Aspire
Educational Trust

Policy for

Health and Wellbeing

Prepared by:	Adopted by Board of Directors
HR Manager	**Autumn 2020**

1. Policy Purpose

1.1 The Aspire Educational Trust aims to developed a whole Trust wide health culture which recognises the need for "a community of adults who are able to model mental resilience, self-care, emotional control, and have the ability to name emotions. For this to be possible we need to look after each other and ourselves in a work context". As part of our ongoing commitment to support our workforce psychological wellbeing we have developed the Mental Health and Wellbeing Logic Model Plan in line with the Anna Freud 5 step challenge Appendix 2

1.2 This plan is a commitment confirming that we are positive about our whole trusts community's mental wellbeing.

1.3 We are keen to understand and improve what we can do to promote better mental wellbeing for adults and children. Wellbeing is all about our holistic health; both physical and emotional. When we have good levels of wellbeing we feel that life is in balance and that we can generally cope well. We are motivated and engaged, more resilient and able to deal effectively with daily troubles, as well as 'bounce back' from life's challenges.

1.4 A strong Trust wellbeing is essential for cultivating a mentally healthy culture and for retaining and motivating our employees and for promoting pupil wellbeing and attainment. The best thing we can do for our pupils is model emotional resilience and a positive level of mental wellbeing.

1.5 As school staff juggle a multitude of different tasks and demands, it is important that everyone is given the right emotional and practical support so that they can, in turn, support our pupils. Workforce wellbeing can also improve performance and job satisfaction; leading to reduced staff turnover. It can also help to reduce absence (both short and long term), increase productivity and promote workforce engagement.

1.6 This policy outlines some of the ways in which we commit to maintaining workforce wellbeing in our Trust. Each individual member of the workforce and their circumstances are different, but this policy provides an overview of the basis on which everyone can expect to be treated. This policy refers to all members of the workforce, teaching and non-teaching, temporary and permanent across the Trust including those in the leadership team.

1.7 This policy is about recognising what we can do to promote mental health at a practical and cultural level but also how we will support you if you are struggling with your mental health or if you feel that you are becoming mentally unwell.

2. Principles

2.1 This policy aims to:

- develop an environment in which workforce wellbeing is supported and everyone can carry out their duties effectively.
- recognise the key role of the Principal/Senior Leaders/Line Managers in supporting access to guidance, training and support.
- encourage individuals to take responsibility for their own mental, physical and emotional wellbeing.
- comply with all statutory requirements.
- develop and maintain a positive health and safety culture through regular communication and consultation with the workforce and their trade union representatives on health and safety matters.
- develop an open culture in which mental, physical and emotional wellbeing is taken seriously and everyone is supported to seek any help and support they need.
- ensure that all the workforce is aware of the policy through regular promotion on The Aspire Website and through the wellbeing Champions.
- identify the hazards that could lead to poor staff health and wellbeing and reduce these where possible.

3. Promoting staff wellbeing

3.1 Some of the key actions to promoting and sustaining staff wellbeing will be through:
- the workforce celebrating the wonderful things that go on daily throughout the school - not just with our pupils but also towards each other
- staff living the Aspire People Values (appendix 1)
- SLT and the wellbeing group committing ourselves to:
  - improve the mental health and wellbeing of all colleagues
  - ensure that line managers are fully supported & equipped to deliver all aspects of their role

- individuals practising and embedding a growth mindset in all their activities
- being aware of how leading a physical and healthy lifestyle can improve mental health
- promoting physical activity and its benefits

4. Recognising and understanding risks to your mental health

4.1. All staff should be aware of the distinction between work-related stress, which can be detrimental to health, and reasonable pressure due to the demands of the job.

5. Roles and Responsibilities

5.1 **The Trust** is responsible for:

- fulfilling its duty of care as an employer
- setting and monitoring policy
- monitoring the workload of the Principal and Senior Leaders
- leading by example and supporting the principal and senior leaders ensuring they have the resources in place to enable the work of the principals and senior leaders is at a healthy balance
- considering their own practice, including numbers of meetings
- receiving any concerns from members of staff
- actively looking for opportunities to develop relationships through whole school and trust community events
- the wellbeing group develop a programme of wellbeing events

5.2 **The Hub lead** together with **The Principal** is responsible for:

- ensuring that the resources are in place to enable the workload of our employees and non-school staff to be kept at a healthy balance, this could include:
  regular 1-2-1s, clarity of expectations, clear targets, access to CPD, flexibility
- ensuring all colleagues are treated and valued
- ensuring that wellbeing is covered as a priority in performance management reviews
- considering their own practices, including timings and frequency of meetings
- ensuring that other school policies and procedures take account of staff wellbeing
- overseeing that change management is operated in a reasonable way
- fostering a supportive work environment for all staff and ensuring that all line managers recognise the importance of managing and promoting staff wellbeing

- actively implementing and modelling the principles and behaviours which contribute to staff wellbeing.
- ensuring that bullying, harassment and discrimination are not tolerated
- planning the year's timetable considerately bearing in mind employee commitments
- ensuring staff have regular breaks and a place to have a break

The Principal implements and reviews this policy with the support of:
- the Senior Leadership Team
- HR
- Wellbeing champion
- line managers

5.3 **Line managers** are responsible for:

- demonstrating the Trust Values at all times

- ensuring that demands placed on individuals are not interfering unfairly with their work/life balance (seeking external and/or clinical supervision if required, this would be addressed on a case by case basis)
- listening to the views of members of employees and non-school staff, and responding to concerns and suggestions
- ensuring that the efforts made by members of staff are acknowledged
- acting as gatekeeper and prioritising reforms and innovations
- ensuring that staff are equipped with the right training to do the job confidently
- offering professional development meetings for staff to discuss their aspirations and career intentions
- making special arrangements, where possible, to enable staff to combine the demands of family and work life
- ensuring that there are effective methods of communication
- maintaining contact with staff during long absences
- conducting risk assessments for work-related stress
- encouraging staff to have regular breaks

6.1 **Employees** are responsible for:
- Proactively demonstrating the Trust Values
- treating one another with respect
- valuing all employees and non-school staff members who work within the Trust and acknowledging the important role that everyone makes
- implementing guidelines and other advice included in this policy

- ensuring that they speak to another member of staff if they are encountering difficulties
- identifiying and discussing with your Line Manager areas for development which may include CPD
- keeping in mind the workload of other members of staff when setting meeting dates or other activities and events
- creating and celebrating excellence
- taking responsibility to have regular breaks

7. Managing workload

7.1 All employees will be managed through performance management and have clarity on their job roles. Key to ensuring staff wellbeing is being able to manage conflicting priorities. The relationship between employee and line manager is central to supporting this.

7.2. All staff should have time to discuss issues related to their role but also the ways in which school life is balanced with home life and any difficulties that the individual member of staff is facing. This will be done through regular 1-2-1's and performance reviews.

7.3 The Trust wants all of its employees to enjoy working in our Trust and to feel that they have a good work/life balance. If any employee feels at any time that this is not the case, they should raise the issue with their manager. If any employee feels that the relationship between themselves and their manager does not work well, this should be raised with the line manager of their manager.

7.4 We are committed to helping all employees maintain a good balance between family and school life. This can mean that there are occasionally swaps in roles and duties to enable employees to:

- attend events associated with their child's school e.g. assemblies that they are participating in, concerts, parents' evenings, etc.
- attend to household emergencies
- attend events associated with any caring duties they might have
- attend medical appointments that cannot be arranged at other times

This list is not exhaustive. Please refer to the Trust Leave and time off policy for further guidance.

Any difficulties should be discussed with the manager.

8. Continuing professional development

8.1 Professional development is a key element of school improvement. All

employees who have passed their probationary period are entitled to training and development to make sure that they can fulfil their responsibilities confidently and competently.

8.2 We also acknowledge the importance of wider professional development that might include courses not directly linked to our school development plan.

8.3 We recognise that employees engaging in additional training opportunities can have enrichment benefits for our school. Each application for time and/ or funding will be looked at individually.

8.4 We recognise that it is important that employees are given chance to progress their careers, and as such allow time for viewing of schools and interviews.

9. Meeting protocol

9.1 It is expected and acknowledged that senior members of staff, including the principal, will have a greater time commitment to meetings. However, consideration should still be given to avoiding any unreasonable demands on their time.

9.2 When possible:

- All meetings must have an agenda that is circulated before the meeting takes place.
  Routine meetings should last no longer than one hour where possible.
- the chairs of meetings are rigorous in ensuring that unnecessary items are not discussed and that meetings are not held if there is insufficient need.
- Items that are just for information are circulated via email and are not included during meeting time.

9.3 Those members of staff who work part-time should discuss with their Manager the reasonable expectation of attendance.

10. Communication

10.1 We value the opinions of all of our employees and regular surveys, including a staff satisfaction survey, will be distributed. These surveys will include seeking new ideas and suggestions and will be supervised by the Wellbeing group.

10.3 The regular staff meetings and Trust bulletins will continue to provide ongoing updates of events and activities within the Trust and schools.

10.4 Newsletters will be provided from Trust senior leaders each term for all staff.

10.5 All of the workforce is made aware of their roles and responsibilities as part of their induction, supervision and performance review.

10.6 All staff have a responsibility to ensure they have an awareness of key policies and procedures, including policies such as, leave and time off, flexible working, menopause using the Compliance Manager and Secure Staff Area on the Aspire website.

11. Inclusion

11.1 We are an inclusive working community who actively promote and celebrate diversity and recruit positively in order to address bias.

12. Useful links

Acas www.acas.org.uk
Information on stress, and employer and employee rights, in the workplace
Alcoholics Anonymous   www.alcoholics-anonymous.org.uk
Fellowship of men and women who share their experience, strength and hope with each other to recover from alcoholism.
British Association for Counselling and Psychotherapy www.bacp.co.uk
Find a counsellor or psychotherapist in your area.
Carers UK www.carersuk.org
The voice of carers
Cruse Bereavement Care www.cruse.org.uk
Bereavement support for adults
Education Support Partnership www.educationsupportpartnership.org.uk
Charity providing support to all education professionals. Helpline available.
Equality and Human Rights Commission www.equalityhumanrights.com
The commission is working to eliminate discrimination, reduce inequality, protect human rights and to build good relations, ensuring that everyone has a fair chance to participate in society.
Gingerbread www.gingerbread.org.uk
Gingerbread and One Parent Families have now merged to provide better support and a bigger voice to 1.8 million lone parents and their children throughout England and Wales.
HSE http://www.hse.gov.uk/stress/index.htm
Information on the stress management standards.
Mindful Employer www.mindfulemployer.net
Frontline https://www.mentalhealthatwork.org.uk/ offers round-the-clock one-to-one support, along with a collection of resources, tips and ideas chosen to support your mental health as you do your work. **Text KEYWORKER**

to 85258 for a text conversation or call 116 123 for a phone conversation – all in confidence, with a trained volunteer, at any time. Positively enabling those in the workplace who live with identified mental ill health.

National Education Union www.neu.org.uk

Union for education professionals in the UK.

NHS 111 http://www.nhs.uk/111

National Health Service advice and guidance on health matters

Relate http://www.relate.org.uk

UK's largest provider of relationship counselling and sex therapy.

Samaritans http://www.samaritans.org.uk

Offers confidential, non-judgemental support to individuals.

12. Appendix 1 – Aspirer Values in action

Our Values What we say + Who we are + How we do it = Together we make a difference			
	Aspiration We aspire to lead the way and achieve success for all	**Believe** We have faith and confidence in the Trust, our schools, our colleagues and ourselves.	**Community** We work as a team – trusted to get the job done well!
Colleagues are:	Inclusive and respectful to all our colleagues Keen to keep developing and receptive to change Reflective and learn from mistakes	Passionate and have a positive outlook Confident to share their opinions and ideas and value those of others Solution focused	Considerate of all Welcoming Adaptable Understanding of the needs of the wider community Look after our own and each other's well being
Leaders will strive to	Consult and involve their teams in making key decisions Empower and Motivate others Promote self-belief and positivity Enable personal development	Allow colleagues to feel safe to challenge Give individuals ownership of their decisions Embrace creativity	Be approachable Listen and learn from their teams Play their part to get the job done Communicate effectively at all levels

Aspire Educational Trust Mental Health and Well-being Logic Model 2020-21

Problem	Implementation Description	Implementation Activities	Implementation Outcomes	Pupil Outcomes
Identified school issues Global pandemic has meant that schools have been closed for 6 months. There is need to ensure that the children and staff are looking after their mental health.	**Active Ingredients** All schools to engage in the **Anna Freud 5 steps to mental health and well-being**.	**Step 1 – Supporting staff** **Conduct a confidential annual staff wellbeing survey- each school to…** Consider the following activities when sending out a staff survey (please see **Anna Freud** website for survey resources): • Encouraging staff participation in drawing up the survey – what questions would they like to see asked? • Holding the staff survey periodically (annually, at a minimum) to explore what the key issues are when it comes to staff wellbeing and to monitor change over time. • Allocating time for staff to complete the survey, at a scheduled meeting or INSET day. This shows commitment to staff wellbeing and will help maximise response rates. • Reviewing response rates to measure how well staff have been engaged in the process. • Sharing findings with staff and discussing them openly at a meeting. Allowing time for safe reflection and encouraging contributions from staff to identify both problems and solutions. • Providing feedback to staff and governors – what were the findings, and what changes have been made in response to the findings? • Considering how the findings can contribute to your school or college planning process. Access to different surveys can be found on the **Anna Freud** website. **Provide training for staff with responsibilities for mental health and wellbeing** When planning CPD, consider the following: • Is the training you are looking to offer a more general introductory training that could be appropriate for all staff, perhaps as part of an INSET day? • Is the training more specialist, suitable for staff in a specific role? • Who is best placed to deliver the training – for example can it be delivered by an internal member of staff or would it be better delivered by an external expert?	**Long Term** Staff feel valued and well trained in mental health and well-being. Survey to be undertaken.	**Long Term** Staff feel supported so children will be supported with their mental health and well-being.

		• What is the best format to deliver your training? • Is the training provider an expert in their field? Can you see previous feedback examples from the training? **Promote staff mental health and wellbeing** The **Anna Freud** website has, '[Ten Steps Towards School Staff Wellbeing](#)', which is based on a consultation with school staff. It includes a series of 'thinking about' sections based on the consultation findings which provide a basis for reflection to identify how staff can be best supported. The themes are: • Culture and ethos- focus on increasing the building and developing of relationships in order to increase feelings of felt safety and trust; consider developing a schools relationships policy that is Attachment Aware and Trauma Responsive– eg see Louise Bomber Know me to Teach me; use motivational interviewing as a part of performance management procedures; • Accessing support • Working with pupils who are experiencing difficulties; consider developing a schools relationships policy that is Attachment Aware and Trauma Responsive– see Louise Bomber Know me to Teach me; • Workload and life balance; ensure that all know it is essential that we stay connected to our families, friends and colleagues so that we can experience the relational buffering we need to carry out our work well. • Embedding staff wellbeing; ensure that staff remain regulated through the day taking regular breaks and pressing the pause button – remove the I've not been to the toilet culture in teaching • Monitoring staff wellbeing; consider staff choosing a key adults who they give permission to checking in on a regular basis to support self-care Access the information on the website and use the tool to promote staff mental health and well-being. **Ensure support structures are clearly identified and signposted** Communicating support structures for staff can be done in a variety of ways, for example: • ensuring that signage in your setting is clear and accessible, for example a noticeboard or screen in your staff areas • signposting to mental health and wellbeing support in staff inductions, trainings, bulletins, and on staff intranet pages • having clearly signposted areas for additional support and advice **Universal support for all staff can include:** • Staff mental health and wellbeing policy which is trauma Attachment Aware and Trauma Responsive • Feedback boxes where staff can share anonymously ideas for improvement of school ethos and model good working practices	Staff have a variety of support structures in each school to support their mental health and well-being.	

			• Drop-in sessions with the senior leadership team for staff how have any concerns about their mental health • Dedicated space for staff to take some time out (see our Create a safe environment with designated 'safe spaces' for pupils and staff action) • Encouraging a sense of community with non-work-related social activities in order to develop relationships • Senior leadership modelling good working practices and self-care to encourage work/life balance. **Targeted support for staff, particularly for those with responsibility for mental health, can include:** • Supervision • Mental health training • Regular mandatory wellbeing check-in meetings for all staff using a peer-support model • Wellbeing events for staff, for example, regular yoga sessions; mindfulness training **Specialist support staff (particularly for those who may be struggling with their mental health) can include:** • Trauma Attachment Aware and Trauma Responsive • Employee Assistance Programmes (Education Support offers one). • Crisis support • Referrals to occupational health **Anna Freud** team have identified some **tips** for supporting a member of staff who may be struggling with their tal health and should be used where needed.	Mental health champions and policy and practices in place in each school	Children have access to highly trained skilled adults in school to support their mental health and well-being.
			Step 2 – Leading change Consider the following: • which policies and practices do you have in place? • are they accessible to all staff, do staff know about them, and how do you know? • what policies and practices would you prioritise? • what other areas of work would you prioritise? Consider how to engage the **whole school community**: • How can I involve governors, pupils, parents/carers and other staff members in the process? • How will I communicate the whole-school approach to the school community? • How can I make this process transparent? • Do we have a designated lead for mental health with established responsibilities for mental health and wellbeing across the whole school community?	Mental health a priority for each school.	
			Once the above has been complete appoint a **mental health champion** for your school. • Mental health champion to develop a policy with the other champions across the Trust.	Mental health action group set up in each school.	Children an integral part of the mental health action

		• Ensure that there is a commitment to having mental health prominent on the school improvement plan. **Signpost information for governors, staff, pupils, parents and carers** Consider the following: • What activities do you have in your school to raise the profile of mental health? • How do you evaluate how effective they are? • How could you improve the visibility of mental health in your setting? • How do you communicate your mental health policies and practice to the wider school community? **Step 3 – Working together** **Establish a Mental Health (or relationships) Action Group** Set up a mental health action group, considering the following: • **pupils** from across all year groups • **parents and carers** that represent a range of year groups • **staff** – a mix of teaching and non-teaching staff • **school governors** – where possible a governor who is responsible for mental health and wellbeing **Improve working and collaboration with mental health services** • consider which local and national groups you can work with to improve collaboration. • https://westcheshirechildrenstrust.co.uk/our-way-of-working/our-model/#trauma **Include pupils, staff, parents, and carers in decision making** Consider the following: • How does the culture and ethos of your school or college encourage open communication, particularly when it comes to raising concerns? • How do you currently demonstrate your commitment to working with pupils and parents and carers on mental health and wellbeing? https://westcheshirechildrenstrust.co.uk/our-way-of-working/our-model/#trauma • Are all staff members' concerns given equal weight? • How do you communicate your mental health and wellbeing policies? Are they displayed publicly? Does your school or college have dedicated spaces, such as quiet zones, that are available to pupils or staff who need some time out? **Involve the whole community** Consider the following: • Identify parents and carers, pupils and staff members to review and input into key policies. • Establishing lines of communication and opportunities for pupils to share feedback with school or college governors in relation to wellbeing issues.	Work collaboratively with all stakeholders to prioritise mental health in the school community.	group. Feedback form the group used to improve the provision for mental health and well-being in schools.

		• Consulting pupils on issues connected to wellbeing – for example to improve feelings of safety on and around school or college grounds. • Involving staff, pupils and parents and carers in planning and running wellbeing weeks. • Hosting regular parent and carer drop-in sessions with a variety of teaching and non-teaching staff. • Setting up multi-family groups in schools to support pupils who may be experiencing mental health related difficulties. • Appointing pupil wellbeing champions across class or year groups and making sure that these pupils are part of any school or college Mental Health Action Group. • Involving pupils and parents/carers to develop a wellbeing programme calendar for the year, including 'pressure points' such as exam periods and tips and tools for self-care around these times. **How to engage with parents and carers** When thinking about how to meaningfully engage with parents and carers in your school community it is important to consider • **Meetings and communication** It can help to have an open-door policy. This tells parents and carers that they can speak to school staff about any concerns they have. It also encourages frequent and regular contact if it is needed or wanted. • **Leadership and management style** Are parents and carers considered in decision-making? • **School curriculum** Are parents and carers aware of how they can best support their child's learning, both in school and at home? • **Continuing professional development** Are staff and parents and carers given the opportunity to learn about mental health and wellbeing and trauma informed practise ? • **Stakeholders** Are there any other stakeholders or resources that you could identify to support parents and carers more effectively? For example, the local education authority, faith groups, community organisations or national helplines and websites?	Identify the needs of the children and put interventions in place.	Specific children identified and high quality intervention in place to support them with their mental health and well-being.
		Step 4 – Understanding need Ensure that you have a whole-school approach to children's mental health - this relies on understanding the systemic issues that affect mental health. This means collecting your own data where possible, noting general trends and identifying risk factors. • Trauma informed practise https://westcheshirechildrenstrust.co.uk/our-way-of-working/our-model/#trauma • Adverse childhood experiences • Systemic issues • Race and ethnicity	Measure the impact of the interventions using the **Anna Freud** website.	

		• Gender and sexual identity
		We note that risk factors cannot be considered in isolation, but are helpful to provide a sense of what the profile of your pupils is so that you can better understand which children could be at risk and may require additional support or monitoring. Use the information in conjunction with an in-depth knowledge of the children and through using the surveys.
		Measure pupil wellbeing
		Use the **Anna Freud** website to access the right survey for your children and your school. Carry these out and use the information alongside other information to identify any mental health needs.
		Develop and measure the interventions
		The Department for Education recommends:
		    • using screening tools to make the best use of data
		    • developing an effective pastoral system in which students are known well by at least one staff member, so that deteriorating behaviour or mental health do not go unnoticed.
		Using the **Anna Freud** website identify the best intervention and use the well being tool kit to measure the impact of the interventions.
			Mental Health is integrated into the curriculum.	Children have access to a high-quality curriculum which integrates mental health and well-being.

		Step 5 - Integrate mental health and wellbeing across curriculum and culture
		Consider the following actions to integrate mental health in the curriculum.
		    • through structured lessons via the RSHE curriculum
		    • promoting key events across the school year, like Children's Mental Health Week (held every year in February) and World Mental Health Day (held every year on 10 October)
		    • running a wellbeing week for pupils and staff
		    • committing to Trauma informed CPD for staff on mental health and wellbeing
		    • including mental health and wellbeing as a standing agenda item in governor, senior leadership team, parent/carer meetings and newsletters and all staff meetings
		    • giving pupils regular opportunities through tutor time or small groups to talk about mental health and wellbeing issues
		    • regularly celebrating learning that is not only associated with attainment
		    • making sure that pupils and staff know the routes available to them to get support if they need it
		    • providing access to a range of reading materials that discuss mental health and wellbeing.
		      The Reading Well scheme recommends a list of books for children and young people that cover all aspects of mental health in an accessible way.
		    • offering a range of lunchtime and after school clubs and activities.
		    • Encouraging pupils to look after their own mental health and well-being where they are able to.
		
		Establish a Peer Support Programme in school
			Peer support programme in place and being used effectively to support mental health and well-being.
			
			School will be a safe environment for staff and children.
				School will be a safe environment for staff and children.

Establish a peer support programme using the five core principles for co-developing a peer support programme
- **Work where young people are:** be creative in how you engage young people – for example through sport clubs.
- **Involve the right people:** think carefully about mentor and mentee recruitment. Have you involved young people who will appeal to children across your school and college community?
- **Focus on relationships:** build trust with mentors so that you can support them to develop the skills they need to build trusting relationships with others.
- **Encourage young people's ownership:** collaborate, co-design and co-produce the programme to make sure that pupils have a sense of agency and ownership of the programme.
- **Be safe and have boundaries:** make sure mentors are adequately trained and supervised so that they feel safe and supported.

Create a safe environment for pupils and staff
- **Ensure that all are trained to use trauma informed practise in order to increase trust and feelings of felt safety**

Considering the physical environment in your school
All schools to create a safe environment for pupils and staff, consider the following:
- designating a quiet corner of the classroom that is removed from classroom activity. Make available self-care activities for pupils to do in this space
- designating a wellbeing room for staff that is separate from the staff room. Encourage staff to donate self-care items or books for colleagues to use in this space
- designating a time-out area for pupils outside the classroom to provide space to decompress and reflect – that is, a wellbeing space as an alternative to an isolation room
- the physical boundaries of where school/college spaces end: how are these boundaries staffed to encourage a welcoming environment and promote safety
- making sure that all signage around the school is clear and accessible. Clearly signpost areas where staff and pupils can go for additional support and advice
- creating processes for new pupils, families and staff to familiarise themselves with their school environment