



Mental Health and Well Being Policy for Staff

Rossendale School & Sixth Form

Approved by: Elisabeth Kane

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Policy Statement:

The World Health Organization's (WHO) definition of health is: "A state of complete physical, mental and social well-being, and not merely the absence of disease."

At Rossendale School and Sixth Form we are committed to supporting the emotional health and wellbeing of our pupils and staff. We aim to have a supportive and caring ethos and our approach is respectful and kind, where all are valued. At Rossendale School and Sixth Form, we understand that everyone experiences life challenges which may mean additional emotional support is needed at times. We take the view that positive mental health is everybody's business and that we all have a role to play. We endeavour to establish systems and structures which will support those in immediate need to achieve the guidance and advice needed in the first instance and to creating a positive and supportive culture day to day.

We recognise that staff are our most important resource. We strive to value all staff through personal and professional support, involvement in school decisions, as well as access to professional development.

In addition to acknowledging the school's responsibility you staff wellbeing; staff have the primary responsibility for their own health and wellbeing. This involves taking care of oneself and making the senior leadership or mental health leads, aware of any issues which may impact upon their mental health.

1. Aims

This policy aims to:

- Support the wellbeing of all colleagues to avoid negative impacts on their mental and physical health.
- Provide a supportive work and learning environments for all.
- Acknowledge the needs of colleagues and how these change over time.
- Allow colleagues to balance their working lives with their personal needs and responsibilities.
- Support colleagues and young people with any specific wellbeing issues they experience.
- Ensure that colleagues understand their role in working towards the above aims.

2. Promoting wellbeing at all times

2.1 Role of all colleagues

- All colleagues are expected to:

- Treat each other with empathy and respect
- Be mindful of the workload and wellbeing of other colleagues.
- Support colleagues if they become stressed, such as by providing practical assistance or emotional reassurance.
- Act if you feel concerned about a colleague's wellbeing. You may wish to speak to **Elisabeth Kane** or **Claire Keane** in the first instance or your direct line manager.
- Take care when communicating with colleagues out of school hours, can it wait until school hours? Understand you may not receive a response until school reopens if you communicate out of school hours whether by email or text. This excludes an emergency.
- Contribute positively towards morale and team spirit, if there are times when this is not possible try to limit any negative impact to the wider team. It may be that you wish to discuss something you are not happy with, please use your professional judgment to ascertain who this should be and act upon that.
- Use shared areas respectfully, such as the staff room.
- Avoid overly negative discussions in the staff room, this can have an impact on the wellbeing of others. Please do speak one to one with a peer or line manager if you are experiencing difficulties or unhappy about something. 'Offloading' can be necessary and helpful to support wellbeing, but the place and time must be considered to ensure you do not impact negatively on others.

2.2 Role of line managers

Line managers are expected to:

- Maintain positive relationships with their colleagues and value them for their skills, not their working pattern.
- Provide a non-judgemental and confidential support system to their colleagues.
- 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 colleagues about their work/life balance.
- Make sure new colleagues are properly and thoroughly inducted and feel able to ask for help-paragraph in staff handbook and induction session.
- 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 colleagues 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 colleagues back into work.
- Conduct exit interviews with resigning colleagues to help identify any wellbeing issues that led to their resignation.

2.3 Role of the Senior Leadership Team

Each school is required to have a member of the Senior Leadership Team with responsibility for whole school mental health and wellbeing, this is the role of **Elisabeth Kane, Deputy Headteacher**.

Senior staff 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 colleagues.
- Monitor the wellbeing of colleagues through 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.
- Listen to the views of colleagues and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives.
- Communicate new initiatives effectively with all colleagues 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 colleagues are recognised and celebrated.
- Produce calendars of meetings, deadlines, and events so that staff can plan 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 to access further support.
- Organise extra support during times of stress, such as Ofsted inspections.

2.4 Role of the governing board

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 regarding 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.

3. Managing specific wellbeing issues

Elisabeth Kane and **Claire Keane** 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. It may then be appropriate to have support from immediate line manager or colleagues or external support. A plan will be put in place.

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

- 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 colleagues will be maintained.

4. Monitoring arrangements

This policy will be reviewed annually by Elisabeth Kane, Deputy Headteacher and senior mental health lead supported by Claire Keane-mental health lead and safeguarding lead.

5. Our practices

In practice, Rossendale School and Sixth Form will:

- Have a named Senior Mental Health Lead- Elisabeth Kane and a Mental Health Lead- Claire Keane
- Have access to a range of trained Mental Health First Aiders within school.
- Have access to external Mental Health First Aiders through Aspris which can be found on the Aspris Hub
- Be given one day a year off work, paid as a wellbeing day.
- Be given the option to partake in wellbeing week, where staff will be allowed to finish early each week.
- Have a mental health section included in staff annual appraisals.
- Be provided with a quiet, private space for staff.
- Have an open-door policy from mental health leads and the senior leadership team.
- Be involved in monthly wellbeing awards, where staff nominate, via postcards, for colleagues who have supported their mental health. The winner will receive a £25 voucher via Aspris rewards.
- Provide a mental health information board for all staff.
- Access to the colleague assistance line, where professional support can be provided.
- Provide a positive school ethos to ensure all staff feel valued.
- Treat one another with consideration, respect, and dignity.
- Allow staff the opportunity to discuss wellbeing issues through staff meetings and handovers.

6. Links with other policies

This policy is linked to our:

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