



# Stress, Mental Health and Wellbeing Policy – Staff

The Children's Endeavour Trust comprises:

Abbot's Hall Community Primary School  
Bosmere Community Primary School  
Broke Hall Community Primary School  
Chilton Community Primary School  
Combs Ford Primary School  
Freeman Community Primary School  
Springfield Junior School  
Whitehouse Community Primary School

## Document Control

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## 1. CET Strategic Plan Links



At Children’s Endeavour Trust, one of our key values is community. We recognise that wellbeing can be emotional, social and economic and can affect physical and mental health. It encompasses all areas of life - work, education, training or recreation, domestic, family and personal domains.

Our approach to wellbeing is underpinned by key sections and aims in our strategic plan:

### **2. People and partners**

*A) To be an excellent recruiter and employer*

*C) To create optimum structured opportunities for staff to collaborate and share best practice, enabling all staff across the Trust to genuinely engage in constructing/contributing to the approach to improvement.*

*E) To bring uniformity in expectations for staff working at similar levels in different schools*

*G) To embed a clear strategy to promote staff well-being and manage workload*

### **5. Quality assurance and accountability**

*E) To ensure leaders have an integrated picture of performance, pulling together data on progress, attainment, wellbeing, exclusions and other qualitative information such as finances.*

## 2. Why Mental Health and Wellbeing is important

At Children’s Endeavour Trust we believe that good mental health and wellbeing of our staff is vital to organisational success and sustainability. We also know that in order for our staff to support the ongoing mental health of our children, it is essential that we support our workforce in the same way. A healthy, happy workforce means we can:

- Better support our children to learn and succeed
- Enhance our reputation as an employer who cares
- Improve staff morale and performance
- Reduce sickness absence
- Increase attendance
- Improve staff retention

We are committed to the following principles:

- Identifying and reducing workplace stressors
- Supporting staff who are experiencing mental health problems
- Tackling the causes of work-related mental health problems
- Promoting wellbeing for all staff

## 3. Definition of Stress

The Health and Safety Executive define stress as *“the adverse reaction people have to excessive pressure or other types of demand placed on them”*. This makes an important distinction between pressure, which can be a positive state if managed correctly, and stress which can be detrimental to health.

## **4. Definition of Mental Health and Wellbeing**

We endorse the World Health Organisation's definition of mental health and wellbeing:

“a state of well-being 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”

We understand that mental health and wellbeing is not just the absence of mental health problems and we want our staff to:

- Enjoy working in a safe, open and supportive workplace environment and culture that supports mental health, promotes wellbeing and prevents discrimination
- Be aware of mental health and wellbeing issues and behaviours
- Help us reduce the stigma around depression and anxiety in the workplace
- Feel supported during times of personal or work stress
- Maintain a healthy work life balance
- Have opportunities to engage in initiatives that support mental health and wellbeing
- Feel confident and empowered to talk about their problems to colleagues and or managers as appropriate
- Have positive and healthy relationships at work.

## **5. Links to other Policies**

This policy is not intended to stand alone and links to other HR policies and procedures such as the Staff Code of Conduct, Leave of Absence Policy, Staff Absence Management Policy, Appraisal Policy, Flexible Working Policy, Menopause Policy.

## **6. Roles and Responsibilities**

Supporting activities that enable good mental health and wellbeing in the workplace is the responsibility of all employees.

Children's Endeavour Trust expects line managers within the Trust to manage staff in a manner which is not detrimental to mental health and which, at its best, can positively promote wellbeing. We expect all staff to be aware of and alert to the wellbeing of those around them not only as a line manager but also as a colleague.

All employees should strive to achieve a healthy work life balance by regularly taking uninterrupted lunch breaks, refraining from sending work-related emails out of hours, taking annual leave and resting after busy periods, with senior staff leading by example. Weekend and evening emails should be kept to a minimum and only sent where it is absolutely necessary for the smooth running of the schools or where there is an urgent reason for doing so.

All employees have a responsibility to promote a positive working environment that helps them and their colleagues to feel included, supported and empowered to talk about mental health openly and without judgement.

Employees are also responsible for accessing support when they need it and raising any concerns with their line manager. Equally, a member of staff with a genuine concern that a colleague may

need a little extra care or support, should notify their line manager at an early opportunity so that this may happen.

## **7. Engaging with Staff**

Children's Endeavour Trust is committed to identifying what can be done to further reduce work related stress and support greater wellbeing. Laura Carr, Headteacher at Chilton, is the wellbeing advocate within the Trust Leadership Group.

We engage with staff annually via the employee survey and from this we are developing a greater insight into the needs and requirements of our workforce, which has fed into the development of this policy. We also evaluate every CPD event we provide.

We are working to develop a culture of openness whereby the whole of the staff team feel empowered to talk about mental health and put forward their ideas about how Children's Endeavour Trust can support this even further. We intend to continue our efforts to engage with our staff teams in the ways outlined above and via the routine channels of communications that already exist in our schools, such as team meetings, 1:1 meetings, senior leadership meetings, performance management meetings and drop in sessions.

The feedback from our employees will always drive Children's Endeavour Trust's actions and efforts to promote positive mental health and wellbeing.

## **8. Raising Awareness of Mental Health and Positive Wellbeing Strategies**

In many workplaces mental health often goes unnoticed. Too often, employees are scared to talk to their manager and as a result, problems can spiral. Children's Endeavour Trust aims to raise awareness by embedding mental health support into induction procedures and training.

## **9. Positive Working Relationships and Social Connections**

Children's Endeavour Trust strives to make the workplace a mutually supportive environment where good work relationships are allowed to thrive, by:

- Promoting a culture of teamwork, collaboration and information-sharing
- Promoting positive behaviours to avoid conflict and ensure fairness
- Ensuring robust policies on bullying and harassment are in place well publicised and followed
- Encouraging exercise to boost staff health, team work and mental wellbeing
- Offering buddy system for new starters to help them gain confidence and develop new skills
- Celebrating the successes of teams and individuals in a variety of ways
- Encouraging cross trust networking both socially and professionally

## **10. Providing the Right Level of Support to Staff when it is needed**

We recognise that many behaviours and emotional problems can be supported either within Children's Endeavour Trust or sometimes with advice from external professionals. Some staff will

need more intensive support at times, and there are a range of mental health professionals and organisations that are available to staff within Children's Endeavour Trust.

Sources of other relevant support include:

- Our Employee Support Service <https://carefirst-lifestyle.co.uk> organisation code: ssc001 / password oice1234
- Senior leadership teams
- Occupational health
- Counselling services
- NHS Mental Health Services
- MIND
- Samaritans

Line managers will routinely take stock of individual staff wellbeing and mental health to help assess the impact of current approaches and plan further improvements to enhance morale. This will usually take place in 1:1 meetings, performance management meetings and supervision meetings.

Children's Endeavour Trust recognises the benefit of regular 1:1 meetings for both employer and employee, and the value they bring in early identification of potential concerns. Whilst we recognise that 1:1s are not always possible due to teaching schedules and working times, clear and regular lines of communication are essential, especially for those working in isolation.

SLT and team leaders should have the wellbeing of their teams at the forefront of their working practice, and as such look for evidence of things being ok, whilst also being alert to subtle changes that may indicate that a conversation may be needed to check-out where people are. SLT should be mindful of the where and when such a conversation happens and that a response of, '*I'm fine,*' may not be a true reflection of the situation, which might require a second check-in along with continued observation.

## **11. Recruitment**

Supporting wellbeing starts with getting the right person for the job. If there is a mismatch between a new recruit and for example, our workplace, or their skills and abilities or Children's Endeavour Trust's vision /values, it can lead to stress.

As a Trust we will always be realistic about the role being offered and our expectations, and will take care to select people based on their skills, competencies and realistic potential during the selection process.

It is important that we provide a fair and unbiased recruitment process and as an employer we are committed to promoting and protecting the wellbeing of all our staff, which we reference in our recruitment advertising

Recruitment decisions will always be based on whether candidates have the necessary qualifications and competence for the job, without making assumptions about their health or disability.

## **12. Induction**

We understand that starting a new role can feel both exciting and overwhelming and recognise that delivering an effective induction programme is important in reducing any concerns.

To assist with this, each new starter will, as part of their induction, be assigned a buddy to help and support them throughout the probationary period and often beyond.

### **13. Responding to Disclosure**

In the event that a wellbeing / mental health disclosure is made by a member of staff, early intervention is important. Their line manager should meet with them at the earliest opportunity to talk about their individual situation, so that the right level of support can be identified. This conversation should always take place in a safe, quiet place and be conducted with empathy, common sense and care.

### **14. Supporting an Employee when they are Unwell and Off Sick**

Sometimes an employee may need time off work to recover, recharge or adapt to changing situations. Managing this sensitively and carefully is key in shaping how well and how quickly people are able to get back to feeling healthy and are able to work again.

### **15. Supporting People to Return to Work**

Effective return to work discussions have a part to play in ensuring that mental health problems are identified at an early stage and these should be carried out in a timely fashion following any absence regardless of duration.

Before the meeting, managers should let the individual know what to expect from the discussion and make it clear that its purpose is to support them to make a successful and lasting return to the workplace and address any on-going health needs they may have.

### **16. Workplace Adjustments**

Workplace adjustments for wellbeing/mental health are often quite small, simple, practical and cost-effective changes. They could include anything from offering rooms for quiet work, to starting a buddy system. Often the change is not physical, but about attitude, expectation or communication within the school community.

Employers have a legal duty to make reasonable adjustments once they are aware that something about work is causing a concern for someone with wellbeing/mental health issues/disability.

### **17. Building Mental Health Confidence**

As a Trust, it is important to us to help build mental health confidence by boosting employees' knowledge and skills so they are able to better manage their own mental health and improve their ability to support others.

We recognise that ensuring staff and managers have a good understanding of mental health, and the factors that affect workplace wellbeing, is essential for building a healthy, happy and productive workforce and we will do this by:

- Embedding mental health in our induction and training and ensuring our staff are given information on how best to manage mental health and what support is available
- Raising the profile of mental health by opening talking about positive mental health

- Making the most of internal communications and raising awareness to myth bust, share factsheets, tips for managers, useful web links and FAQs etc.
- Offering training to line managers where appropriate to ensure they are fully supported in their role

## 18. Trust and School Priorities

These priorities will be evaluated annually and form a 'you said, we did' report for staff.

Trust	<ol style="list-style-type: none"> <li>1. To provide tea and coffee for school staff.</li> <li>2. To clearly signpost collaborative events ahead of time – annual calendar for September to be shared in May.</li> <li>3. To ensure that a wellbeing focus is included in all meetings.</li> <li>4. Wellbeing to be on every agenda</li> <li>5. Building in the training for new things e.g. NfER workshops from experts before</li> <li>6. To considering equity in travel and time for staff for in person meetings/training events</li> <li>7. To build operational capacity in the Central Service to provide more in-school capacity for school leaders to focus on teaching and learning.</li> <li>8. Implement a Code of conduct for parents</li> </ol>
Abbot's Hall Community Primary School	<ol style="list-style-type: none"> <li>1. To disaggregate PD days into twilight sessions following staff survey.</li> <li>2. To reduce parents evening late finishes and investigate using 'School Cloud' system.</li> <li>3. Following a review of the Marking and Feedback Policy, improvements in live marking, challenge setting, intervention provision, pupil responses and moving on comments, mean that RAP sheets have been discontinued.</li> <li>4. Wellbeing team to be re-established.</li> </ol>
Bosmere Community Primary School	<ol style="list-style-type: none"> <li>1. Staff wellbeing party to look at focus areas, such as the school environment</li> <li>2. Clearer communication and time-efficient monitoring</li> <li>3. Targeted adult support for pupils with additional needs</li> </ol>
Broke Hall Community Primary School	<ol style="list-style-type: none"> <li>1. Review communication strategies for all stakeholders</li> <li>2. Highlight resources available to staff to support their own wellbeing</li> <li>3. Continue to support the staff led social event committee</li> </ol>
Chilton Community Primary School	<ol style="list-style-type: none"> <li>1. Meetings will start on time. All meetings will make reference to the School Development Plan (to ensure they are focused).</li> </ol>

	<ol style="list-style-type: none"> <li>2. Aim to keep staff in the same year group for at least two years (depending on the needs of the school).</li> <li>3. Emails should be scheduled to send between 8-5 on school days. Emails are not sent at weekends, or during school holidays.</li> <li>4. The only exception would be in an emergency, or between the deputy and the headteacher (and only if essential).</li> <li>5. Daily story time class books can be used as a time for TA admin tasks.</li> <li>6. Open stock cupboard – staff will report any low stock to the office staff, to reorder.</li> <li>7. IT updates will be given, as appropriate, to keep staff informed.</li> </ol>
Combs Ford Community Primary School	<ol style="list-style-type: none"> <li>1. Establish a wellbeing team consisting of staff from a range of roles</li> <li>2. Use staff surveys to create an action plan</li> <li>3. Peer supervision for teachers and Tas</li> <li>4. Introduce phase leaders, to support improved communication</li> <li>5. Regular HLT/TA meetings</li> <li>6. Increased SLT presence around the school</li> </ol>
Freeman Community Primary School	<ol style="list-style-type: none"> <li>1. Ensure that staff can use PPA time effectively, without having to stop work to dismiss classes</li> <li>2. Termly staff social events to bring staff together, including bring and share lunches</li> <li>3. Promote teacher perk and similar websites</li> <li>4. Highlight the things we are doing for wellbeing and ask staff for suggestions</li> <li>5. Disaggregate 1 PD day</li> <li>6. Emails should be scheduled to send between 8-5 on school days. Emails are not sent at weekends, or during school holidays. The only exception would be in an emergency, or between the deputy and the headteacher (and only if essential).</li> </ol>
Springfield Junior School	<ol style="list-style-type: none"> <li>1. To review the school curriculum to reduce workload connected with its delivery</li> <li>2. To support staff through the disruption of recent building improvements</li> <li>3. To ensure there is effective transition of the new leadership team</li> <li>4. Review the behaviour policy to ensure consistency of processes and the promotion of school learning behaviours (Introduce clearly understood school learning behaviours, supported by an effective positive rewards programme).</li> <li>5. Review additional hours claimed, against employment contracts to see where permanent adjustments can be added to contracts</li> <li>6. Ensure key dates are evenly spaced</li> </ol>

Whitehouse Community Primary School	<ol style="list-style-type: none"><li>1. Complete 1265 document for all teachers</li><li>2. Wellbeing information shared in newsletters</li><li>3. Support staff to fulfill the teaching standards</li><li>4. Ensure staff understand the rationale behind policies</li><li>5. Emails should be scheduled to send between 8-5 on school days. Emails are not sent at weekends, or during school holidays. The only exception would be in an emergency, or between the deputy and the headteacher (and only if essential).</li><li>6. Ensure key dates are spread across the year and ordered to reduce workload.</li></ol>
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## Appendix A

### NHS Five Stages to Mental Wellbeing

NHS Five Stages to Mental Wellbeing (This poster should be printed and displayed throughout our schools to support staff wellbeing).



Evidence suggests there are 5 steps we can all take to improve our mental wellbeing. If you give them a try, you may feel happier, more positive and able to get the most from life.

**Give to others** – even the smallest act can count, whether it's a smile, a thank you or a kind word. Larger acts, such as volunteering at your local community centre, can improve your mental wellbeing and help you build new social networks.

**Be active** – you don't have to go to the gym. Take a walk, go cycling or play a game of football. Find an activity that you enjoy and make it a part of your life.

**Keep learning** – learning new skills can give you a sense of achievement and a new confidence. So why not sign up for that cooking course, start learning to play a musical instrument, or figure out how to fix your bike?

**Connect** – connect with the people around you: your family, friends, colleagues and neighbours. Spend time developing these relationships.

**Take notice/be mindful** – be more aware of the present moment, including your thoughts and feelings, your body and the world around you. Some people call this awareness "mindfulness". It can positively change the way you feel about life and how you approach challenges.