

# Shropshire Gateway Educational Trust

## Staff Well-Being Policy

|                    |                 |
|--------------------|-----------------|
| Policy written by: | Mrs Ceri Little |
| Policy start date  | December 2024   |
| Date of review     | December 2028   |

Shropshire Gateway Educational Trust has a duty to ensure the health, safety and welfare of its staff, as far as reasonably practicable. It is also required to have in place steps to manage those factors that could harm staff members' physical and mental wellbeing, which includes work related stress. This duty extends only to those factors which are work related and within the School's control.

This policy accepts the Health and Safety Executive definition of work-related stress as "the adverse reaction a person has to excessive pressure or other types of demand placed on them". There is an important distinction between 'reasonable pressures' which stimulate and motivate and 'stress' where an individual feels they are unable to cope with excessive pressures or demands placed upon them.

The Health and Safety Executive have developed a set of Management Standards which cover the primary sources of stress at work, and that if not properly managed, are associated with poor health and wellbeing, lower productivity and increased sickness absence.

These are:

- **Demands.** Workload, work patterns and anything within the work environment that adds to the demands that staff face, including deadlines, student behaviour and parents.
- **Control.** How much say a staff member has in what they do and how they are able to do their work.
- **Support.** Including the sponsorship and resources provided by the school, and encouragement of leaders, line managers and colleagues.
- **Relationships.** Including how positive working behaviours are promoted to avoid conflict and effectively dealing with unacceptable behaviour.
- **Role.** Including the extent to which staff understand their role within the school, how this fits with that of their department or function and the aims of the school and whether leaders ensure they do not have conflicting roles.
- **Change.** Includes how well organisational change (large or small) is managed and communicated within the school.

### Demands

The Standard states that "*Employees indicate that they are able to cope with the demands of their jobs and systems are in place locally to respond to any individual concerns*".

Within Shropshire Gateway Educational Trust every member of staff is given adequate and

achievable tasks which suit the agreed hours of work. Individuals have a job description which details the job demands and this is part of the recruitment procedure before agreed contracts are signed. Appointments are made to match the skills of the person with the job and adjustments are made with the agreement of all. No member of staff will be expected to carry out duties which are beyond their capabilities unless these are agreed as a development strategy. Concerns about the work environment and its impact upon an employee's ability to satisfactorily complete duties are shared with either a line manager or senior member of staff. Every attempt is made to rectify the issue.

## Control

The Standard states that "*Employees indicate that they are able to have a say about the way they do their work and systems are in place locally to respond to any individual concerns*".

Initiative is actively encouraged and as a Trust we welcome staff to be free thinkers and extend practice beyond the expected. The Trust supports Continuing Professional Development and all staff are encouraged to extend their skills and knowledge. Formal access to courses and training is through individual performance reviews and through audits of subject needs. Other courses may be available but they are more closely related to budget availability. As a Trust we are open to the changing face of employment structure and the relationship between home and work life. We make every effort to ensure that an employee's working pattern suits their needs.

## Support

The Standard states that "*Employees indicate that they receive adequate information and support from their colleagues and superiors and systems are in place locally to respond to any individual concerns*".

Within Shropshire Gateway Educational Trust we have an active support structure within the staff which has no formal basis but is generated from mutual respect. However, should this structure break down, the management structure has a wide base and a member of the SLT are always available to support staff and attempt to rectify situations. The Trust is able to provide a confidential counselling service for staff when required. This service is confidential and appointments are made by individuals when they need support.

## Relationships

The Standard states that "*Employees indicate that they are not subjected to unacceptable behaviours, e.g. bullying at work, and systems are in place locally to respond to any individual concerns*".

Within Shropshire Gateway Educational Trust we promote positive relationships within the staff and we adhere to the principles of growth mindset, which is applicable to adults and children alike. We encourage everyone to report any incidents of bullying or unacceptable behaviour. These will then be fully investigated by an appropriate member of the SLT and a governor, if required.

## Role

The Standard states that "*Employees indicate that they understand their role and*

*responsibilities and systems are in place locally to respond to any individual concerns".*

The Shropshire Gateway Educational Trust has a clear organisational hierarchy both across the Trust and within each Academy showing the role and responsibilities including Trust directors, Academy governors, Headteachers/Senior Management and staff.

Upon appointment, staff have a job description which outlines the key roles and expectations of the job. New staff are provided with an appropriate mentor. The staff mentors may or may not be the line manager or performance review manager. Should there be any doubts about the role, or role expectations, the Headteacher should be consulted.

## Change

The Standard states that *"Employees indicate that the organisation engages them frequently when undergoing an organisational change and systems are in place locally to respond to any individual concerns".*

Within Shropshire Gateway Educational Trust we seek to involve all appropriate staff in consultations regarding change. We provide information as soon as possible and will call staff meetings if they are relevant. Staff are always aware that consultations are a means by which we gather views and are not always a mechanism for changing policy or decision. When changes do take place, timescales will be published, and details will be available showing the impact upon the working lives of the staff.

More information regarding 'Reducing Stress at Work' can be found on the HSE website.  
<http://www.hse.gov.uk/pubns/wbk01.htm>

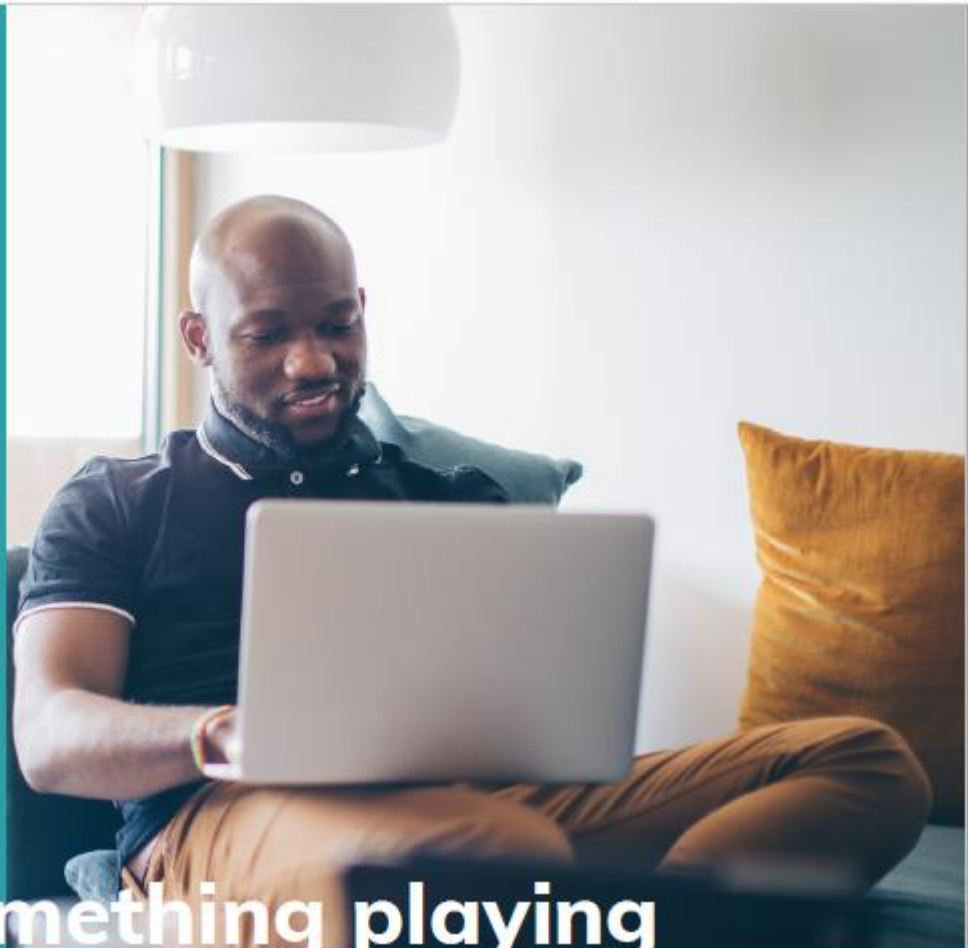
## Work Life balance

The emotional and physical wellbeing of all staff is important to us. In the Shropshire Gateway Educational Trust not only does every child matter but we also believe every person matters. We know that working with children is exhilarating and rewarding but recognise that it can also be exhausting. We understand that time is precious, and that tired staff do not make effective staff.

*"Work-life balance is about adjusting working patterns and policies so that everyone - regardless of age, race or gender, can find a rhythm that enables them more easily to combine work with their other responsibilities or aspirations." Creating work-life balance, DfES*

As a Trust, we promote work life balance. We have policies and procedures to deal with bullying, harassment and issues of personal safety. We seek opportunities to care for the staff through initiatives and through discussions within performance and development reviews. We value the opinions of our staff and have regular staff surveys (see Appendix 2 for an example). Staff surveys are an opportunity to reflect upon current practice and make improvements for the future. Not only does it provide comprehensive data to explore and review but - more importantly- they send a clear message that staff's opinions matter and are valued.

able  
futures



## Is something playing on your mind at work?

If you're experiencing issues that are affecting your mental health at work, Able Futures can help.

We can give you nine months' advice and guidance from a mental health specialist who can help you look after yourself and learn coping mechanisms, build resilience, access therapy or work with your employer to make adjustments to help you have more good days.

There is no cost to use this service, no waiting list and it's completely confidential.

Call Able Futures free on 0800 321 3137  
or visit [www.able-futures.co.uk](http://www.able-futures.co.uk)

  
Department  
for Work &  
Pensions  
In  
partnership  
with

Able Futures delivers the Access To Work Mental Health Support Service on behalf of the Department for Work and Pensions and is led by Ingeus UK

Please circle a number for each statement, according to the following key:

1 - being low and 5 - being high

|   |           |
|---|-----------|
| I enjoy working at this school  | 1 2 3 4 5 |
| Would you refer someone to work at this school  | 1 2 3 4 5 |
| I feel supported by leaders at this school  | 1 2 3 4 5 |
| My professional development is well supported   | 1 2 3 4 5 |
| Do you feel valued at work  | 1 2 3 4 5 |
| My 'well being' at work is taken seriously  | 1 2 3 4 5 |
| Does the School Development Plan focus on the right issues                            | 1 2 3 4 5 |
| The school consistently aims to improve the education provided for all students       | 1 2 3 4 5 |
| Teaching in the subject I work in is at least good                                    | 1 2 3 4 5 |
| Staff members' focus is on the improvement of teaching                                | 1 2 3 4 5 |
| Leaders focus on the improvement of teaching and learning                             | 1 2 3 4 5 |
| There has been an improvement in members of staff applying policies more consistently | 1 2 3 4 5 |
| Behaviour concerns in the school are dealt with effectively                           | 1 2 3 4 5 |
| Behaviour is well-managed by staff  | 1 2 3 4 5 |
| The school does all it can to make sure that students at this school feel safe        |           |

|  |           |
|--|-----------|
|  | 1 2 3 4 5 |
| There are opportunities for staff to observe others in the classroom with development of teaching in mind. | 1 2 3 4 5 |
| Bullying, at all levels, is dealt with effectively when brought to our attention                           | 1 2 3 4 5 |
| Do you have fun at work  | 1 2 3 4 5 |

**What are the school's greatest strengths?**

**What could the school improve?**

**What are the three most important issues that the school should address in the next year?**

**If you have scored any question 3 or less, please add any further comments that you feel would be helpful in changing this perception**



### Mental health ambassadors



All of our mental health ambassadors have completed Place2Be mental health training. Although ALL staff are here to support pupils' wellbeing, our MH ambassadors are identified as key members of staff around the school who pupils may wish to speak openly too. All MH ambassadors wear rainbow lanyards and their names and roles can be found on our MH display in the hall.



Mental Health – what does this look like at CHCA?

- Ceri Little – Mental Health Lead
- Gemma Yarnold - Mental Health Ambassador
- Jo Preece - Mental Health Ambassador
- Ruth Pickford - Mental Health Ambassador
- Sharon Hall - Mental Health Ambassador
- Marie Breakwell - Mental Health Ambassador
- Donna Richardson - Mental Health Ambassador

### Promoting mental health and wellbeing



- Anti-stigma awareness of mental health awareness in assemblies & PSHE
- Children's mental health week – place2be – dress to impress
- Spotted being kind
- Role models
- Children's voice
- Healthy living/ staying active
- Mindfulness club/ activities

### Supporting children who have mental health concerns

- No worries – weekly sessions with a trained member of staff
- Wellbeing Ambassadors - time to listen
- Signposting parents – BEE-U

### Managing workload

- Personalised workload management – school access/ flexibility
- Time allocated for tasks to be completed
- Visible leadership – high standards of behaviour
- Purposeful marking/ assessment

### A happy mental health environment

- Open conversations/ environment where people feel valued and contributions are valued.
- Positive relationships/ a caring culture
- People feel that they can ask for help when they need it.
- TRUST
- Coaching and lesson studies used to improve teaching and learning
- Staff well-being questionnaires – analysed and actioned
- Staff suggestion box/ feedback box
- Thoughtful boxes around school (food in the kitchen/ toiletries in the bathrooms etc)
- PD days/ wellbeing time
- Staff mental health training (mental health nurse)
- Staffroom – staff board, staff reading corner, a place to relax.
- Staff wellbeing policy
- Regular wellbeing checks – a culture of no blame/ stigma with mental health

### What is our process if staff has a concern or need support with their mental health?

Meet with your line manager – talk through your concerns (open up a dialogue).



Are there changes which can be made at school to support further? Does the member of staff need to see their GP or speak to Able Futures? (08003213137). Look at what changes can be made and set a review date.



Would the member of staff benefit from counselling/ OT support? Possible NOSS referral



Opportunity to review effectiveness. Consider if more sessions are required. Shared discussion.



Long term plan – will counselling need to continue longer term? Does the member of staff feel that counselling has been effective and a plan is in place to support them? Review options for independent long term counselling.

