

# Codsall Multi-Academy Trust

## Wellbeing Policy

### Growing as One



Commitment



Compassion



Community



Commitment



Compassion



Community

Growing as One

Codsall Multi Academy Trust is deeply committed to supporting the health and wellbeing of both pupils and staff. This includes promoting and encouraging resilient mental health.

The Trust uses the *World Health Organisation's* definition of mental health to shape its work:

*"Mental health is a state of well-being 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."*

### **World Health Organisation 2014**

The Trust and its schools aim to promote positive mental health and wellbeing for the whole school community (children, staff, parents and carers) and recognise how important mental health and emotional wellbeing is to life in just the same way as physical health.

### **Our approach to health and wellbeing**

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children go through ups and downs during their school life time and some face significant life events

The Trust's collective aim is to help develop the protective factors which build resilience to problems with mental health and to be a Trust where:

- all children and staff are valued.
- children and staff have a sense of belonging and feel safe.
- children feel able to talk openly with trusted adults about their problems without feeling any stigma.
- positive mental health is promoted and valued.
- bullying is not tolerated.

We understand that mental health is not just the absence of mental health problems. We want a culture where staff are supported to:

- feel confident in themselves.
- be able to express a range of emotions appropriately.
- make and maintain positive relationships with others.
- cope with the stresses of everyday life.
- manage times of heightened stress and be able to deal with change.
- learn and achieve.

## How do we aim to achieve this in our schools?

To support health and well-being we have worked together to develop:

- a *Staff Wellbeing Strategy* and support forum.
- the full engagement of all schools in MAT Staff Wellbeing Surveys and responses to these
- *Rigorous Safeguarding Procedures* in all schools.
- a fully refreshed PSHE and *Relationships and Health Curriculum* which includes weekly sessions, as well as Social, Emotional and Mental Health focused assemblies.
- capturing the views of children, staff and parents through regular feedback sessions and surveys.
- bespoke social, emotional and behavioural interventions for children with identified needs.
- a trained ELSA in every MAT School
- working in close partnership with parents where there are particular concerns.
- working with external agencies to provide additional support where and when needed.
- pupil and staff risk assessments and support networks
- keeping mental health and wellbeing on the top of the agenda and championing workload reduction and work life balance
- clear expectations between all stakeholders and policies within which the Trust works
- regular Trust communication and bulletins

## Education Staff Wellbeing Charter

The Trust is fully signed up to the [Department for Education's \(DFE\) Education Staff Well-being Charter](#).

We use the charter to:

- show staff that we take their wellbeing seriously.
- develop an ongoing and meaningful conversation with staff about their wellbeing and mental health.
- improve and develop our People Strategy, recognising that when adults flourish, children do .
- maintain a wellbeing-focused, people-centred culture.

## Role of Line Managers

Line Managers are expected to:

- 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.
- Take any complaints or concerns seriously and deal with them appropriately using the school's policies.
- Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance.
- Make sure new staff are properly and thoroughly inducted and feel able to ask for help.
- 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.
- Help to arrange personal and professional development training where appropriate.
- Follow the school Behaviour Policy to create a calm, safe and disciplined environment.
- Work to promote diversity, eliminating discrimination and advancing equality of opportunity.

## Role of Senior Staff

Senior staff are expected to:

- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours.
- Manage a non-judgemental and confidential support system for staff.
- Monitor the wellbeing of staff through surveys and structured conversations.
- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring.
- Regularly review the demands on staff, driving down unnecessary workload.
- Make sure job descriptions are kept up to date, with clearly identified responsibilities and staff being consulted before any changes.
- 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.
- Make sure that the efforts and successes of staff are recognised and celebrated.
- Produce calendars of meetings, deadlines, and events so that staff can plan ahead and manage their workload.
- Provide resources to promote staff wellbeing, such as training opportunities.
- Ensure that staff know how to access appropriate guidance, support and tools.

## Role of the Trust Board and Local Academy Board

The Trust Board and Local Academy Board is expected to:

- Make sure the school is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment.
- Monitor and support the wellbeing of the Headteacher.
- Ensure that resources and support services are in place to promote staff wellbeing.

- Make decisions and review policies with staff wellbeing in mind, particularly in regard to workload.
- Be reasonable about the format and quantity of information asked for from staff as part of monitoring work.
- Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them.

## Managing Specific Wellbeing Issues

The Trust 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:

- Giving staff time off to deal with a personal crisis.
- Arranging external support, such as counselling or occupational health services.
- Completing a risk assessment and following through with any actions identified.
- Reassessing their workload and deciding what tasks to prioritise.

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

## Support Available Within The Trust

- [ThinkWell Service](#)
- [Occupational Health](#) – referrals via Line Managers or HR [hr@cmat.academy](mailto:hr@cmat.academy)
- [Education Support](#)
- [Place2Be](#)
- [ELSA](#)



# Your wellbeing matters. We have signed up to the Education Staff Wellbeing Charter to:

 <p><b>Prioritise staff mental health</b></p>	 <p><b>Give staff the support they need to take responsibility for their own and others' wellbeing</b></p>	 <p><b>Give managers access to the tools and resources they need to support the wellbeing of those they line manage</b></p>	 <p><b>Establish a clear communications policy</b></p>
 <p><b>Give staff a voice in decision-making</b></p>	 <p><b>Drive down unnecessary workload</b></p>	 <p><b>Champion and enable flexible working</b></p>	 <p><b>Create a good behaviour culture</b></p>
 <p><b>Support staff to progress in their careers</b></p>	 <p><b>Include a sub-strategy for protecting leader wellbeing and mental health</b></p>	 <p><b>Hold ourselves accountable, including by measuring staff wellbeing</b></p>	

**Education Staff Wellbeing Charter**  
For more information: [www.gov.uk/dfe](http://www.gov.uk/dfe)