 The Robert Carre Trust

Wellbeing Policy (formerly Stress Management Policy)

General

The Robert Carre Trust is committed to protecting the health, safety, wellbeing and welfare of staff, and recognises that workplace pressures can place an additional burden on the health and wellbeing of its' employees. The Trust believes that no employee should ever feel stigmatised for talking to colleagues or managers about their problems because they fear discrimination. The Trust recognises the definition of 'mental health' as defined by the World Health Organisation: *:"A state of wellbeing 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."*). The Trust also understands that mental health can fluctuate and change and believe that as a community we acknowledge the importance of identifying and reducing workplace stressors and fostering wellbeing for all staff as well as students.

Work plays a strong role in our mental health and wellbeing. Work provides us with the income we need but also provides social contacts and support; keeps us physically and mentally active; allows us to develop and use skills; gives us social status, a sense of identity and personal achievement and provides a way for us to structure and occupy our time. However, the Trust also recognises that work can make us unwell. Mental ill health is sometimes caused by a combination of work and non-work-related factors. The Robert Carre Trust is always seeking ways to maximise the productivity of their employees and aims to strike the balance between high productivity and robust mental health which relies on well trained line managers that are able to recognise signs of ill health and provide appropriate support.

This policy applies to all staff. The Executive Headteacher/ Head of School and all staff who manage other staff are responsible for the implementation of the policy. The Trustees are responsible for providing the resources.

The Trust and the senior leadership teams at its schools will work to ensure that all employees also play their part in creating a healthy workplace ethos, and that there are clear guidelines for staff who may feel adverse stress levels. The Trustees expect all members of staff to feel free to talk about any stress they feel. It is the duty of the Trust to ensure that no member of staff should experience work-related stress that is detrimental to their personal wellbeing. The Trust has trained members of staff who are Mental Health First Aiders. These members of staff have undertaken a two-day training course with Mental Health First Aid England and will work with senior leadership teams and colleagues to promote wellbeing and foster good mental and physical health.

Definition of Work-related Stress

The Trust recognises that its employees will at times feel under pressure; there is a difference between 'stress' and 'pressure'. The Health and Safety Executive (HSE) defines work related stress as *"the adverse reaction people have to excessive pressures or other types of demand place on them at work".* All staff experience a certain level of pressure in their day's work, which may be desirable. But when the pressure someone is under becomes too much to cope with, that positive force turns negative and becomes stress. The Trust recognises that when too much pressure is placed on an individual without the opportunity to recover this can be detrimental to an employee's mental health.

In order to monitor the effectiveness of its policies, the Trust has adopted the HSE Management Standards and guidelines on work-related stress. Staff have access to this, and it is available at http://www.hse.gov.uk/stress/. The Trust understands the relationship between work and mental health and the relevant legislation.

- Health and Safety at Work Act (1974 – HSAWA)
- Human Rights Act 1998 (HRA)
- Managed of Health and Safety at Work Regulations 1999
- Equality Act 2010
- Mental Health (Discrimination) Act 2013.

The Executive Headteacher and the Head of School will be responsible for implementing the management standards arrangements in their respective schools.

Mental Illness and Disability

A mental health condition is considered a disability if it has a long-term effect on your normal day-to-day activity. This is defined under the Equality Act 2010. A condition is deemed to be 'long term' if it lasts, or is likely to last, 12 months. The Trust recognises that a long-term physical disability may also impact on mental wellbeing.

The Trust will always seek to make reasonable adjustments to support staff with a long-term mental health illness. Staff returning from an extended absence due to mental ill-health will be offered the opportunity to agree a WRAP (Wellness Recovery Action Plan) with their line manager or a colleague the school deems may be better placed to offer the support agreed.

Non-Work-Related Stress Factors

The Trust recognises that staff may experience significant levels of stress as a result on non-work-related factors and that this may impact on their performance as an employee. The Trust will seek to adopt a sympathetic and supportive approach in such situations. The Leave of Absence Policy makes provision for leave on compassionate grounds or to fulfil family responsibilities. Staff are encouraged to speak to their line manager if they feel that non-work-related factors are impacting on their performance so that support options can be explored.

The Trust recognises that personal physical ill-health or gender-related conditions such as the menopause may impact on the ability of staff to function at their full capacity and on their mental wellbeing. Staff are encouraged to make their line manager aware if they feel their personal physical health is impacting significantly on their performance so that appropriate measures of support can be explored.

Record keeping and confidentiality
Information in relation to the management of stress at the school/academy will be recorded to ensure an accurate record is available of what was discussed, actions taken and for monitoring purposes. Senior Leaders will also ensure that they maintain an overview of support and interventions through their regular meetings with middle managers.

Records will be kept on the employee's personal file or with the school/academies H&S records. As part of the application of this policy, the Robert Carre Trust may collect, process and store personal data and special categories of data in accordance with our data protection policy. We will comply with the requirements of **Data Protection Legislation** (being (i) unless and until the GDPR is no longer directly applicable in the UK, the General Data Protection Regulation (EU) 2016/679) (GDPR) and any national implementing laws, regulations and secondary legislation, as amended or updated from time to time in the UK and (ii) any successor legislation to the GDPR or the Data Protection Act 1998). Records will be kept in accordance with our Staff Privacy

Notice, our Records Management Policy and in line with the requirements of Data Protection Legislation.

Aim

The Trust aims to create an environment at work where the physical and mental wellbeing of all employees is promoted positively, and where adverse stress on all staff is reduced as far as is reasonably possible.

It is well known that different people are affected in different ways at different times, and often it stems from a combination of factors. There is typically a complex interplay between the pressures people face at work and those they face at home.

The Trust considers that managing stress and promoting wellbeing is best addressed by staff, governors and Trustees working together to:

- identify issues through careful line management within a supportive framework; and
- agreeing realistic, practical and feasible solutions that support staff in reaching or identifying their own solutions

What we do to support our staff

- Promote a culture of participation, equality and fairness that is based on open communication and inclusion.
- Promote a management style that encourages participation, delegation, constructive feedback, mentoring and coaching
- Use frameworks such as Health and Safety Executive Management Standards for work-related stress to promote and protect employee mental wellbeing.
- Work with middle leaders to help motivate our staff and provide middles leaders with the training and skills they need to develop their ability to support their team members and promote positive wellbeing
- Increase staff understanding of how management style and practices can help to promote the mental wellbeing of employees and keep their stress to a minimum. Ensure that managers can identify and respond with sensitivity to employees' emotional concerns and symptoms of mental health issues.
- Ensure that managers understand when it is necessary to refer an employee to occupational health services of other sources of support and help.
- Have trained Mental Health First Aiders available to all staff so that they can exercise choice in who they seek to confide in

Management Standards

To help all employees to understand stress management a competency indicator framework developed by the Chartered Institute of Personnel and Development (CIPD) is available at www.nice.org.uk/guidance/PH22

The Trust adopts an organisation-wide approach to promoting the mental wellbeing of all employees, working in partnership with them. This approach integrates the promotion of mental wellbeing into all policies and practices concerned with managing people, including those related to employment rights and working conditions.

We aim to promote a culture of participation, equality and fairness that is based on open communication and inclusion. Through an awareness and understanding of mental wellbeing we aim to reduce the potential for discrimination and stigma related to mental health difficulties.

The Trust ensures processes for job design, selection, recruitment, training, development and appraisal promote mental wellbeing and reduce the potential for stigma and discrimination. Employees should have the necessary skills and support to meet the demands of a job that is worthwhile and offers opportunities for development and progression. Employees should be fully supported throughout organisational change and situations of uncertainty.

It is the Trust's aim that all employees who might be exposed to stress but, might be less likely to be included in the various approaches for promoting mental wellbeing, have the equity of opportunity to participate. These groups include part-time workers, shift workers and migrant workers.

The Trust, through arrangements made by the Executive Headteacher and Head of School, will assess the risks and potential causes, and will use these to assess how the schools are performing in relation to other schools and organisations, and will determine improvement targets in consultation with staff and their representatives.

Wellbeing Award for Schools
Both schools have achieved the Wellbeing Award for Schools through Optimus Education, CGS (April 2019) KSHS (July 2019), for students and staff; they will work to maintain or exceed that status at future reviews.

Procedures

The Senior Leadership Team will discuss staff physical and mental health regularly. Any issues raised will be on the agenda of the Trust at each meeting, as part of the Executive Headteacher's Report.

The Senior Leadership Team will include mental health matters at team meetings on a regular basis as determined by the Executive Headteacher,/Head of School. The Senior Leadership Team and Line Managers have a prime responsibility to identify workplace pressures and to eliminate or control the risks from these pressures that could result in stress.

The Executive Headteacher, Head of School will implement the HSE Management Standards and will report on progress to the Board and to the staff and their representatives.

The Executive Headteacher, Head of School or other senior member of the team acting for the Executive Headteacher or Head of School, will discuss physical and mental health with Line Managers at least termly.   Under ICER (Information and Communication of Employees Regulations) arrangements, the Trust, through the Executive Headteacher or Head of School, will provide information to all staff about current and proposed action to promote physical and mental wellbeing.

The Trust will regularly seek the views, thoughts and feelings of its' staff through wellbeing meetings and surveys.

Responsibilities

The Robert Carre Trust: The Trust will draw up and agree the policy and procedures and any changes, will monitor the effectiveness of the measures introduced, and will review progress annually. The Board will provide adequate resources to enable managers to implement the policy and agreed strategies.

Executive Headteacher, Head of School: The Executive Headteacher/Head of School will implement the Trust policy, and will be responsible for:

• Developing a work culture where everyone is treated with respect and dignity and issues such as bullying and harassment are not tolerated;

- Developing a holistic approach to wellbeing at work and ensure that supporting and promoting positive wellbeing is a seam that runs through all practice and professional relationships;
- Monitoring the management standards and ensure that the employees has the right level of skills for the job;
- Ensuring that risk assessments and support plans for mental health and wellbeing are carried out meaningfully by staff / line managers and SLT, and these are regularly reviewed – see workplace pressure support plan;
- Ensuring that the Trust's systems for addressing potentially stressful issues are robust, fair and understood by all staff (e.g. discipline, capability, absence, anti-bullying, student behaviour, staff cover and staff duties policies);
- supporting staff who are at risk of mental ill health by being able to identify the early warning signs and offering support at an early stage;
- ensuring that a counselling service is provided, and is known to all staff;
- holding regular meetings and forums with staff representatives over health and wellbeing issues, including proposed action relating to the prevention of work-related stress;
- reporting regularly on progress to the Trust and the Local Governing Body (or will nominate a senior member of the Leadership Team to do this on his/her behalf);
- ensuring full and sufficient discussion with the staff over stress-related issues and wellbeing issues, and for implementing any agreed outcomes;
- ensuring that any training needed by responsible staff is provided.

Line Managers' Responsibilities

- Will work in building a culture where everyone is treated with respect and dignity and issues such as bullying and harassment are not tolerated;
- to support staff who are at risk of mental ill health by being able to identify the early warning signs and talking at an early stage;
- will ensure that all staff have meaningful developmental opportunities;
- will monitor workload and working hours and understand some of the early warning signs of mental ill health (see Appendix A).
- will inform the Executive Headteacher/Head of School of any potential problems that cannot be dealt with at his/her level;
- will support individuals who may have difficulties and support them in school in a professional and respectful, empathetic, positive and non-judgemental way
- will encourage referral to occupational counselling where appropriate, or signpost to other support networks / professionals (see Appendix B)
- will monitor and review in their area the effectiveness of the measures to reduce stress and foster wellbeing.
- Will ensure that support plans for mental health and wellbeing are carried out meaningfully and these are regularly reviewed – see workplace pressure support plan.

All Staff: The staff are expected to:

- work in building a culture where everyone is treated with respect and dignity and issues such as bullying and harassment are not tolerated;
- support other colleagues who are at risk of mental ill health by being able to identify the early warning signs and talking at an early stage;
- have care for their own physical and mental health and wellbeing;
- recognise the part that each member of staff can play in achieving a healthy, stress-free ethos;
- support colleagues who may have difficulties and support them in school in a professional and respectful, empathetic, positive and non-judgemental way
- familiarise themselves with the HSE risk factors and Management Standards;
- read the information supplied by the management and staff representatives;

- inform the Executive Headteacher/ Head of School (or delegated representative of the Executive Headteacher/ Head of School) of any adverse stress symptoms that they might have at the earliest opportunity.
- take part in the promotion of good, stress-free health for themselves and colleagues;
- help the senior staff (e.g. the Head of Department, or teacher with an area responsibility) to put effective plans into place;
- attend any training that might be relevant; and
- seek professional advice.

Staff Health and Safety Representatives

The staff representatives are expected to:
- be involved in risk assessment arrangements;
- conduct inspections at least 3-monthly intervals to ensure environmental stressors are controlled;
- represent the views of all staff on stress-related issues;
- co-operate with the Executive Headteacher/Head of School and governors in achieving good management standards and the promotion of effective policies to achieve a positive health ethos; and
- inform the Executive Headteacher/Head of School of any concerns that are drawn to their attention.

Union Representatives will be allowed paid time off for trade union training related to workplace stress, and will be allowed reasonable opportunities to consult with staff and conduct surveys. They will have access to relevant data.

Procedure for meeting stress-related concerns

If a member of staff feels adverse stress symptoms they should:

- first of all try to identify the causes, and what he/she might do to make things better; the 5 areas of positive wellbeing provide a good framework and self-assessment resources are available to assist in this process
- tell the Line Manager, or the Executive Headteacher, Head of School, as early as possible;
- if the source of stress is the management, inform one of the Line Managers or the union representative; they may also speak to a Mental Health First Aider
- proactively consider the need to access any confidential counselling offered; and
- seek professional advice.

The Fitness Suite, including an exercise referral professional, is available free of charge to all staff and is an ideal stress reduction mechanism. Good physical health also supports positive mental wellbeing.

Associated Policies

- Leave of Absence Policy
- Sickness Absence Policy

Monitoring and review

This policy will be reviewed every two years, or earlier if requested by the Executive Headteacher or staff representatives.

Adopted at the meeting of the Board on 21 April 2021

Next Review Date: April 2023 (2 years)

Appendix A   Warning Signs of Work-Related Stress

Appendix B   Signposts to Help and Resources

Appendix C   Tiered Approach to Promoting and Supporting Wellbeing

Appendix A Warning Signs (From HSE Guidance on Work-Related Stress)

There are six main areas of work design which can effect stress levels. You should manage these properly. They are:

- demands
- control
- support
- relationships
- role
- change

Employers should assess the risks in these areas to manage stress in the workplace.

Signs of stress in teams

There may be signs of stress in a team, like:

- arguments
- higher staff turnover
- more reports of stress
- more sickness absence
- decreased performance
- more complaints and grievances

Employers must assess the risks of work-related stress in their workplace and take action to protect employees.

Signs of stress in an employee

A change in the way someone acts can be a sign of stress, for example they may:

- take more time off
- arrive for work later
- be more twitchy or nervous

A change in the way someone thinks or feels can also be a sign of stress, for example:

- mood swings
- being withdrawn
- loss of motivation, commitment and confidence
- increased emotional reactions – being more tearful, sensitive or aggressive

Employees can help look after their own stress levels at work - if you think you have a problem talk to your manager, a colleague or your GP.

Appendix B Signposts to Help and Resources

- **Speak to a Mental Health First Aider in your school**

- **Request an appointment with the school's retained counsellor**

- **NHS: Steps2Change   https://www.lpft.nhs.uk/steps2change/home**

You can self-refer to this service or go through your GP

- **Education Support Phone Helpline**

  o **UK Wide: 08000 562 562 Day or Night**
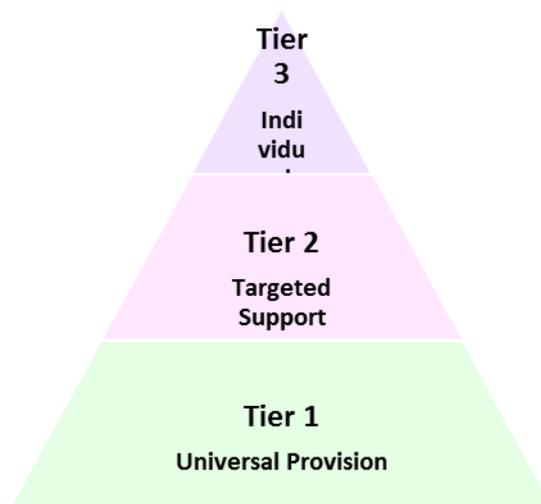
  o **Text: 07909 341229 (answered within 24 hours)**

The helpline is free and available to all serving and retired teachers, lecturers and staff in education (primary, secondary, further or higher education) in England, Wales and Scotland 24/7, 365 days a year

- **Your Trade Union or Professional Association**

Most will offer confidential support and advice.

Appendix C

Supporting and Promoting Wellbeing for the Robert Carre Trust Community

Tier
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Tier 2

Targeted
Support

Tier 1

Universal Provision

Staff

Tier 1 Universal	Promoting & Supporting Positive Wellbeing	Workload Management	Supporting Professional Development	Support for Family Life and Rest Periods
	• Mental Health and Wellbeing Staff support booklet which signposts a range of strategies • CPD focused on Mental Health and Wellbeing • Trained MHFAs available in both schools • Colleagues trained by Healthy Minds Lincolnshire • Regular updates on opportunities to be part of wellbeing activities such as mindfulness • Wellbeing emails to signpost staff to a range of different strategies to support wellbeing • Wellbeing Award for Schools accreditation and action planning • Strategic display of signposts to help and support	• No written reports for Y7-11; Year 12 & 13 reports: comments generated using key statement banks • 4 data entry points per year group • Embedded Curriculum Time to enable teachers to collaborate on learning resources and curriculum planning • Centralised detentions to protect break, lunch and after school time for teachers • Teachers are very rarely used for cover protecting non-contact time for planning and marking • Regular cover supervisors are employed to provide consistency for students & teachers • Duties for teachers are kept to a minimum **Using Technology** • Office 365 used innovatively to enhance online collaboration and reduce the number of meetings • Parents' Evenings via School Cloud • Email traffic is reduced-weekly bulletin and student notice systems •	• Middle leaders- external professional leadership coaching programme • SLT link for each subject to support effective management of teams • Staff surveys feeding into action plans (wellbeing, work practice consultations, CPD reviews) • No judgements on individual teachers in QA • Generous capitation for departments • Teaching and Learning Community Groups for cross subject collaboration • Qualified staff coaches	• Flexibility with part time requests, leave of absence and managing family/life commitments • Free lunch/tea for staff on parent evenings • Tea/Coffee provided in staff social areas • Trust policy for communications (Email & Phone) to protect personal time • Free gym membership

RCT Wellbeing Policy (formerly Stress Management Policy) adopted 21 April 2021

Tier 2 Targeted	- MHFAs support - Wellbeing groups 'Open door' offices to engender approachability - Clear line managements systems - Appraisal process that allows for personalised development and support - CPD targeted and some optional - ITT and NQT support programmes - IT support & training - New staff induction - Staff probation review process with focus on development - Training for Middle Managers to equip them to support their team members - Assessment resources available to MHFAs and middle managers to help identify areas of pressure - Coaching to support positive professional development
Tier 3 Individual	- Listening non-judgementally - Responding to staff surveys where there is a concern raised - Access to a retained counsellor in Sleaford - AND/OR support for self-referral to Steps2Change (NHS) - Occupational Health Referral - Planned and supported returns to work after extended periods of absence - Wellness Action planning with individual teachers 1:1 support offered by line manager - Wellbeing signposting for individuals who may need additional support - Recognition that the menopause for some colleagues may impact significantly on wellbeing and performance - Supportive approach to colleagues facing extenuating personal circumstances or illness

Students			
Tier 1 Universal	**Promotion of physical and mental wellbeing** • Wellbeing Champions trained by Healthy Minds in each form • Tutor time – Wellbeing Wednesday that also runs alongside strong pastoral support • Assemblies • Off-timetable days • PSHE • Access to the gym • Healthy food school standards • Access to student support area • Range of extra-curricular opportunities • Sixth from enrichment programme • Wellbeing surveys feeding into action plans • Strategic display of signposts to help and resources	**Educating the 'whole' child and work life balance** • Quality first teaching • Extensive and personalised curriculum Y10 to 13 • Library facilities to support homework and study • Homework timetable to support homework management • Homework clubs • School Council gives students a voice • Safe spaces for students to use • Broad and balanced curriculum offer • Access to suitable courses for all in sixth form • Transition support (Yr6, YR11) • Pupil progress reviews • Form Tutor support • Strong IT infrastructure • Opportunity to be involved in team sports	**Promoting a Positive Sense of Self** • Aspirational academic pathways • Personalised academic goals • Access to independent careers guidance • Multi-Agency Days through Safer Partnership • Behaviour expectations based on respect • Constructive feedback and challenge • Fostering independence though residential visits and extra-curricular activities • Duke of Edinburgh scheme
Tier 2 Targeted	• Targeted teacher support for additional needs in lessons • Tailored intervention programmes to support learning and progress • Student Support Team to support both learning and emotional needs - Tier 1 and 2 interventions • Internal assessment of additional learning needs • Advice and guidance for teachers on supporting learning needs of specific students • Nurture Group Pathway in Y10 • Student mentoring by older students for younger students • Bespoke tutor sessions		

	• Off-timetable events • Maximise Your Potential study skills support for year groups • Healthy Minds Lincolnshire - training of Wellbeing Champions • Regular meetings for senior students with senior staff • Post 16 counselling for Y11s re option choices **Continued….** • 1:1 careers guidance • 11+ familiarisation support for Yr 5/6 • Accessible sites • Work experience programmes post 16 • VESPA programme in Years 12 -13
Tier 3 Individual	• Assessment of Additional Learning by external assessor • Support Plans /Personalised Education Profiles to support additional needs • Centralised information re Additional Needs to ensure ease of access for staff to support students • Heads of Year and form tutors - Pastoral Support Plans • Healthy Minds Lincolnshire Referrals • CAMHS referrals (Tier 3) • CASY counselling (Tier 3) • Referral to retained local counsellor (Tier 3) • Working Together Team (ASD support service) • Lincolnshire Ladder of Support - BOSS • Team around the Child meetings (TAC) • Early Help referral • Safeguarding meetings with outside agencies • Health Care Plans for students with medical needs • Bespoke catering plans for those with dietary needs

Parents		
Tier 1 Universal	**Promoting Positive Wellbeing** • Access to the gym • Sharing of webinars by Healthy Minds • Signposting to online resources or support groups for parents and young people • Easy access to staff and student support service • Newsletter articles on wellbeing and more recently presentations on keeping their child safe online (which includes elements of wellbeing) • Signposting to online resources or support groups for parents and young people on school website • Parent forum for Wellbeing Award for Schools	**Working in Partnership** • Weekly updates and newsletters • Information evenings • Consultation evenings – virtual School cloud • Settling in meetings for Y7 • Efficient IT systems for communication, collection of information • Easy access to staff and student support service • Text service Teacher to Parent/Weduc • Copies of letters available on website • Access to student records via parent portal • Separated parent access to statutory information
Tier 2 Targeted	• Liaison with parents from Assistant Head Pastoral / Heads of Year / Tutors and Student support team • Key Worker in Student Support as single point of contact • Targeted support working in collaboration with teachers and parents to devise / develop strategies to support young people • 2 day call back response (Home Communications policy) • Referral to Early Help for Parenting Support • Signposting to Parent Workshops/Presentations	
Tier 3 Individual	• Support with referrals to Tier 3 agencies (Healthy Minds, CAMHS, CASY, Retained local counsellor) • Signposting to services that accept self-referrals from parents & young people • Team around the Child meetings (TAC) • Early Help referral • Safeguarding meetings with outside agencies • Support referrals to Community Paediatrics for ADHD/ASD assessment • Referrals to Working Together Team (Autism support) • Signposting to designated parent support groups	