

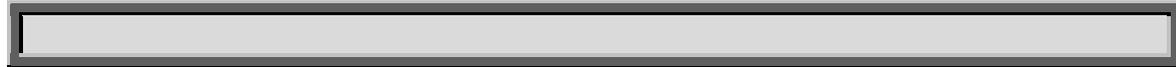


CtKCC
Christ the King
Catholic Collegiate
Together as one community
with Christ at the centre



Staff Mental Health & Well-being Policy

Date: January 2021
Adopted: 3 February 2021
Review: September 2022



1. Purpose and Principles

Christ the King Catholic Collegiate Multi Academy (CtKCC) aims to safeguard the health, safety and welfare of its employees and to ensure staff are supported and encouraged to develop personally and professionally. We recognise that staff wellbeing is important to pupil achievement and the Collegiate performance.

CtKCC recognises that it has a duty of care to look after the mental well-being and the importance of ensuring that all staff in school enjoy a reasonable balance between their working life and the demands of home, family and other interests and commitments. Every employee has a right to: mental, emotional, social and physical wellbeing and should experience personal achievement and fulfilment in their role. As an organisation we endeavour to support individuals as much as possible through practical and emotional support where appropriate.

The organisation promotes a comprehensive approach to addressing issues that impact upon an individual's well-being through prevention, management and support. Such issues may have arisen in the workplace or from personal circumstances. This policy must be supported by a shared understanding between the employee and their line manager. Employees experiencing difficulties that could lead to them suffering from stress or mental ill-health will be encouraged to seek help and support through their line manager or CtKCC HR Manager. Employees have a duty to themselves and their colleagues to help minimise stress and mental ill-health in the workplace and should take an active part in mental well-being management initiatives.

2. Key Aims and Objectives of the policy

- Create a workplace environment that promotes and supports the mental well-being of all employees and an acceptable work-life balance.
- Shape a positive mental health and wellbeing culture and support Academies to address needs in their individual settings, advocating the sharing of good practice to encourage and develop involvement as a cohesive educational community with accessible arrangements.
- Create an environment and culture which is based on shared values and trust.
- Provide an open and positive ethos surrounding mental health and wellbeing, offering a network of mutual support and respect between colleagues and also across the Collegiate.
- Support staff across CtKCC in their work and provide a working environment where impacts on health are identified, assessed and removed or reduced.
- Manage, support and assist staff to maintain and develop their physical and mental health and wellbeing. This will be aided by the development of awareness and understanding of mental health and wellbeing issues for all staff by providing appropriate training, support programmes and channels of communication.
- Tackle workplace factors that may negatively affect mental well-being and to develop management skills to promote mental well-being and manage identified issues effectively.
- To acknowledge that the needs of both CtKCC and its staff are not static, but change over time.
- To acknowledge the need for the leadership in each school (including the different LGBs), unions/staff representatives and staff to discuss workable work-life balance solutions.
- To encourage a partnership approach to meeting the needs of staff across our Academies and promote strategies that can build resilience and self-management.
- To maximise mental well-being in the workplace and ensure information on mental well-being is available to all employees.
- To ensure that staff who have, or have had, symptoms of mental ill-health are treated responsibly and in an understanding manner and where appropriate reasonable adjustments are made to operate in a fair and consistent manner.
- To carefully plan and agree work-life balance solutions including flexible working practices where possible and appropriate without damaging the opportunities for students to succeed.
- To take into account the equality implications of any policies introduced.
- To communicate work-life balance practices to all staff across each school within CtKCC. Developments and changes to policies should also be communicated on a regular basis.
- To include a monitoring, evaluation and review mechanism, linked to appraisal and each of the school improvement plans, for work-life balance initiatives and strategies.

3. Responsibilities

CtKCC is committed to ensuring that positive steps are taken in each school to promote mental well-being and a healthy work-life balance for all employees. As employees of Christ the King Catholic Collegiate we all have responsibilities in promoting mental well-being and any member of staff should not hesitate to seek advice and/or support if they feel they need it.

Confidentiality will be observed when dealing with mental ill-health in line with HR policies. In support of these aims and objectives and within the available resources, the organisation will support this policy and work across several internal influences including the HR Strategy, Health and Safety principles, Stakeholders including Directors, LGBs, staff, and Trade Union engagement.

3.1 Christ the King Catholic Collegiate will:

- Exercise its legal duty of care to ensure that ill health resulting from psychological problems and/or stress is treated the same as ill health due to physical causes present in the workplace.
- Execute its duty of care under the Health & Safety at Work Act 1974 to ensure, so far as is reasonable and practicable, that work places are safe environments.
- Comply with Management of Health & Safety at Work Regulations 1999 by assessing the nature and scale of risks to health in their workplace.
- Advise employees at the earliest opportunity, that they have a duty both under the Health & Safety of Work Act and also in common law, to safeguard themselves from injury and illness at work. If their work is causing them to feel unduly anxious or stressed they have a responsibility to make their employer aware so that reasonable and appropriate action can be taken.
- Ensure Directors and Governors reflect their commitment to this policy.
- Refer employees to the Occupational Health and Counselling Service at an early stage to enable both the employer and employee to discharge their duty of care under the Health and Safety at Work Act 1974.
- Commit to protecting the health, safety and welfare of its employees. It is recognised that workplace stress and mental health is a health and safety management issue. The importance of identifying and reducing workplace stressors as far as is reasonably practicable is acknowledged.

Line Managers have a critical role in promoting mental well-being and work-life balance and minimising the stress risks and in offering support to employees, they will:

- Where potential risks are identified risk assessments will be carried out in their work areas to identify any hazards that could give rise to stress or mental ill-health and act upon these hazards to eliminate or minimise them where practicable.
- Ensure they provide good communication to their staff, particularly where there are organisational and procedural changes.
- Ensure staff are provided with appropriate training and developmental opportunities.
- Ensure staff are managing the demands of the job by monitoring workloads and working hours.
- Encourage staff to enjoy a reasonable work-life balance and lead by example.
- Ensure that bullying and harassment is not tolerated within their work area.
- Be vigilant and offer appropriate additional support to a member of staff who is experiencing stress outside the workplace for e.g. bereavement or separation.
- Offer access to the Occupational Health & Counselling Service.
- Ensure that contact is maintained with any employee absent due to stress or mental ill-health and that such absences are actively managed in accordance with the guidelines.

- Ensure that employees returning to work after a period of absence due to stress or mental ill-health are handled in a sensitive and sympathetic manner through the promoting health at work procedures. If the cause of the individual's illness had been due to specific work issues, the manager must ensure that these work-related issues are assessed before the individual resumes their duties.

3.2 Employees will:

- Engage with management to work together to enhance employee well-being.
- Raise issues of concern regarding stress, mental ill-health and work-life balance with their line manager, HR Manager or the Occupational Health & Counselling Service as early as possible.
- All employees will assist in the development of good practice and ensure that they do not, through their actions or omissions, create unnecessary work for themselves or their colleagues.
- Consider opportunities for counselling when recommended.
- Behave in a manner that is conducive to the mental well-being of their colleagues
- Responding to training and development opportunities.

3.3 Trade Union representatives will:

- Encourage members to seek help where appropriate
- Help employees to understand the policy and where to seek help, if necessary.

4. Commitment

CtKCC's commitment to staff is to ensure that the health and welfare of our workforce is at the heart of the working arrangements of the Multi Academy. The following will be reviewed for inclusion in a programme of committing to and improving employees' work life balance and their well-being;

Employment Policies and Practice: CtKCC undertakes to adopt and apply the appropriate policies in respect of 'family friendly' employment, including consideration of part time working and flexible working patterns where this can be implemented without detriment to the operational requirements of the respective school. The Headteacher and Leadership Team will adopt policies and provide clear guidance on time off for public or trade union duties, or for personal reasons.

- **Unmeasured Working Time:** Where employees are contracted to work unmeasured time, for example the Leadership Team, CtKCC undertakes to ensure that the schools' requirements and expectations are reasonable.
- **Individual and Team Workloads:** We aim for each school's timetable to reflect a fair and reasonable balance of work between different members of staff. Each school's management will ensure that new and emerging priorities are discussed with the employees affected and that ways of managing the implications for individual workloads are addressed. We are conscious in our allocation of non-teaching time for teaching staff.
- **Planning and Policies:** Each school aims to ensure that preparing documentation should be no more elaborate than is necessary and consistent with its purpose.

- Meetings: School leadership teams aim to ensure that patterns of meetings are appropriate to the requirements of each whole school, faculties and departments etc. and that they are agreed in advance and that the pattern is adhered to. Leaders convening meetings should specify a start and target finishing time and adhere to them. Outcomes from meetings will be clear and concise.
- Administration: Administrative work has been delegated to appropriate support staff and systems will be regularly reviewed. Requests for information, statistics, policies and similar will be assessed for their importance and benefit to the school and where possible will be collated by support staff.
- Individual support and training: Individual support, including confidential support from occupational health counselling services are made available to employees so that they may raise concerns about problems and difficulties which affect them either in their work or their family/personal life.
- Mental Health: CtKCC believe that everyone across our Collegiate has a responsibility to create an environment that promotes wellbeing and to look after the mental health of all. Each school will ensure that there is a positive, inclusive culture which displays respect towards those colleagues with mental ill health. Opportunities will be seized by each school to disseminate appropriate signposting for services to support colleagues with mental ill health. All colleagues must positively challenge any stigma or prejudice around mental health. CtKCC encourage all staff to access <https://www.nhs.uk/oneyou/every-mind-matters/> to explore their own mental health and wellbeing

5. Promoting Good Mental Health

Christ the King Catholic Collegiate fully support the promotion of good mental health. If we're in good mental health, we can cope with life and daily tasks, play a full part in family, workplace and social life as well as make the most of our potential. Positive mental health allows people to:

- Realise their full potential
- Implement mechanisms to cope with the stresses of life
- Work productively
- Make meaningful contributions to their community

A good indication of the quality of our mental health can be shown by;

- How we feel, think and behave
- How we cope with the ups and downs of everyday life
- How we feel about ourselves and our life
- How we see ourselves and our future
- How we deal with negative things that happen in our life
- Our self-esteem or confidence.

Individuals with good mental health wellbeing are therefore able to:

- Feel relatively confident in themselves and have positive self-esteem
- Feel and express a range of emotions
- Build and maintain good relationships with others
- Feel engaged with the world around them

- Live and work productively
- Cope with the stresses of daily life
- Adapt and manage in times of change and uncertainty.

6. Wellness Action Plans

CtKCC acknowledges that wellness action plans and strategies can be implemented to help boost and support staff. As an employer, CtkCC shall create and sustain a culture that values true collaborative learning by teamwork and accountability, honest feedback, mutual support and a self-improving working environment. An example of some of the strategies which are promoted include:

- Ensuring that mental health and wellbeing are included in school policies, covering areas such as: Absence and Sickness, Compassionate Leave, Health and Safety, Performance management, Equality, Diversity, Inclusion, Bullying, Harassment and Whistle-blowing.
- Provide staff with a wide range of professional training and support and access to services which support and enhance well-being.
- Introduce formal supervision that has wellbeing at its heart. By introducing a very clear format, with key themes, questions and, of course, actions there is little doubt that supervision could be used as a very useful tool to identify existing issues and, being written down and actions given, also quantifiable.
- Appoint Mental Health Champions in each school to advocate mental health for the school community, but *not to be directly responsible for it*. The role will include promotion of well-being materials; being a 'listening ear'; acting as a signpost for other services or professionals, relaying ideas and information to senior staff that could further improve wellbeing in school; having oversight of school improvement plans to ensure that mental health promotion has a key place; help to reduce barriers to mental health in school by promoting positive language in relation to mental health. The Mental Health Champion will attend a Collegiate wide wellbeing steering group to share ideas, concerns and good practice.
- Appoint Mental Health First Aiders across the Collegiate who will have completed a recognised course and have an in-depth understanding of mental health and the factors that can affect wellbeing; practical skills to spot the triggers; have enhance interpersonal skills such as non-judgemental listening; the knowledge to help someone recover their health by guiding or signposting them to further support.
- Mental Health Awareness campaigns so staff can feel confident to talk about their issues and, where necessary, identify when they are receiving support and/or medication. Introduction of a Staff Wellbeing Charter, displayed in Staff Rooms,
- Appraisal reviews will offer the opportunity for members of staff to raise with their line manager any concerns which they may have about their workload or ability to balance work with other aspects of their life.
- Conduct stress surveys and questionnaires to seek views from staff and provide feedback on staff well-being and working conditions. Wherever possible, reasonable adjustments are made as a consequence of the results.
- Work related stress risk assessments are implemented as a supportive strategy for all staff.
- Ensure 'well-being' is a standing point on any staff meeting agendas and SLT meetings.

School Specific

- Appoint a Mentor / Supervisor for the Headteacher. This will provide the opportunity for an independent educator, with experience of leadership and management in challenging situations, to support and be a sounding board as required. It will also allow the Headteacher the opportunity to access their own wellbeing support and professional supervision.
- Implement Behaviour Management Training which is SMART. Training in behaviour and emotional regulation is key to appropriate and consistent practice across the whole school.
- Evaluate classroom support to ensure that there is a fair spread throughout the day and for all classes. Individual teachers and support staff should be encouraged to highlight issues, and, from this, a clear picture of the current situation can be made, and options considered
- All staff (teaching and non-teaching) to attend staff weekly briefing and the weekly bulletin shared with all staff.
- Wellbeing Resource Area - ensure that each school within the Collegiate has access to all the resources that are available to support staff wellbeing. There are a number of services that are specific to the profession and these should have a visible presence within the school.

Contact information

If you need any information or support, contact Jo Howarth, HR Manager on 01782 976176 or email HR@ctkcc.co.uk.