

Ravenscliffe High School and Sports College



RAVENSCLIFFE
HIGH SCHOOL & SPORTS COLLEGE

Promoting Positive Well-being and Mental Health Policy for Staff

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Agreed by Governors:29/04/2022

Due for renewal: Spring 2025

This policy should be read in conjunction with the school's data protection policy.

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1. Rationale

Ravenscliffe High School and actively promotes the positively supporting of the emotional health and well-being of all its members. We are an inclusive community that respects others, champions individuality and celebrates achievements – with a mission statement of: **Together we... nurture, believe, achieve, and succeed.** These values also relate to staff as well as students, all other stakeholders.

The rationale is based on the belief that emotionally healthy people will be able to:

- Learn and develop psychologically, emotionally, intellectually, creatively and spiritually
- Initiate, develop and sustain positive mutual personal relationships
- Be aware of others needs and empathise with them
- Appreciate a sense of right and wrong / justice and injustice
- Face challenges, problem-solve, resolve issues and learn from them

We recognise that there should be proactive support for staff emotional wellbeing and resilience, in addition to reactive support when issues arise that may challenge this.

We also recognise that there is an inseparable link between strong emotional development (including resilience developed during childhood) and physical health and success in learning and achievement.

2. Aims

To generally promote positive emotional health and well-being to help staff to understand and express their feelings, build their confidence and emotional resilience and therefore their capacity to learn, accept change and move forward.

This policy specifically aims to:

- Support the wellbeing of all staff to avoid negative impacts on their mental and physical health
- Provide a supportive work environment for all staff

- Acknowledge the needs of staff, and how these change over time
- Allow staff to balance their working lives with their personal needs and responsibilities
- Help staff with any specific wellbeing issues they experience
- Ensure that staff understand their role in working towards the above aims

3. Promoting wellbeing at all times

Ravenscliffe work toward actively creating and sustaining a positive wellbeing culture through:

- An embedded positive approach to staff relationships and behaviour based in restorative practice and the building of relationships and wider community links
- Proactively encouraging staff to share concerns with each other and providing ready access to SLT when required.

In order to support these aims, staff have received regular CPD and training including:

- Attachment
- Attachment and Trauma informed practice
- Child looked after (CLA) / Previously LAC
- Adverse Childhood Experiences (ACEs)
- MindEd - Use of resources / training
- Mentally Healthy Schools - Use of resources / training
- CPD e-courses

Ravenscliffe has recently signed up to the Wellbeing Charter which includes:

- Breaking down stigma around mental health
- Embed wellbeing in training and professional development
- Improve access to mental health and wellbeing resources
- Giving staff a voice in decision making
- Creating a positive behaviour culture.

3.1 Role of all staff

All staff are expected to:

- Treat each other with empathy and respect

- Keep in mind the workload and wellbeing of other members of staff
- Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance
- Report honestly about their wellbeing and let other members of staff know when they need support
- Follow the school's policy on out-of-school hours working, including guidance on when it is and isn't reasonable to respond to communications
- Contribute positively towards morale and team spirit
- Use shared areas respectfully, such as the staff room or offices
- Take part in training opportunities that promote their wellbeing

In terms of additional self-help, staff all now have direct access to an Employee Assistance Programme through Health Assured. In short, all employees now have access to a confidential 24h helpline that can offer support with things such as:

- Stress and Anxiety
- Bereavement
- Relationship Advice
- Tenancy and Housing Concerns
- Structured Telephone Counselling (6 sessions per issue)
- Face to Face Counselling (6 sessions per issue)
- Financial Wellbeing
- Legal Information
- Alcohol and Drug Issues
- Family Issues
- Childcare Support
- Medical Information
- Consumer Issues

All of the above can be accessed by calling a direct phone line, and the service is available 24/7. Staff partners and dependents also qualify for all the support listed above, other than the face to face counselling.

The EAP also comes with an app, "My Healthy Advantage". There are resources on there to support the whole family's health and wellbeing.

Use of the app/telephone/face to face services is completely confidential, and is there for staff to use as much or as little as you need. The only information the School gets is some basic anonymous usage data, such as number of colleagues who have downloaded the app.

3.2 Role of line managers

Line managers are expected to:

- Maintain positive relationships with their staff and value them for their skills, not their working pattern
- Provide a non-judgemental and confidential support system to their staff
- Take any complaints or concerns seriously and deal with them appropriately using the school's policies
- Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance
- Make sure new staff are properly and thoroughly inducted and feel able to ask for help
- Understand that personal issues and pressures at work may have a temporary effect on work performance, and take that into account during any appraisal or capability procedures
- Promote information about, and access to, external support services
- Help to arrange personal and professional development training where appropriate
- Keep in touch with staff if they're absent for long periods
- Monitor staff sickness absence, and have support meetings with them if any patterns emerge
- Conduct return to work interviews to support staff back into work
- Conduct exit interviews with resigning staff to help identify any wellbeing issues that led to their resignation

3.3 Role of Senior Leadership Team

Members of the Senior Leadership Team are expected to:

- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
- Manage a non-judgemental and confidential support system for staff
- Monitor the wellbeing of staff through regular surveys and structured conversations
- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
- Make sure job descriptions are kept up-to-date, with clearly identified responsibilities and staff being consulted before any changes are made
- Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives
- Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school

- Establish a clear policy on out-of-school hours working, including on when it is and isn't reasonable for staff to respond to communications, and provide clear guidance to all stakeholders
- Make sure that the efforts and successes of staff are recognised and celebrated
- Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
- Provide resources to promote staff wellbeing, such as training opportunities
- Promote information about, and access to, external support services, and make sure that there are clear routes in place to escalate a concern in order to access further support
- Organise extra support during times of stress, such as Ofsted inspections

3.4 Role of the governing board

In terms of governance, the People Subcommittee is responsible for staff wellbeing, and the Culture (PD-BA) subcommittee for student wellbeing.

The governing board is expected to:

- Make sure the school is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment
- Monitor and support the wellbeing of the headteacher
- Ensure that resources and support services are in place to promote staff wellbeing
- Make decisions and review policies with staff wellbeing in mind, particularly in regards to workload
- Be reasonable about the format and quantity of information asked for from staff as part of monitoring work
- Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them

4. Managing specific wellbeing issues

The school will support and discuss options with any staff that raise wellbeing issues, such as if they are experiencing significant stress at school or in their personal lives.

Any staff member wishing to discuss issues concerning their positive mental health and well-being are encouraged to approach a member of SLT and share their concerns accordingly.

Where possible, support will be given by line managers or senior staff. This could be through:

- Giving staff time off to deal with a personal crisis
- Arranging external support, such as counselling or occupational health services
- Completing a risk assessment and following through with any actions identified

- Reassessing their workload and deciding what tasks to prioritise
- At all times, the confidentiality and dignity of staff will be maintained.

5. Monitoring arrangements

This policy will be reviewed every three years. At every review, it will be approved by the Chair of the People Committee

6. Links with other policies

This policy is linked to our:

- Appraisal policy
- Behaviour policy
- Capability procedure
- Staff code of conduct