



Staff Wellbeing Policy

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Signed by the Chair of Governors	Joe Turner Wing		
Signed by Headteacher	Jon Kelly		

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1. Introduction

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

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

The HSE have developed a set of Management Standards that cover the primary sources of stress at work:

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

If the above standards are not properly managed in a workplace then they can link to poor health, wellbeing, lower productivity and increased sickness absence.

The school's performance on wellbeing and stress management will be assessed in the context of the HSE Management Standards.

2. Trauma Informed Practice and Staff Wellbeing

The Staff Wellbeing Policy inextricably links to the 'Trauma Informed' school model that is a whole school approach at Newhaven School.

The core components of the Trauma-Informed model are protect, relate, regulate, and reflect and are applicable to all members of the school community. Regarding staff, the priority is for the duty of care to staff and therefore staff wellbeing to be integral to the positive outcomes of the model. This model encourages a whole school culture where staff feel looked after and cared for.

The following provides an understanding of how the Trauma Informed model links to the Staff Wellbeing Policy under the core components:

Protect – The emotional well-being of staff is a priority. This includes regulatory activities for staff (physiological and conversational) e.g., regular clinical supervision, Space2Think, debrief and on-site staff support psychology sessions. Good communication between the staff group and from senior leaders about new initiatives and feedback about what is happening in the school community. Senior leaders to ensure that staff are rewarded through praise and positive feedback about what they are doing well. This will ensure that staff feel highly respected and valued in the workplace.

Relate – Staff will be encouraged, trained and supported to have positive relational experiences in school enabling them similarly to gain enduring 'felt' knowledge of relationships in the workplace as fundamentally nurturing. A relationship policy will support this aim as it can clarify how positive relational experiences are embedded and visible in the school as well as operational in all interactions between members of the school community. A caring culture of openness and trust will support staff wellbeing.

Regulate - Whilst staff are trained to help pupils effectively to develop stress regulatory systems, staff too will be provided support to regulate their mental state through containment, empathy and soothing from senior leaders, line managers and school-based psychology support. Whole school training and support will be provided to ensure this is everyone's business to understand and practice self-emotion regulation as well as co-regulation between staff. Senior leaders and line managers will be skilled in identifying and managing staff stress states and other feelings linked to the work.

Reflect – A Trauma informed school provides training to staff to ensure empathy, thinking psychologically about and with children, and about staff relationships and dynamics in school. Staff will be encouraged to reflect on how the demands of the work impacts on their mental health alongside ways of managing that.

3. Statement of Intent

The Governing Body and School's senior leaders acknowledge the potential impact that work has on an individual's physical and mental health, and has a moral and legal duty for taking steps to promote staff wellbeing as far as reasonably practicable.

Newhaven School is committed to fostering a culture of co-operation, trust and mutual respect, where all individuals are treated with fairness and dignity, and can work at their optimum level. It also recognises that work related stress has a negative impact on staff wellbeing, and that it can take many forms and so needs to be carefully analysed and addressed at an organisational level.

This Staff Wellbeing Policy expands upon the School's Health and Safety policy, setting out how the School will promote the wellbeing of staff.

4. Policy Structure

The policy focuses on five key pillars that form the basis of how Newhaven School implements the Staff Wellbeing Policy. These pillars provide the framework from which all initiatives will link to, be measured in and evaluated by:

CULTURE AND WORKING ENVIRONMENT
EDUCATION AND TRAINING
PREVENTION AND HEALTH PROMOTION
SUPPORT AND SIGNPOSTING
COMMUNICATION

Culture and Working Environment

- Developing a culture that is open and supportive of staff experiencing stress or other forms of mental ill-health
- Creating a working environment where potential work related stressors are understood and mitigated as far as practically possible through good management practices, effective Human Resources policies and staff development
- Establishing working arrangements whereby staff feel they are able to maintain an appropriate work life balance
- Engaging with staff to create constructive and effective working partnerships, both within teams and across the school

Education/Training/Awareness or Skills Development

- Increasing managers' and staff members' awareness of the causes and effects of stress
- Developing the competence of managers through introducing them to the competencies proven to prevent and reduce staff stress
- Ensure that staff at all levels understand their role in working towards the aims of this policy
- Information will be provided in different formats
- The contents of this policy will be covered during induction for new staff and ongoing training sessions for all staff

Prevention and Health Promotion

- Encouraging staff to take responsibility for their own health and wellbeing through effective health promotion programmes and initiatives offered
- Encouraging staff to take responsibility for their own work effectiveness as a means of reducing their own stress and that of their colleagues

Support and Signposting

- Provide a supportive work environment for all staff
- Supporting the wellbeing of all staff to avoid negative impacts on their mental and physical health
- Acknowledge the needs of staff, and how these change over time
- Allow staff to balance their working lives with their personal needs and responsibilities
- Help staff with any specific wellbeing issues they experience

Communication

- The School will consult with staff on the Staff Wellbeing Policy and measures taken to implement the policy through the operation of the Staff Wellbeing Working Party
- The Staff Wellbeing Policy and measures taken by the School to manage work-related stress will be communicated and promoted in school
- The Staff Wellbeing Policy will be published within Staff Essentials on the Google Drive and Staff Resources on our computer system

5. Promoting wellbeing at all times

Newhaven recognises that supporting the psychological health of staff makes Newhaven a safer, happier and more fulfilling place to work. As a trauma informed school, we are aware that the psychological health of staff is paramount and leads to better relationships between staff, self-regulation and co-regulation of pupils, increases the capacity to reflect on the impact of traumatic experiences and therefore provide empathetic approaches to pupils.

The wellbeing of staff will be monitored throughout the year through anonymous surveys. There will be regular staff training on different aspects within this policy and a staff noticeboard for key information.

5.1 Role of all staff

All staff are expected to:

Culture and Working Environment

- Treat colleagues and others they interact with during their work with fairness, consideration, empathy and respect
- Contribute positively towards their team morale

Education/Training/Awareness or Skills Development

- Take part in training opportunities that promote their wellbeing
- Discuss training needs with their line manager
- Co-operate with the school's efforts to implement the Staff Wellbeing Policy
- Raise their own awareness of the causes and effects of stress and poor wellbeing

Prevention and Health Promotion

- Keep in mind the workload and wellbeing of other members of staff
- Raise concerns with their line manager if they feel there are work issues that are causing them stress and having a negative impact on their wellbeing
- Be liable for their own health and wellbeing as far as is practically possible
- Take ownership of setting out their own development plan and discussing this as appropriate with their line manager, as one of the means to enable them to work effectively in their team and reduce the risk of stress
- Take responsibility for working effectively in their assigned roles, supporting others as appropriate and helping to avoid causing stress to their colleagues

Support and Signposting

- Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance
- Report honestly about their wellbeing and let other members of staff know when they need support
- Signpost colleagues to the resources available as outlined in the Staff Wellbeing Policy

Communication

- Be aware of the importance of effective communication and to use the media most appropriate to the message, for example team meetings, one-to-one meetings, electronic communications and organisation-wide methods

5.2 Role of Line Managers

Line Managers are expected to:

Culture and Working Environment

- Maintain positive relationships with their staff and value them for their skills, not their working pattern
- Provide a non-judgemental and confidential support system to their staff
- 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
- Be a role model regarding good self-care and be seen to be using staff wellbeing strategies

Education/Training/Awareness or Skills Development

- Monitor workloads and be alert to signs of stress, regularly talking to staff about their work life balance
- Make sure new staff are properly and thoroughly inducted and feel able to ask for help
- Help to arrange personal and professional development training where appropriate
- Attend training as appropriate in order to increase their awareness of the causes and effects of work related stress
- Ensuring training and development procedures are in place so individuals have the necessary skills and competencies to undertake the tasks and duties required of them

Prevention and Health Promotion

- Take any complaints or concerns seriously and deal with them appropriately using the school's policies
- Treat individuals reporting to them with consideration and will promote a culture of mutual respect in the teams they manage
- Quickly and effectively deal with unacceptable behaviour and will take decisive action when issues are brought to their attention
- Ensure workload is distributed equitably and fairly among their team and that when work is delegated team members have the necessary knowledge and skills to deliver it
- Adhere to the management principles set out in school policies and procedures, and the competencies proven to prevent or reduce staff stress
- Co-operate with our HR Manager/Business Manager to ensure that risk assessments are undertaken for roles or working practices that may give rise to work related stress and poor wellbeing
- Promote information about, and access to, external support services (see *Appendix 6* for list of external support services)
- Encourage their staff to participate in activities undertaken by the School to promote wellbeing and more effective working

Support and Signposting

- Regularly check in with team members, thank and encourage them and offer praise when it is due
- Take action in the interests of all team members, other colleagues and students to manage the underperformance of any individual staff member
- Monitor staff sickness absence, and have support meetings with them if any patterns emerge

Communication

- Ensure that there is good communication within their team
- Ensure there are good communication channels for staff to raise concerns about their work
- Ensure staff they line manage, are aware of how to seek advice from HR Manager, SLT or the school's Clinical Psychologist at an early stage where concerns are raised
- Keep in touch with staff if they're absent for long periods

5.3 Role of Human Resources Manager

The Human Resources Manager is expected to:

Culture and Working Environment

- Conduct exit interviews with resigning staff to help identify any wellbeing issues that led to their resignation
- Collate management information which will enable the school to measure its performance in relation to stress management and employee wellbeing, such as:
 - Sickness absence data
 - Staff turnover and exit interviews
 - Cover periods provided
 - Number of self-referrals to Onsite Staff Support sessions (Rekha Vara)
 - Number of self-referrals to the Occupational Health service
 - Number of grievance and harassment cases
- Having effective processes and procedures for:
 - Promoting staff appropriately
 - Reward and recognition
 - Managing performance and capability
 - Absence management and return to work to ensure that individuals are supported following illness
 - Harassment and anti-bullying
 - Communicating with staff on the work of the School and issues affecting their work
 - Seeking staff feedback, including use of anonymous staff surveys
 - Flexible working arrangements and keep in touch days with staff on maternity leave

Education/Training/Awareness or Skills Development

- Provide advice to managers and staff members on best practice in relation to Human Resource management, developing policies and procedures as required
- Regularly discuss individual training needs to ensure that employees have the necessary skills to adapt to ever-changing job demands
- Develop arrangements to enable managers and staff to achieve the necessary competencies needed in relation to managing work-related stress and improving wellbeing

Prevention and Health Promotion

- Ensure there are arrangements in place to support individuals experiencing stress, for example referring them to the *School's Occupational Health Advisers* where appropriate
- Seek the views of staff on the effectiveness of the School's Staff Wellbeing Policy and stress management arrangements using evidence-backed staff surveys and other appropriate tools

Support and Signposting

- Ensure there are arrangements in place to support managers experiencing problems with employee performance, including managing capability
- Conduct return to work interviews to support staff back into work
- Monitor staff sickness absence, and have support meetings with them if any patterns emerge
- Signpost staff to support systems in the school

Communication

- Ensure that there are arrangements in place for communicating the content of the school's Human Resource management policies, procedures and toolkits to managers and staff
- Keep in touch with staff if they're absent for long periods
- Ensure clear and accessible communication to the whole staff group to ensure that information is easily available and easily understood

5.4 Role of Headteacher and Senior Staff

Senior staff are expected to:

Culture and Working Environment

- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
- Be a role model regarding good self-care, a work-life balance and be seen to be using staff wellbeing strategies
- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
- Make sure that the efforts and successes of staff are recognised, valued and celebrated
- Support steps taken to develop a culture of co-operation, trust and mutual respect within the School

Education/Training/Awareness or Skills Development

- Provide resources to promote staff wellbeing, such as training opportunities
- Make sure job descriptions are kept up-to-date, with clearly identified responsibilities and staff being consulted before any changes are made. This also ensures that the correct person is recruited where vacancies exist
- Ensuring training and development procedures are in place so individuals have the necessary skills and competencies to undertake the tasks and duties required of them
- Ensuring managers are aware of those behaviours proven to prevent and reduce staff stress and providing opportunities for them to self-assess against them and undertake training where appropriate

Prevention and Health Promotion

- Monitor the wellbeing of staff through regular surveys and structured conversations
- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible

Support and Signposting

- Manage a non-judgemental and confidential support system for staff
- Promote information about, access to, and clear pathways to internal and external support services
- Ensure clear routes are in place to escalate a concern where necessary
- Organise extra support during times of stress, such as Ofsted inspections and significant organisational change
- Conduct return to work interviews to support staff back into work

Communication

- Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives
- Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school
- Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
- Promote effective communication and ensure that there are procedures in place for consulting and supporting staff on any changes to management structures and working arrangements at both a school wide and departmental / year group level
- Ensure that structures exist to give employees regular feedback on their performance
- Consider special communication media during periods of organisational change

5.5 Role of the Management Committee

The Management Committee are expected to:

Culture and Working Environment

- Contribute to the culture and working practices of the management committee as caring, empathic and respectful
- Model good working practices, self-care and commitment to staff wellbeing as an integral factor in the successful outcomes of Newhaven School
- Conduct management committee meetings in a way that is based on a clear vision and agenda, ensuring they are purposeful and efficient
- Ensure 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
- Be reasonable about the format and quantity of information asked for from staff as part of monitoring work

Education/Training/Awareness or Skills Development

- Ensure the relevant skills and training to effectively work as a member of the management committee is undertaken
- Ensure training, support, consultation and where necessary, supervision, is offered to members of the management committee so that they are able to effectively problem solve, plan strategically and fulfill their obligations

Prevention and Health Promotion

- Ensure that resources and support services are in place to promote staff wellbeing for the management committee, SLT and staff
- Make decisions and review policies with staff wellbeing in mind, particularly in regards to workload of SLT and staff
- Ensure the management committee have understood the importance and benefits of prevention and health promotion in a workplace

Support and Signposting

- Monitor and support the wellbeing of each other in the management committee through regular check ins, supportive and caring conversations
- Management committee have access to school based clinical psychology sessions where necessary for mental health support

Communication

- Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them
- Ensure communication between management committee members, to SLT and to staff is clear and purposeful
- Management committee to address staff regularly to offer constructive feedback and praise to ensure staff across the school feel they have a connection to the management committee

6. Risk Assessment

A Stress Risk Assessment's focus is on processes and the environment ensuring that provisions are made to protect staff from experiencing work-related stress where possible.

- At whole school level, a risk assessment will be developed to establish whether the School's policies and procedures are sufficient to enable compliance with the HSE's "Management Standards" in relation to the management of work related stress
- Where gaps in arrangements are identified, the Wellbeing Lead and Senior Leadership Team will

collaborate so that the necessary action can be taken to address any gaps identified in the school's policies and procedures

- The views of individuals will be sought in areas or teams subject to local stress risk assessments
- Where problems arise at a department or local level, a risk assessment will be undertaken by the relevant manager, consulting staff working in that area
- Suitable adaptations should be made for disability and accessibility. These arrangements will be updated and augmented as required and when deemed necessary by the findings of stress risk assessments

A whole school risk assessment will be carried out as a pilot scheme in the first year of this policy. The aim of this will be to identify areas of strength and improvement, allowing changes to be implemented where necessary with regards to staff wellbeing. If this is deemed successful and a useful tool then risk assessments will be completed on a smaller level (departmentally and individually) where helpful. Any risk assessments completed will be regularly reviewed and updated.

7. Support Systems

The school 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.

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

- Employee Assistance Programme
- Occupational Health
- On-site Staff Psychological Support Sessions
- Coaching
- Wellness Action Plan (WAP)

At all times, the confidentiality and dignity of staff will be maintained.

Employee Assistance Programme

The Royal Borough of Greenwich offers a free Employee Assistance Programme (EAP) that is provided by Health Assured. A core overview is shown below:

Service Overview: Core EAP



The key benefits of the employee assistance programme include:

- No cost to the employee or family members (who can also be provided with support)
- Unlimited support. Unlimited access to 24/7/365 confidential telephone helpline as well as access to online support and the use of their app
- Confidential, independent, impartial source of support
- Up to 6 sessions of face-to-face, telephone or online counselling for any issue you need support with. This service can be accessed again for other issues as much as you need

The EAP can provide support on a wide range of work and personal issues. Although there is no exhaustive list, some examples include:



Please do get in touch with EAP if you are having any issues as they will likely be able to provide the support, information or guidance you need for free.

Further information on the full service offered as well as contact details can be found in *Appendix 4*.

Occupational Health Support

Our Human Resources Manager can contact the school's Occupational Health (OH) service for advice on managing issues regarding work-related stress and wellbeing. This service is also provided by *Health Assured* (who provide the free EAP service) and they deliver a comprehensive service designed to help employees stay in work, or to return to work, after experiencing mental health problems (as well as physical).

A referral to the OH service will be made if this is considered appropriate after an employee's initial discussion with their Line Manager and/or Human Resources Manager. Discussions between employees and the OH professionals are confidential, although the OH team is likely to provide a report on the employee's fitness to work, and any recommended adaptations to the School.

Further information can be found in *Appendix 5*.

On-site Staff Psychology Support Sessions

The benefits of an onsite support service are well documented in terms of being able to provide a speedy and responsive approach to mental health difficulties at work. The sessions are organised around the staff

member's availability and within a short amount of time so that early intervention is possible and prevents further deterioration. This inevitably reduces sick leave, improves employee wellbeing at work and can also support staff retention. The consultation approach in sessions safely and confidentially provide psycho-education, information, guidance, tools/strategies to support a staff member's mental health. It means that staff members do not have to spend time trying to contact their GP, wait to be referred to local services, endure long waiting lists and very importantly, it avoids the stigma of approaching mental health services. The early intervention prevents further deterioration in symptoms or circumstances.

The session is usually a meeting between a staff member and a member of the school-based psychology service which lasts up to an hour. The location of the meeting will be on the site which is best suited to the staff member. During this session, the staff member will be able to share their home/work stressors and explore how they arrived at the current situation. These could include problems with relationships in their personal life, their own mental health and or a dilemma that they have struggled to find a way forward with. This may require a discussion about family background, stressors over the years and current factors that are keeping things problematic. Approaches to manage the stressors and signposting to support from other organisations are offered by the psychologist.

If the dilemma is about their line manager then the advice will be to speak to their line manager and failing that, to speak to SLT. If their dilemma involves a whistleblowing situation about the organisation, then they will be advised to follow the Whistleblowing Policy which is available within Staff Essentials on Google as well as paper copies in staff rooms.

You can email the school based psychology service via Dr Rekha Vara, Clinical Psychologist at rvara@newhaven.greenwich.sch.uk. The Human Resources manager or the Business Manager can also put you in contact with Rekha.

See *Appendix 2* for Frequently Asked Questions (FAQ) about on-site staff psychology support sessions.

Coaching

Coaching is an opportunity for experienced teachers to develop leadership, confidence, practice, and self-awareness.

The aim of coaching is to improve skills through reflection and collaboration without evaluation. In addition to helping transfer new skills into their own classrooms, coaching also facilitates the development of a culture of learning, experimentation, and collegiality.

We believe that coaching will support staff's mental well-being as well as support the development of practice in the classroom, workload as well as much more. Coaching is confidential between the coach and coachee (unless the coach feels the coachee is at risk of harm to themselves or others in which case it would be reported to Jon Kelly as the Safeguarding lead). This confidentially allows the coaching relationship to build on trust and opportunities to explore challenges.

Further information can be found in *Appendix 3*.

Wellness Action Plan (WAP)

A Wellness Action Plan (WAP) is a tool which helps all staff manage their mental health and wellbeing at work.

The WAPs are a personalised, practical tool we can all use – whether we have a mental health problem or not – to help us identify what keeps us well at work, what causes us to become unwell, and how to address a mental health problem at work should you be experiencing one. It also opens up a dialogue with your line manager in order for them to better understand your needs and experiences and ultimately better support your mental health, which in turn leads to greater work productivity, better performance and increased job satisfaction.

WAPs are also particularly helpful during the return to work process if you have been off work due to a mental health problem, as they provide a structure for conversations around what support will help you and what reasonable adjustments might be useful to discuss and consider with your manager.

This is a new intervention initiative which will be piloted on a small group in school. If the outcomes are positive then this will be rolled out across the school.

Please find the WAP template and supporting guidance and information in Staff Wellbeing Folder on Google and the Staff Drive.

8. Monitoring Arrangements

This policy will be reviewed every two years by SLT. At every review, it will be approved by the Management Committee. (This will take into account all relevant collected data and risk assessments as outlined in this policy.)

9. Links with other Policies

This policy is linked to the following Newhaven School policies:

- Appraisal Policy
- Capability Procedure
- Grievance Procedure
- Disciplinary Procedure
- Staff Code of Conduct
- Whistleblowing Policy
- Staff Bereavement Policy
- Health and Safety Policy
- Maternity Policy
- Parental Leave Policy
- The School Mental Health Policy (to be written)

APPENDIX 1: GLOSSARY

Mental health - We all have mental health, just as we all have physical health, and how we feel can vary from good mental wellbeing to difficult feelings and emotions, to severe mental health problems. Our mental health is dynamic. It can change from moment to moment, day to day, month to month or year to year. Having good enough mental health is the ability to cope with the day-to-day stresses of life, work productively, interact positively with others and realise our own potential.

Poor mental health - Poor mental health is a state of low mental wellbeing where you are unable to realise your own potential, cope with the day-to-day pressures of life, work productively or contribute to a community.

Mental health problems - We all have times when we struggle with our mental health, but when these difficult experiences or feelings go on for a long time and affect our ability to enjoy and live our lives in the way we want to, this is a mental health problem. You might receive a specific diagnosis from your doctor, or just feel more generally that you are experiencing poor mental health.

Common mental health problems - These include depression, anxiety, phobias and obsessive-compulsive disorder (OCD). These make up the majority of the problems that lead to one in four people experiencing a mental health problem in any given year. Symptoms can range from the comparatively mild to very severe.

Less common mental health problems - Less common conditions like schizophrenia or bipolar disorder can have a big impact on people's lives: it may be harder to find appropriate treatment and, as understanding tends to be lower, people may face more stigma. However, many people are able to live with, recover from these diagnoses, and manage the impact on their life well.

Stress - There's no medical definition of stress, and healthcare professionals often disagree over whether stress is the cause of problems or the result of them. This can make it difficult for you to work out what causes your feelings of stress, or how to deal with them. Stress can be caused by situations or events that put pressure on us – for example, times where we have lots to do and think about, or don't have much control over what happens. It could also include our reaction to being placed under pressure – the feelings we get when we have demands placed on us that we find difficult to cope with. Whatever your personal definition of stress is, it's likely that you can learn to manage it better.

Stress is not a medical diagnosis, but severe stress that continues for a long time may lead to a diagnosis of depression or anxiety, or more severe mental health problems.

Work-related stress - Work-related stress is defined by the Health and Safety Executive (HSE) as the adverse reaction people have to excessive pressure or other types of demand placed on them at work. Stress, including work-related stress, can be a significant cause of illness and is known to be linked with high levels of sickness absence, staff turnover and other issues such as increased capacity for error.

Reasonable adjustments - Employers must make reasonable adjustments to make sure workers with disabilities, or physical or mental health conditions, aren't substantially disadvantaged when doing their jobs. This applies to all workers, including trainees, apprentices, contract workers and business partners.

Examples include changing the recruitment process so a candidate can be considered for a job; doing things another way, such as allowing someone with social anxiety disorder to have their own desk instead of hot-desking; making physical changes to the workplace, like installing a ramp for a wheelchair user or an audio-visual fire alarm for a deaf person; changing their equipment, for instance providing a special keyboard if they have arthritis; allowing employees who become disabled to make a phased return to work, including flexible hours or part-time working; or offering employees training opportunities, recreation and refreshment facilities.

Flexible working - There are many forms of flexible working. It can describe a place of work, for example homeworking, or a type of contract, such as a temporary contract. Other common variations include: part time working, flexitime, job sharing and shift work. Requests for flexible working should be in writing stating the date of the request and whether any previous application has been made and the date of that application. Although employees with less than 26 weeks service do not have a statutory right to request flexible working, some employers may allow all staff to make a request.

APPENDIX 2: NEWHAVEN SCHOOL STAFF WELLBEING: On-site Staff Support Sessions

In line with Newhaven School being a Trauma Informed School where the psychological health and wellbeing of staff is a key component in regulating pupils, the following initiative is aimed at providing staff a responsive on-site staff support and wellbeing service. The objectives of the service are:

- 1) Help staff make sense of their home-related and work-related stress
- 2) To provide guidance and support for ongoing stressors
- 3) To signpost to local and national statutory and non-statutory services that will provide support and guidance for the problems identified
- 4) Prevention work including information, guidance and training on healthy practices to support staff well-being

Here are some FAQs about on-site staff support sessions:

What is a staff support session?

It is usually a meeting between a staff member and a member of the school-based psychology service which lasts up to an hour. The location of the meeting will be on the site which is best suited to the staff member. During this session, the staff member will be able to share their home/work stressors and explore how they arrived at the current situation. These could include problems with relationships in their personal life, their own mental health and or a dilemma that they have struggled to find a way forward with. This may require a discussion about family background, stressors over the years and current factors that are keeping things problematic. Approaches to manage the stressors and access to support from other organisations are offered by the psychologist.

If the dilemma is about their line manager then the advice will be to speak to their line manager and failing that, to speak to SLT. If their dilemma involves a whistle blowing situation about the organisation, then they will be advised to follow the Whistleblowing Policy which is available within Staff Essentials on Google.

Who can access a staff-support session?

All staff of Newhaven School, on all sites.

How do I access a staff-support session?

You can email the school based psychology service via Rekha Vara at rvara@newhaven.greenwich.sch.uk or ask the Human Resources Manager or the Business Manager.

Is the staff-support session confidential?

Yes, the session is confidential but if the psychologist believes that there are the following concerns then the psychologist has a duty of care to protect you and let the senior leadership team know:

- 1) That you may harm or kill yourself
- 2) That you are being harmed by someone else
- 3) That you are going to harm someone else

The psychologist will ensure that s/he will discuss his/her concerns with you first and then ensure that you understand the reasons why it is important for him/her to inform the Headteacher:

Will SLT find out about this session?

The contents of the session will not be reported back to SLT unless the concerns about harm are disclosed by you (see above). In that case, the psychologist will inform you first of his/her concerns.

Will it go on my staff record at Newhaven School?

These sessions will not be recorded by Human Resources at Newhaven School and there will be no need to update your staff records.

Who will be offering these staff-support sessions to me?

A member of the school-based psychology service. This service is run by Dr Rekha Vara, Clinical Psychologist, and there are also trainee clinical psychologists who can offer these sessions.

What will the outcome be if I attend?

The aim is to provide you the time and space to explore your stressors/problems and consider ways of managing these or solutions to dilemmas that you find yourself in. The outcomes can include the following:

- 1) Your anxiety is reduced by talking through the problems
- 2) You find ways to manage your difficulties
- 3) You are signposted to services that can provide ongoing support
- 4) You understand how you got to the present situation and what has happened to you which provides you with a greater sense of awareness and therefore control over your situation

APPENDIX 3: COACHING

Teacher coaching in schools takes various forms, but is commonly conceived as a means of providing personalised professional support to teachers through discussion about their practice.

To clarify the role of coaching the main terms are identified below:

- **Coaches** work with colleagues to provide them with support to develop their practice, often observing lessons and always creating opportunities for professional dialogue
- **Coachees** engage with coaching and usually suggest the focus for the coaching process if the coach is unsure of what their main focus will be on

Often coaching can be confused with mentoring, these are two separate forms of support at Newhaven. The definitions below will identify the difference:

- **Mentoring** is a structured, sustained process for supporting professional learners through significant career transitions.
- **Coaching** is a structured, sustained process for enabling the development of a specific aspect of a professional learner's practice.

Here are some FAQs about coaching:

What will coaching look like?

Coaching will be based on a self-referral. It is a developmental process that will take place at an agreed time and location for an agreed length of time. It is a practical strategy that helps someone achieve outcomes they identify themselves. Coaching leads to insight, discovery and forward movement, in alignment with the uniqueness of the individual. Coaching uses a range of questions to explore options, these are non-judgemental or critical but allow the coachee to explore different paths.

Who can access coach?

All staff at Newhaven.

How do I access a coaching session?

You can email any of the coaches using the following emails:

ahughes@newhaven.greenwich.sch.uk – Amanda Hughes
asteenkamp@newhaven.greenwich.sch.uk – Amanda Steenkamp
sburrows@newhaven.greenwich.sch.uk – Stephanie Burrows
aabraham@newhaven.greenwich.sch.uk – Anikah Abraham
lmracajac@newhaven.greenwich.sch.uk – Ljuba Mracajac
sfuller@newhaven.greenwich.sch.uk – Sian Fuller

Is the coaching session confidential?

Yes, the session is confidential but if the coach believes that there are the following concerns then the coach has a duty of care to protect you and let the senior leadership team know:

- 4) That you may harm or kill yourself
- 5) That you are being harmed by someone else
- 6) That you are going to harm someone else

The coach will ensure that they will discuss the concerns with you first and then ensure that you understand the reasons why it is important for him/her to inform the Headteacher.

Will SLT find out about this session?

The contents of the session will not be reported back to SLT unless the concerns about harm are disclosed by you (see above). In that case, the coach will inform you first of their concerns.

Will it go on my staff record at Newhaven School? These sessions will not be recorded by Human

Resources at Newhaven School and there will be no need to update your staff records.

How can I access coaching?

There is a display board in the staffroom with the coaches' information and background. You nominate yourself for coaching and liaise with the coach you feel is most appropriate for you.

What will the outcome be if I attend this session?

The aim of the session is to provide you the time and space to explore your stressors/problems and through the coaching structure enable you to develop ways to manage/prioritise/plan in order to find best-fit resolutions.

APPENDIX 4: EMPLOYEE ASSISTANCE PROGRAMME (EAP)

The Royal Borough of Greenwich offers an Employee Assistance Programme (EAP). The key benefits of the EAP include:

- No cost to the employee or family members
- Available 24 hours a day, seven days a week, 365 days a year
- Unlimited support
- Confidential
- Independent, impartial source of support

The employee assistance programme can provide support on a wide range of work and personal issues. Although there is no exhaustive list, some examples include:

Legal Advice	Career Coaching
Childcare	Health
Money Advice	Manager Support
Elder Care	Financial Advice
Daily Living	

To use the service Freephone: **0800 028 0199** (24-hour)

To log in visit <https://wisdom.healthassured.org/login> and use the organisation code below:

MHA112834

It will state 'Parent' but this is correct, press continue and follow next steps.

Log in with your school email and create a password.



Stress & anxiety



Counselling



Family issues



Work advice



Financial wellbeing



Childcare support



Relationship advice



Legal information



Medical information



Gambling issues



Alcohol & drug issues



Consumer issues

There is also a free app which you can download from the App Store or Google Play by searching 'Wisdom'.

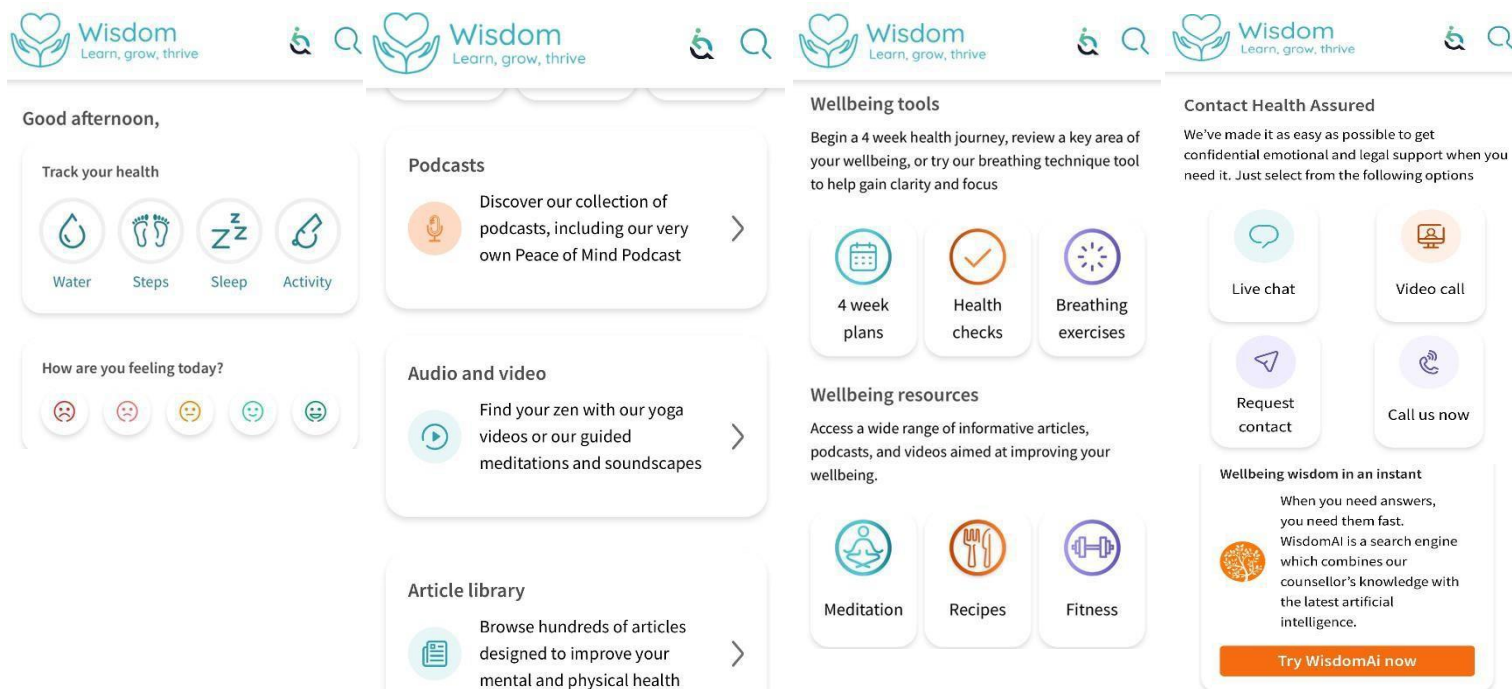


You can set up your own account using the unique code: **MHA112834**

The app contains a huge bank of resources as well as direct access to confidential support.

You can set your own preferences so you are recommended items that might interest you. There are recipes, podcasts, videos, workouts, guided meditations, sleep stories, various discounts as well as articles on issues that could be affecting you and of course access to professionals to help with any problems you may be facing.

Enjoy the latest wellbeing videos, read articles and pick up tips or advice on a variety of topics through media-rich content, filtered and displayed according to your preferences, goals and interests. With their four-week programmes, you can make positive changes to your health and wellbeing today. You can choose an individual wellbeing area, set yourself targets, complete meaningful activities and track your progress, all from the comfort and convenience of your phone; at a time that suits you.



APPENDIX 5: OCCUPATIONAL HEALTH



AN EMPLOYEE GUIDE TO YOUR OCCUPATIONAL HEALTH REFERRAL

If you have been referred to the Occupational Health service, then you may want to know a little more about who we are, what we do and what is likely to happen next.

Who are we?

The OH Service provide an independent, confidential occupational health service to your organisation.

Occupational Health is dedicated to helping people to keep well, and to help them to work to their potential in spite of health problems, as and when these do arise. These days we know that work is an important ingredient of staying well, and beneficial for people who are having to cope with illness, so helping people to remain in work isn't just good for your employer, it's good for you too.

The Occupational Health service is delivered by professionals from all kinds of backgrounds, so we can draw on the kind of skills and experience that are most appropriate for any given case. This list includes;

- Doctors
- Nurses
- Physiotherapists
- Psychologists and
- Occupational therapists

What happens when we receive a referral?

When we receive the referral from your employer, our clinical team will assess it to decide what is going to be the best way forward.

We will then contact you to make an appointment for an assessment with one of our team. We will book you a tele assessment and undertake the appointment over the telephone if this is easier for you, as it means you do not have to travel, and we may be able to book it more quickly.

Occasionally we might want to request a report from your GP or treating specialist, but most of the time we will not. In occupational health, to give the best possible advice, we generally need to know what your experience of your illness has been like and how you feel about things, and the best way to find that out is by talking to you.

The assessment

The clinician will want to know how your illness is affecting you and your ability to do things, and what kind of help and support might be useful. We are very clear that helping you to work is our objective (as well as helping you to get better), so at the outset we will check that this is what you want too, so we can be sure that we are providing you with the right kind of help.

Traditional Occupational Health services haven't really asked the person to be very involved in their case however we do not feel this is the best way forward, because we are going to be able to do much more to help you, if you are helping us too. For example, we might ask you to measure your blood pressure or

blood sugars over a period of time and to send us the readings, or you may have letters from your GP or treating specialist about your condition that it would be very helpful for us to see.

All information that you send us is kept securely and in medical confidence, to be used by our doctors, nurses and other clinicians only.

The assessment reports

At the end of the assessment, we will talk to you about the kind of things that you, we, your GP and your employer could do that would help you to work. We will want to share these ideas with your employer and GP too, and will ask for your consent to include them in the assessment report.

The OH Service will treat the information you discuss with us as confidential, and we confirm it will not be shared with either your employer or GP without your consent.

In our reports, we won't mention health problems that aren't relevant to your work. We will always tell you what we will be putting in the report so there will be 'no surprises', and when we have prepared a written report you will be asked if you would like to see a copy of it before your employer or at the same time as them. If you do want a copy, we will ask you for your e-mail address at the assessment so we can send it to you.

Much of the time one assessment may be all that is needed because fortunately most health problems are only temporary. If your case is more complicated and we think that further review is going to be helpful, then we will also advise what the follow-up arrangements should be.

Additional information

Should you wish for it there are additional guidance notes on employee rights and consent, and data protection. Please contact HR for copies of these documents.

APPENDIX 6: EXTERNAL SOURCES OF SUPPORT FOR MENTAL HEALTH

Time to Talk Greenwich - [Greenwich Time to Talk - Oxleas NHS Foundation Trust](#)

Greenwich Time to Talk offers free psychological treatment as recommended by the National Institute for Health and Clinical Excellence (NICE) guidelines for anxiety and depression. This is mainly cognitive behaviour therapy (CBT) and counselling. We can help you learn ways to help yourself so that you feel more able to cope with your problems.



Guided self-help, cognitive behavioural therapy and sometimes medication may help you to manage anxiety or stress better. Depending on your circumstances, you may benefit from one of these types of treatment or a combination

How to refer:

Our services are only for people who live in the borough of Greenwich and are aged 16 and over.

Our services are suitable if you are suffering from depression, anxiety or other common mental health problems, or a [long-term condition](#).

Our services are not suitable if you are actively suicidal and in need of [crisis services](#), are severely substance dependent or already in touch with secondary care mental health services.

If you would like to refer yourself to our service, [please complete our self-referral form](#).

Depending on the outcome of your self-assessment you will be provided with further information which can help you including the option to refer yourself to Greenwich Time to Talk if necessary.

Alternatively, you can call us on 020 3260 1100 and speak to a member of the Administration Team.

Please note that we are not an emergency service. In an emergency, please attend A&E or call 999.

If you need urgent mental health help now, please call the Oxleas 24-hour Mental Health Crisis Line: 0800 330 8590.

[Self-Referral Form - Greenwich Time To Talk](#)

Contact us

Opening times for appointments:

8am to 8pm (Monday to Thursday) and 8am to 5pm on Friday.

Floors 1 and 2

135-143 Eltham High Street

Eltham

London SE9 1TJ

Tel (8am to 5pm): 020 3260 1100

Email address: oxl-tr.greenwichtimetotalk@nhs.net

Mind is the leading mental health charity in England and Wales. Their helpline and website provide information and support to empower anyone experiencing mental ill health and general advice on mental health-related law. For more information, go to www.mind.org.uk or call 0300 123 3393.



Samaritans - helping to support anyone who needs someone to talk to. For more information go to <https://www.samaritans.org/> or call free on 116 123 (24 hours 365 days a year) You can also email on io@samaritans.org (but it could take days to get a response)

Campaign Against Living Miserably (CALM) is a national charity focusing on suicide prevention and support after suicide. The website is full of resources on common mental health issues (including anxiety, homelessness, loneliness and guides when you are worried about someone).

Get support: <https://www.thecalmzone.net/get-support>

Guides: <https://www.thecalmzone.net/guide-list>



NHS

The NHS has a number of useful links to support mental health and wellbeing:

Find out how to access NHS mental health services and where to get urgent help: www.nhs.uk/conditions/stress-anxiety-depression/mental-health-helplines.

For information and support on your mental health, go to <https://www.nhs.uk/mental-health/>

For information about healthy living, including eating a balanced diet, healthy weight, exercise, quitting smoking and drinking less alcohol, go to <https://www.nhs.uk/live-well/>

For advice on the '5 steps to mental wellbeing' go to: www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing

For guides, tools and activities that can improve your mental health, go to: <https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/>

NHS Good Thinking – an online service that supports Londoners to look after their mental health and wellbeing in a way that works for them. Available 24/7 on any device, provides a range of tools and resources (free apps, articles, blogs, self-assessments etc) to help yourself and others feel better. For more information go to <https://www.good-thinking.uk/>.



Improved Access to Psychological Therapies (IAPT) / Wellbeing Services exist in all localities but there's not a single point of access. Employees should check with their GP surgery to see if this may be available near them.



Mental Health
Foundation

Mental Health Foundation – a charity specializing in research and policy development with a focus on preventing mental health problems. For more information go to <https://www.mentalhealth.org.uk/>.

Rethink Mental Illness is the largest national voluntary sector provider of mental health services, offering support groups, advice and information on mental health problems. For more information, go to www.rethink.org or call 0300 5000 927.



Healthy Living and Wellbeing



All sorts of things in life affect our health and wellbeing, from what you eat and drink to where you live and work. In Greenwich we have a wide range of services and support available across the community for every area of life to help you live well, whatever age you are.

For more information, advice and guidance on any of the sub-categories please use the Greenwich Community Directory below:

<https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/site.page;jsessionid=C8241A2082157CE562C8E77B8D6A2DD3?id=IkiXvP7R4eq>

Alternatively, you can view all of the services available in the Health and Wellbeing category [here](#).

If you can't find what you're looking for, you can email the team via Community-directory@royalgreenwich.gov.uk or call on **0800 470 4831**.

Trade unions - Employees who are a member of a trade union can seek help and guidance from their trade union representative.

Citizens Advice

Free, confidential, impartial advice on; benefits, housing, debt and other issues.

Telephone England: 03444 111 444

Website: www.citizensadvice.org.uk



National Debtline

Free, independent, confidential advice about debt. The website also has a Webchat and Digital Advice Tool.

Telephone: 0808 808 4000.

Monday - Friday 9am - 8pm and Saturday 9.30am - 1pm

Website: www.nationaldebtline.org



Mental Health & Money Advice

Clear, practical advice and support for people experiencing issues with mental health and money. The website also has links to other charities and organisations that can provide support.

Website: <https://www.mentalhealthandmoneyadvice.org/en/>



StepChange

Free, confidential advice and support for debt and financial stresses. Online debt advice service available 24 hours a day, 365 days

Telephone: 0800 138 1111. Monday - Friday 8am - 8pm and Saturday 8am - 4pm

Website: www.stepchange.org



Shelter

A housing and homelessness charity offering specialist advice on a range of housing issues.

There is an emergency helpline, online advice and a webchat

Telephone: 0808 800 4444. Monday - Friday 8am - 8pm, and Saturday & Sunday 9am - 5pm

Website: www.shelter.org.uk



Sane

UK mental health charity aiming to improve the quality of life of anyone affected by mental illness. Open everyday.

Phone, email, text support available online

Telephone: 0300 304 7000. 4:30pm - 10:30pm

Website: www.sane.org.uk



SupportLine

Free help on any issue via phone, email or post. They work to develop healthy, positive, coping strategies and increased self-esteem.

Telephone: 01708 765200

Website: www.supportline.org.uk



Relate

Relationship counselling and support as well as a bank of online resources.

Website: www.relate.org.uk



Private psychologists

www.bps.org.uk

Private psychotherapists

www.bacp.co.uk

Counselors

www.counselling-directory.org.uk

APPENDIX 7: ROLE OF THE STAFF WELLBEING WORKING PARTY

The Working Party are expected to:

- Support the launch of the Staff Wellbeing Policy; help with revisions, survey development, audits and evaluations
- Monitor the implementation of the Staff Wellbeing Policy and ensure it remains fit for purpose
- Ensure that the policy is kept under review and updated as appropriate
- Support the development of a school-level risk assessment based on the Health and Safety Executive's "[Management Standards for Work-Related Stress](#)".
- Collaborate with the staff wellbeing lead on matters linked to staff wellbeing
- Support the organisation of activities led by staff wellbeing lead
- Act as the main focus group for consulting on the effectiveness of the Staff Wellbeing Policy and the measures taken to implement it, including organising staff questionnaires in relation to wellbeing and work related stress and validating findings of school-level risk assessments
- Support the wellbeing lead in reviewing the policy every two years following feedback from staff surveys, reviewing management information and the findings of stress risk assessments, and in consultation with the senior leadership team