We promote a supportive and inclusive ethos, which values parental/carer involvement and their contributions.

We aim to be a school where:

- Everyone achieves their full potential;
- Teaching and learning is personalised, creative, challenging and fun;
- Children are inspired and supported to develop interests and skills both in and outside school;
- Positive links with the local community create strong partnerships;
- A sense of mutual respect, care and responsibility is shown for everyone and everything in school;
- Children can contribute positively to a changing society;
- Everyone in school feels safe, supported, valued and happy;
- Children are supported to make informed decisions for a healthy lifestyle - physically, emotionally, socially and academically;
- Staff are supported through existing policies and procedures and through individual pastoral care and advice;
- Parents and carers are supported through existing policies and procedures and the school's network of support;
- We promote a two way relationship with parents and carers, based on mutual trust, respect and a commitment to improving learning outcomes; and,
- We are leaders in best educational practice.

Terminology

The terminology regarding emotional health, emotional wellbeing and mental health can often be used interchangeably. Indeed the World Health Organisation's definition of mental health was recently amended to take on a more child focused dimension, a change influenced by young people from Northern Ireland during the European Network of Ombudspersons (ENOC) Annual Conference 2018:

‘A state of wellbeing that allows children to develop and become aware of their own unique personality, to build their own identity, to fulfil their own potential, to cope with the challenges of growing up; to feel loved, secure and accepted as unique individuals and to be able to be happy, play, learn and to participate and contribute to family and community¹⁴.’

Emotional health and emotional wellbeing generally are understood to describe when we feel healthy, happy and life is going well at the upper end of the definition, and are also there when things aren't going so well to ensure that we are able to cope with the ups and downs of life¹⁵. Mental health generally includes emotional, psychological and social wellbeing; it is not just the absence of mental disorder. Mental Health is defined as a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

It is important to recognise that we all have “mental health” which is very distinct from mental illness but can often add to the stigma of talking about our mental health. It is also important to acknowledge that mental distress is not mental illness. As with physical health, which is on a continuum where we know what we need to do to care for our physical health (eat well, exercise, sleep) and we can get ill from time to time, mental health operates in the same way. Mental health is something all children & young people need to know about in the same context as they need to know how to care for physical health.

Rationale

We all have a responsibility to promote the emotional health and wellbeing of our children and young people. Government Departments and Agencies continue to work collaboratively to ensure that our children and young people and those working with them will be supported to do so. Educational settings have a unique role in the lives of children & young people and play a central role in creating the optimum environment for the development of their personality, abilities and talents, supporting their disabilities, promoting their wellbeing and identifying and responding to children's mental health difficulties. Indeed for some of our most vulnerable children, educational settings can be a refuge away from other aspects of their life and in this act as a protective factor.

The emotional health and well-being (EHWB) of all members of Good Shepherd Primary & Nursery School, is fundamental to our philosophy and aims. Our policies and practices are founded in the development and sustenance of a happy, healthy school, where all learning can flourish.

We believe that emotional health is closely linked to mental health and that as a school we can encourage positive development of mental health in childhood. We believe that children who are mentally healthy will be able to:

- Develop psychologically, emotionally, creatively, intellectually and spiritually;
- Initiate, develop and sustain mutually satisfying personal relationships;
- Use and enjoy solitude;
- Become aware of others and empathise with them;
- Play and learn;
- Develop a sense of right and wrong; and,
- Face challenges, resolve issues and setbacks and learn from them.

We believe that by promoting a positive approach to staff EWHB, with clear lines of communication between staff, the Principal and Board of Governors, staff feel that they are part of the school decision making process. Staff members know that they are listened to. This increases the level of motivation and involvement of staff within the school. A high level of involvement leads to staff with a greater sense of confidence and belonging, which impacts on their day to day performance.

We believe that by involving parents and carers and encouraging them to participate actively in the life of the school, we can improve learning outcomes (including EHWB) for our pupils. Close working with parents/carers is essential as parental involvement in the schooling of their child has a significant effect on improved attendance, behaviour and the achievements of pupils. As part of the school's supportive and inclusive ethos, open door policy and wide network of support, we believe that we can also contribute positively to the EHWB of our parents/carers as well.

Aims

The overriding aims of supporting the emotional wellbeing of our school community is:

- To ensure that children and young people are empowered and assisted to understand and take care or manage their emotional health and wellbeing.
- That their needs are identified early and addressed effectively when required.
- To establish an integrated model that supports an early help, support and intervention focus on children's emotional health and wellbeing needs.
- That fewer numbers of children and young people will require specialist intervention from Mental Health Services.

We as a school aim:

- That the children in our school will be able to express their feelings, build confidence and emotional resilience.
- That the children in our school will develop the self-esteem, awareness and self-confidence to play an active part in school life and be valued and valuable members of their communities.
- That staff are aware of the importance of their own emotional health and well-being, and that the emotional health and well being of staff is supported across the school in order to minimise the harm from stress.
- That parents/carers and the wider community are aware of the importance of both their own and pupils' emotional health and well being and that they are aware of how to access help through the school's network of support.

Emotional Health & Well-Being of Pupils

Curriculum organisation

Emotional health and well-being cover the spectrum of activities in school and the range of educational and health/welfare agencies who support our children. Our school is pro-active in its approach and welcomes opportunities to promote emotional health and well-being through the formal and informal curriculum.

Staff use a variety of methods for ensuring sound emotional health and well-being for our pupils. These complement and reflect the overall aims and philosophy of the school. Our approach includes:

- Adopting a holistic, integrated approach.
- Recognising that a child or young person entering school feeling happy, healthy, safe and connected to school is more likely to fully engage in learning.
- Identifying those children who may not be feeling this way and ensuring that additional support is provided to address their individual needs.
- Encourage, support and challenge (where appropriate) to better prepare children and young people for further education, work and adult life.
- Recognising that all behaviour is communication – not just “acting out” or being aggressive, but also silent and withdrawn behaviours that can also present in a distressed or worried child or young person.
- Create opportunities to hear the voice of the child. Whole School/Other Educational setting.
- A trauma informed compassionate approach.
- Leadership prioritises a culture and ethos that promotes a sense of caring, belonging and respect for all and plans strategically to improve emotional health and wellbeing for all.
- Providing an emotionally secure and safe environment and spaces.
- Recognising parents and carers as being integral to the school and the child’s wellbeing.
- Recognising that teacher-pupil and pupil-pupil relationships and relationship between youth workers and young people are crucial for wellbeing.
- The implementation of a Positive Behavioural Management Policy;
- Codes of conduct (class, canteen & playground);
- Clearly identified rewards and consequences, understood by all;
- Rewarding positive behaviour and achievement;
- Setting appropriately challenging tasks;
- Providing a forum for listening and talking, e.g. using Circle time/PDMU/comment boxes in KS1 and KS2/School Counselling Service/Assemblies as a tool for Personal Development and Mutual Understanding and Emotional Health and Well-being;
- We are a rights respecting school, which we refer to in ensuring child centred provision;

- School council, eco council and digital leaders elected within the school;
- Encouraging co-operation and collaboration;
- Developing social competence; and,
- Encouraging and developing coping strategies and resilience.

The school places emphasis on problem-solving, positive self-assessment, time for reflection, quality feedback and encouragement to participate in school and community events. A range of extra-curricular opportunities exist for children that enable them to extend interests and talents beyond the classroom.

The delivery of Personal Development and Mutual Understanding (which includes personal, emotional, social, health and drugs education as well as aspects of relationships and sexuality education) is fundamental to our promotion of emotional health and well being. Through the planned programmes and informal curriculum, opportunities exist to explore issues appropriate to children's ages and stages of development. Staff deal sensitively with these issues and differentiate according to the varying needs of the children in their care.

Children are grouped in a variety of ways to promote the achievement of their best. In the classroom, there are opportunities for children to work in both friendship and ability groups, in pairs as well as at individual level.

We see parental/carer involvement as a vital part of emotional well-health. Regular opportunities exist to promote partnership with parents (see further details under Emotional Health & Well-Being of parents, carers and the wider community)

Inclusion

All curriculum policies promote 'inclusion' - key to our school ethos. Curriculum provision is based on an understanding that we may need to cater differently for individuals in order to provide equality of opportunity. This approach to equal opportunities is extended to all members of our school community and included in our SEN and Inclusion and Equal Opportunities policies.

These needs include specific policies for SEN children. Our Principal has direct responsibility for the curriculum and in collaboration with Literacy and Numeracy co-ordinators uses our whole school tracking system to provide targeted intervention for groups of children and monitor progress. A priority for the school is the early identification of special needs. We also recently have targeted specific groups of children through our engage programme since 2021. This has been informed by data analysis and professional judgement.

Differentiation and awareness of a variety of teaching and learning styles are used to provide appropriate curriculum approaches for different children's needs.

The Board of Governors and whole school community endeavour to ensure that the school's curriculum and environment are inclusive in nature.

Pastoral organisation for pupils

We pride ourselves on the whole school, team approach that is integral to our way of working at Good Shepherd Primary & Nursery School. Our methods include:

- Recognising and responding positively to a child's emotional and/or behavioural needs;
- Communicating with parents positively and realistically to create a partnership approach to children's emotional health and well-being; and,
- Liaising with appropriate agencies to enlist advice and/or support.

Alongside the high quality in class pastoral support, we have a skilled and committed team who work together to support individuals and groups throughout the school. They support the systems and support structures outlined in the organisation of the curriculum.

Whole school approaches to pastoral care are contained in our Positive Behaviour Policy and Class/Canteen/Playground rules/Code of Conduct for staff. Clear policies which form part of our Pastoral Care include: Child Protection, Addressing Bullying, Drugs Education, Relationships and Sexuality, Period Dignity, Safe Use of the Internet and Positive Behaviour are implemented in our school. Together, they provide the foundations for emotional health and well-being.

Alongside our policies are a range of practices to promote Emotional Health and Well Being:

Eg.

- A warm welcoming school ethos where children are treated with respect and dignity and where their views are valued and their comments taken seriously;
- Peer mentoring with a Buddy system and Y7 support for Nursery pupils;
- A School Council/Eco Council and Digital Leaders with elected membership;
- Assemblies which celebrate pupil achievements;
- Relax kids in our Nursery;
- A wide range of sport coaching;
- We walk the Daily Mile every day;
- Musical Pathways to learning P1-P3;
- Delivery of the Neuronimo Programme;
- A whole school system of rewards for individuals and classes; positive reward charts, pupil of the week, star of the week etc...
- Friendship benches and friendship stops;
- Anti-bullying week;
- The Preventative Curriculum (PDMU/Circle-time/WAU,RE,RSE)

Our Safeguarding and Child Protection/Pastoral Care team includes:

- Designated Teacher for Child Protection: Mrs Maria Harley
- Deputy Designated Teacher for Child Protection: Mrs Suzann McCafferty
- Chair of the Board of Governors: Mr Philip Duffy
- Designated Governor for Child Protection: Dr Michael Gormley

All pastoral concerns are recorded in class pastoral books. The team supports children through a whole school system which includes the preventative curriculum within (RSE, PDMU, RE and WAU). This provides a structure for the range of pastoral interventions available in school, including:

- Access to school councillor through the Happy Healthy Minds fund;
- Pupils' Comments/Suggestion Boxes;
- Who I can talk to posters (visible around the school);
- Child-line information including phone numbers;
- In-class group/individual support; and,
- Multi-agency involvement as required - including our Educational Welfare Officer, Educational Psychology, Social Services (Family & Child Care Team), the Education Authority REACH Programme, WEST, Autism Advisory Service, Literacy Support, the Behaviour Support Team, Clooney Family Centre, EOTAS, CAMHS, the School Nurse and our local Health Visitor.

We actively promote the support that can be provided by a range of agencies.

Emotional Health & Well-Being of Staff

Pastoral organisation for staff

Pastoral support for all members of the school community is fundamental to the aims and philosophy of Good Shepherd Primary & Nursery School Primary School. We believe that a well-supported, valued staff (with a clear and shared purpose) is best placed to provide emotional well-being for children in their care. Our line management structure promotes in-house support, alongside the range of agencies that can be accessed via the staff notice board. We follow CCMS guidelines and policies for supporting personnel (including those for harassment, grievance, equality and managing staff attendance). A clear system of line management exists to monitor and support staff needs.

In order for all staff to be at their most effective, we believe that they need to have a healthy work life balance in order to:

- Attract and retain the calibre of staff needed for our challenging Education system.
- Improve the school's effectiveness by actively reducing staff absenteeism and turnover.
- Develop a more motivated workforce, with high morale, even more able to deliver a better education for our children.
- Improve team work, staff development and cooperation by effectively distributing leadership and creating new leaders.
- Recognise that excessive hours of work do not equal commitment but might reduce staff effectiveness.
- Recognise that improving workplace communication has a positive outcome for the whole school workforce programmes to inform best management practice.

Practice

The school will:

- Ensure our ethos and environment of the school places a high value and significance on staff wellbeing.
- Have an understanding that if staff are not effectively supported they cannot be expected to properly support the children and young people in their care.
- A culture of trust where all staff feel valued and know how to access support if needed, for example through communication with their principal.
- Supporting and providing comprehensive and on-going training as deemed necessary.
- Support given to the emotional health & wellbeing of educational setting leaders by the employing authority
- Provide personal and professional development that incorporates regular opportunities for learning and practising health skills such as team building, management of change, stress management, assertiveness and communications etc;

- Provide a range of strategies for involving staff in decision-making processes;
- Operate sensitive and negotiated management and appraisal systems linked to clear job descriptions and PRSD/EPD/BT systems as appropriate to aid them in the delivery of their work and managing the expectations of the job;
- Ensure that new staff are supported with an appropriate level of induction;
- Regular review and annual staff meetings, of how effectively the school is taking into account the work life balance of all staff. Working with staff to agree and provide appropriate training to enable them to do their jobs competently and effectively within normal working hours;
- Involve staff in agreeing and setting realistic work related targets for the staff and the school;
- Provide a system for encouraging efficient and effective working practices, and discouraging staff from working excessively long hours;
- Continually look at existing and new practices to make systems as efficient and time saving as possible;
- Involve, encouraging and enabling staff to manage their own careers and personal development;
- Provide additional support at times of particular stress, change and/or difficulty;
- Provide information about and access to supportive services;
- Work towards a school ethos where staff feel valued and where respect, empathy and genuineness are cornerstones of school relationships;
- Regularly assess the risk of work activities including the risk of harmful stress and act upon such findings;
- Through training and building security provide staff with a sense of safety and the confidence to deal positively with stressful incidents;
- Regularly review the demands on teacher time spent on paperwork and seek alternative solutions wherever possible;
- Raise awareness and have procedures in place to prevent staff harassment and bullying (CCMS guidelines);
- Have an open door listening management system that responds quickly to problems;
- Respond sensitively and flexibly to external pressures that impact on lives of staff;
- Maintain contact with staff when they are absent for long periods and on returning to school avoiding the situation of extra workload;
- Maintain positive staff–pupil relationships to ensure an effective Learning and Teaching environment;
- Ensure that Staff Health and Well Being is part of staff development & is linked to the School Development Plan;
- Put in place a non competitive staff praise/ acknowledgement / reward system that is supported by all staff;
- Have a welcoming staff room sensitive to issues of race, gender, culture and disability;
- Provide information and useful contacts on Emotional Health & Well-Being on the staff notice-board (see useful contacts – appendix1);
- Provide adequate staff facilities and accommodation;

- Monitor staff absences, feelings and understandings, staff/parent/pupil relationships and the recruitment and retention of staff;
- Ensure decision making processes are clearly understood and supported by all staff;
- Provide opportunities for staff to socialise and relax together;
- Ensure that the confidentiality, rights and dignity of all staff will be maintained at all times;
- Provide opportunities, where possible for flexible working practices; and,
- Have a monitoring, evaluation and review mechanism, linked to performance management and the school improvement plan, for work life balance initiatives and strategies.

Board of Governors

The Board of Governors recognise its responsibility with regard to the work life balance of the Principal. The Principal in turn, will have regard to the work life balance of other staff. The governors of Good Shepherd Primary & Nursery School Primary School have the overall responsibility for the wellbeing of all staff.

Principal

The Principal will:

- Ensure the provision of a healthy working environment;
- Take responsibility for her own work life balance and be aware of the role model they are setting for others to the work life;
- In collaboration with senior staff, set positive role models;
- Provide pastoral/welfare support for individual staff as required;
- Ensure that all staff are treated in a fair, sensitive and confidential manner;
- When issues arise, discuss options as appropriate to the circumstances; and,
- Support as far as possible any initiatives and recommendations in relation to staff welfare as advised by CCMS or the EA – Western Region if appropriate.

Staff

Individual staff members have a responsibility towards their own health and well-being at work and are advised to raise any matters of concern:

- Any member of staff who has a concern regarding his/her welfare should address this initially with the Principal.
- Staff also have a responsibility to be sensitive and responsive to the welfare of others at work, and are required at all times to act in a way that respects the health and well-being of others.

- Every member of staff must take responsibility for their own work life balance and be aware of the role model they are setting for others.

Support Services

Staff are advised that information and advice will be made available in relation to areas of concern where required:

- CCMS and EA – Western Region policies and procedures relating to staff health & welfare.
- Staff care and specialist counselling.
- Occupational health services and occupational medical referrals arranged in relation to staff welfare concerns.
- Support groups providing specialist support for individual circumstances eg. CRUSE (Bereavement), RELATE (Relationship and family matters), the Derry WELL WOMAN CENTRE (Woman’s Emotional Health & Well-Being), AWARE (Defeat Depression), MEN TO MEN (Men’s Emotional Health & Well-Being) and Inspire Wellbeing etc.

A Co-ordinated EA approach in supporting children and young people



Emotional Health & Well-Being of Parents, Carers & the Community

Good Shepherd Primary & Nursery School, values our partnerships with parents, carers and the wider community. We recognise the positive impact that these partnerships have on our pupils' emotional health and well-being, behaviour, attendance as well as their all round achievements including standards of attainment.

As part of our supportive and inclusive ethos, open door policy, and network of support services, we believe that we can contribute positively to the Emotional Health and Well-being of parents, carers and the community which in turn impacts positively on the development of our children.

Parents, Carers and members of the community are encouraged to participate in the life of the school as illustrated below:

- We actively encourage and promote the involvement of parents to contribute to the life of our school which creates a better sense of connectedness between parents and settings, and fostering mutual respect.
- Recognising that for some parents and carers, engaging with staff can be challenging, for example those who themselves have had a difficult relationship during their own time at school.
- Empowering parents to promote emotional wellbeing within the home environment, reinforcing the wellbeing culture and ethos of the setting.
- Recognising that when parents are involved in an intervention there is a higher degree of success e.g paired reading programmes and homework activities.
- We recognise that our school setting is a key hub within our community.
- We link with other local voluntary and community services including youth services, sports clubs, our local church and businesses.
- Parents' Teacher meetings in the Autumn Term.
- Open door policy - where teachers are available by appointment to discuss any aspect of pastoral or curriculum development.
- Parental workshops- ICT (parents & pupils – including Safe Use of the Internet) and Parentline NI.
- Parental questionnaires, to help us build on what we do best and identify areas for improvement.
- Involvement in individual education plans and reviews for children with special educational needs.
- Wrap around care to support families: early morning breakfast club, brothers and sisters club- allowing for 1 family pick up and a wide range of after school clubs;
- Parents as volunteers (educational trips/clubs).
- Parent Teacher Association – parental support for a wide range of school events & fundraising activities.

- Open invitations to a variety of schools events such as school shows and assemblies for parents, carers and members of the wider community.
- Emotional Health and Well-being information and training sessions in consultation for parents, carers and the wider community through Parentline NI.

Monitoring And Evaluation

Provision across the school is monitored by the Principal and the Board of Governors. The Principal will provide support and advice to members of our school community about the provision and implementation of Pastoral Care and Emotional Health and Well Being in our school.

The staff will be asked to regularly monitor their own work life balance and to report any concerns to the Principal. The Principal will report the outcome of staff reviews on Emotional Health and Well Being to the Board of Governors in the Principal's Report each term.

The Governing body have a responsibility to ensure that the head teacher manages an acceptable work life balance. This includes providing administrative and leadership support and leadership and management time for the Principal. The Governors will regularly review their own practices and consideration to staff workload at Board of Governor meetings. The Principal has a duty to monitor their own work life balance, modelling good practice and reporting concerns to the Governing body.

Implementation Of This Policy

The member of staff with lead responsibility for the implementation of this policy is the Principal (Mrs S. Mc Cafferty). The Designated Teacher for Child Protection & VP (Mrs M. Harley) will also assist the Principal in overseeing the implementation of this policy.

Review

This policy will be reviewed every three years or more regularly in line with developments in Emotional Health and Well Being as necessary.

Useful Contacts For Your Emotional Health And Well Being Staff, Parents, Carers and the Wider Community		
<i>Name of Organisation</i>	<i>Aspect of Emotional Health & Well Being</i>	<i>Contact Details</i>
Citizen's Advice Bureau	Legal problems Debt Consumer Issues Benefits Housing Legal Matters Employment Redundancy Immigration Form-filling Represent clients at tribunals & at court	Embassy Court, 3 Strand Road, Derry BT48 7BJ. Tel 02871362444 lmanderrycab@citizensadvice.co.uk

<i>Name of Organisation</i>	<i>Aspect of Emotional Health & Wellbeing</i>	<i>Contact Details</i>
Derry Well Woman Centre	Counselling Eating Disorders Support Miscarriage Support Menopause Clinic Cardiac Risk Assessment Breast / Cervical Screening Crèche Activities Breast-feeding support Post Natal Depression Antenatal Classes Baby Massage Behaviour Management Depression & Anxiety Anger Management Confidence Building Self- Esteem Cancer Support / counselling Decision-making Nutrition Yoga Complementary Therapies <ul style="list-style-type: none"> • Introduction to massage • Reiki • Reflexology 	17, Queen Street, Derry. BT48 7EQ Tel: 02871370103 Email: info@derrywellwoman.org
Cruse Bereavement Care - Foyle	Loss & Bereavement Coping with a crisis	Tel: 02871 262941
Northlands – Addiction to Recovery	Issues with Alcohol	Tel: 02871 313232 Email: info@northlands.org.uk
Narcotics Anonymous	Drug Addiction & Recovery	http://wsoinc.com
DAYS – Drugs & Alcohol Youth Service – Derry City Council Area	Education on Drugs & Alcohol to youth settings & treatment for those who experience problems due to drug/alcohol abuse	www.nypdf Doyle.com

Name of Organisation	Aspect of Emotional Health & Well being	Contact Details
Western Drugs & Alcohol Co-ordination Team	Information on alcohol & drug issues & services for users, families, carers & the wider community	www.westernifh.org/wdact
Aware	Defeat Depression – information, training & workshops for teenagers, teachers, parents & other vulnerable group. Also Mental First Aid Courses	10 Clarendon Street, Derry BT48 7ET Tel: 02871 260602 ron@aware-ni.org judy@aware-ni.org
Men To Men	Provides one to one counselling on a range of men's Emotional Health & Well-Being issues	Tel: 02890 247027 Helpline: 02890 237779
Men's Health Forum	Advice on Emotional Health & Well-Being issues	Tel: 020 73884449
The Rainbow Project Derry	Emotional & Well Being of gay & bi-sexual men in NI	Tel: 02871 283030
Samaritans - Derry	Confidential emotional support to any person who is suicidal or despairing	16, Clarendon Street, Derry BT48 7ET Tel: 02871 265511
Relate	Advice / counselling on relationships, sex therapy, workshops, mediation & consultations	Main Office 3 rd & 4 th Floor, 3, Glengall Street, Belfast BT12 5AB Tel: 0870 242 6091 Email: office@relateni.org

Useful Contacts For <u>Staff</u> Emotional Health And Well Being		
<i>Name of Organisation</i>	<i>Aspect of Emotional Health & Well Being</i>	<i>Contact Details</i>
CCMS – Staff Welfare	Advice for governors, principals & teachers on the development and management of Health and Well Being policies.	CCMS Holywood 163, High St. Holywood Co. Down BT 18 9HT Tel: 028 90426972
EA – Western Staff Welfare	Advice for staff on welfare issues.	Human Resources Education Authority I Hospital Road Omagh Co. Tyrone BT79 0AW Tel: 028 82 411411
Inspire Wellbeing (previously known as Carecall).	Advice for staff on welfare issues.	Inspire Central Office Lombard House 10-20 Lombard Street Belfast BT1 1RD <u>Visit the website:</u> www.inspirewellbeing.org Tel: 0808 800 0002

Additional Information:

DENI/CCMS documents for reference:

Teacher attendance procedure TNC 2008/2

<http://www.onlineccms.com/index.php/publications/building-and-development/teacher-attendance-procedure>

Attendance Policy For Teachers in Catholic Maintained Schools

<http://onlineccms.com/index.php/publications/ccms-annual-reports-and-policy-documents/ccms-policy-and-guidance-documents/attendance-policy-for-teachers-in-catholic-maintained-schools>

Circular 2014/18 - Teachers' absences not exceeding three working days

<https://www.education-ni.gov.uk/sites/default/files/publications/de/2014-18-teachers-absences-not-exceeding-three-working-days.pdf>

DENI Staff Health & Wellbeing information:

<https://www.education-ni.gov.uk/articles/staff-health-and-wellbeing>

Supporting EA staff information:

<https://www.eani.org.uk/supporting-ea-staff>

EA Health & Wellbeing information:

<https://www.eani.org.uk/ea-staff-hub/hr-online/health-wellbeing>

Welfare

CCMS provides a free, 24 hour counselling and employee assistance service to staff in our schools. The welfare service provides support for a wide range of issues including personal, family, workplace, relationships, financial, bereavement and alcohol/substance abuse. If you are in need of this service please contact INSPIRE (formally Carecall) on **0808 800 0002** or the website inspirewellbeing.org

Principals and Teachers may also contact their dedicated Human Resources Adviser in CCMS Lisburn (Tel: 028 92 013 014) for advice and support on workplace issues affecting their health and wellbeing. The Human Resource and Education Advisers within CCMS aim to ensure that the health and wellbeing of teachers is identified as a strategic issue and to assist the Council in the formulation of health and wellbeing policies and the preparation of advice and guidance for schools.

The Senior Welfare Officer is Mr Brendan Hardy.

Mairead Logue is the designated HR officer for our school.

Among their responsibilities are:

- To formulate new and review existing policies;
- To advise the Council, governors, principals and teachers on the development and management of health and wellbeing policies;
- To conduct research in areas of concern in the health and wellbeing fields;
- To develop and maintain appropriate specialist knowledge, networks and partnerships with relevant bodies; and
- To provide guidance and support to schools which experience crises.

