



Plymouth CAST

Emotional Health and Well Being Policy

Last Update: February 2020 (version 1.0)

Document Control

Changes History

Version	Date	Amended by	Recipients	Purpose
1.0	Feb 2020	R.Friel, CEO	All Plymouth CAST employees	To give due attention to staff well-being in the Trust

Approvals

This policy requires the following approvals:

Board	SEL	CEO	Date Approved	Version	Date for Review
x			28 Feb 2020	1.0	Feb 2021

National/Local Policy

This policy must not be changed, it is a CAST policy

Position with the Unions

Does the policy require consultation with the National Unions under our recognition agreement?
No

Distribution

This document has been distributed to:

Position	Date	Version
All CAST Central employees, CAST Headteachers, CAST Directors, JCC	March 2020	1.0

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1.0 Visions and Values

Plymouth CAST is a multi-academy trust of Catholic schools which is part of the mission of the Catholic Church dedicated to human flourishing and the building of a kingdom of peace, truth and justice. The Trust is to be conducted in all aspects in accordance with canon law and the teachings of the Roman Catholic Church and at all times to serve as a witness to the Catholic faith in Our Lord Jesus Christ.

Our vision and values are derived from our identity as a Catholic Trust. Central to our vision is the dignity of the human person, especially the most vulnerable. Our academies are dedicated to providing an education and formation where all our pupils and young people flourish in a safe, nurturing, enriching environment. All staff in our academies are expected to be familiar with the vision, mission, values and principles of the Trust and not in any way to undermine them. They should support and promote the vision and conduct themselves at all times in school and on school business according to the vision and principles of the Trust.

2.0 Introduction

Although a range of terminology is used to describe the concept of Emotional Health and Well Being the key issue is that emotional well-being is fundamental to the development of a healthy and successful community. At Plymouth CAST, we are committed to creating an emotionally healthy environment which develops the social and emotional competencies of all members of our school community.

Our ethos is a caring one which develops respect, self-esteem and gives a voice for all. To allow our pupils flourish in safe, happy and stimulating environments and leave us with the knowledge and skills, personal qualities and aspirations, to make the world a better place, inspired by the Gospel.

We recognise that our employees are a very valuable resource and the Trust is committed to producing a caring and supportive environment which is conducive to the welfare of all staff and which enables them to develop and contribute to their full potential. We promote a supportive and inclusive ethos.

3.0 Definition

Emotional Health and Well Being involves the identification and acknowledgement of feelings, the consideration of feelings when deciding how to act in order to get what is needed from the situation and from life to the mutual benefit of all.

For the purpose of this document the generic term of emotional health and well-being is used throughout and will encompass the following:

- Emotional literacy
- Emotional intelligence
- Social and emotional competences
- Wellbeing schemes
- Personal competencies/ development
- Resilience factors
- Promoting positive mental health

“Emotional Health and Wellbeing takes account of everyone’s feelings so that we can all work together in a safe and happy environment where we all thrive”

4.0 Aims

We will work together as one Trust, one family of schools, a community inspired by a vision for excellence. We commit ourselves to deepen our mission and raise standards in order to provide an excellent Catholic education for every child in our care. All employees should be accountable for their role, these high expectations may cause pressure, but not stress. Employees are responsible for their own wellbeing.

Our principles, derived from our vision and values will support us to achieve our aim:

1. Dignity of the individual
2. Preferential option for the most vulnerable
3. High standards
4. Accountability
5. Good stewardship
6. Unity
7. Alignment
8. Objectivity
9. Openness
10. Integrity

5.0 Rationale - Why is Emotional Health and Well Being important?

Social and emotional competencies underpin almost every aspect of successful communities, whether this be a small group, whole school or across the Trust. Communities that promote emotional health and wellbeing generate positive environments and ones in which everybody feels valued, motivated, confident, supported and able to contribute. Where individuals have good social and emotional skills within an environment that is supportive to emotional health and wellbeing they will be motivated and equipped to:

- Form and sustain strong personal and professional relationships;
- Deal with and resolve conflict effectively and fairly;
- Solve problems with others or by themselves;
- Manage strong feelings such as frustration, anger and anxiety;
- Be able to promote calm and optimistic states that promote the achievement of goals;
- Recover from setbacks and persist in the face of difficulties;
- Co-operate with others in professional and social settings;
- Compete fairly and win and lose with dignity and respect for competitors;
- Recognise and assertively stand up for their rights and the rights of others;
- Understand and value the differences and commonalities between people, respecting the right of others to have beliefs and values different from their own.

Emotional Health and Wellbeing also promotes school success and achievement in a number of ways:

- Staff Confidence and Development
- Improved morale.
- Lower absenteeism.
- Better recruitment level.
- Positive and effective relationships with pupils.

6.0 Staff Emotional Health and Wellbeing support systems

The Trust accepts that working in Education is both exciting and demanding. Teachers and other school staff take all the demands placed upon them with an exceptional sense of personal commitment but acknowledge that such responsibility can exacerbate any problems they may be having. Common mental health issues arise from a range of life events and can trigger mental health problems, including stress and depression. For this reason, our trust takes very seriously the need to safeguard the health and welfare of all our staff. Particular attention is paid to the assessment of work-related stress in accordance with the Management of Health and Safety at Work Regulations 1999.

The ways each school aims to support all staff:

- Curricular planning time (PPA) within the school week, working alongside colleagues where possible, which allows for a wider range of discussion around school related issues
- Whole school training events, including Safeguarding and Health and Safety
- Ongoing CPD programme through staff meetings on aspects of school development
- Access to appropriate external training to support the fulfilment of specific roles
- Involving staff in decision making, such as curriculum development, class structure, when appropriate
- Providing information and opportunities for discussion around proposed changes
- Consultation on training and support needs through regular review;
- To incorporate the Emotional intelligence questionnaire into appraisal reviews. **See Appendix 2**
- Allocation of a mentor, Induction training and information for new staff;
- Providing additional support at times of particular stress, change and/or difficulty including providing information about and access to supportive services;
- Having an “open door” access for SLT members and standing items on SLT agenda that allow time for discussion of staff in need of support
- Maintain contact with staff when they are absent for long periods and carry out “return to work” interviews with designated member of SLT to ensure they can manage their workload
- Providing opportunities for staff to socialise and relax together, including the appointment of a designated “social events” co-ordinator
- Work with local CAST cluster to share best practice on well-being and provide social events

7.0 Definition of Stress

The Health & Safety Executive defines stress as being “the adverse reaction people have to excessive pressures or other types of demand placed on them”. However, it is important that the difference between “pressure” and “stress” be acknowledged: pressure does not necessarily give rise to stress and pressure can sometimes motivate. Whilst acknowledging that pressure and stress may also be caused by a range of issues external to the workplace, the trust’s prime responsibility is to address work related stress. In order to fulfil its commitment, the school will:

- Identify potential hazards or circumstances which might contribute to inappropriate levels of work-related stress and conduct risk assessments to eliminate or control the risks from such stress. These circumstances and risk assessments will then be kept under review
- Consult with relevant union representatives when appropriate and other stakeholders on issues relating to staff wellbeing
- Increase awareness and understanding of stress related issues and the importance of general good health and wellbeing through identification, prevention, control and subsequent monitoring of causes of stress at work including where appropriate training and health promotion
- Provide ongoing training for all staff in good management practices appropriate to this policy
- Provide a confidential counselling service for staff whose wellbeing is adversely affected by stress.

- Ensure roles are clarified, so employees are aware of the expectations.

The following indicators have been identified by the Health and Safety Executive as appropriate measures of employee performance and wellbeing for the purposes of managing health & wellbeing:

- Absences will be recorded and monitored for developing patterns
- Anonymous questionnaires may be used, where appropriate in order to seek staff opinions on matters relating to wellbeing

7.1 Stress Risk Assessments

The Trust is obliged to assess the nature and scale of risk to the health of its staff in order to implement appropriate preventative and protective steps. The policy recognises that staff tolerance thresholds differ and that non-work factors may play a part in determining an individual's response. Therefore, it is of paramount importance that staff share with the school/trust any relevant information which might impact upon their ability to cope with reasonable pressures at work, including issues such as disability etc. All information is treated confidentially and will only be shared in accordance with the wishes of the individual.

8.0 Roles and Responsibilities

8.1 The Role and Responsibilities of the Board of Directors, as the employer

- Promote the Trust's Vision, Values and Mission
- Support the wellbeing of the Senior Leadership
- Develop a communication protocol for communication across the Trust
- Effective and clear communication to senior leaders
- Provide an annual staff survey to assess wellbeing across the Trust
- Complete annual appraisal of the CEO and an interim review
- Produce and regularly review the Health and Safety Policy for all Schools within the Trust. This policy will reflect the requirements of the Health and Safety at Work etc. Act 1974 by outlining arrangements to ensure, so far as is reasonably practicable, the health, safety and wellbeing of staff, students and others affected by the organisation
- Promote high levels of health and well-being and recognise the importance of identifying and reducing workplace stressors through risk assessment, in line with the Health and Safety Executive's management standards.

8.2 The Role of Senior Leadership of the Trust

- Promote the Trust's Vision, Values and Mission
- Support the wellbeing of the Central employees and Headteachers/Executive Headteachers
- Complete appraisals for Central employees and Headteachers
- Promote positive relationships between schools and individuals.
- Provision of appropriate training opportunities to enable staff to recognise and manage their own stress and seek support if needed.
- Clear signposting to appropriate support agencies such as counselling services **Appendix 3**, health professionals and union representatives
- Active promotion of the principles and behaviours which promote positive staff wellbeing

- Being alert to the personal circumstances of staff and offering additional support where appropriate to members of staff experiencing risks to their wellbeing, including those derived from outside work, e.g. bereavement or separation
- Ensuring effective communication between management and staff, particularly in circumstances where there are organisational and /or procedural changes which can give rise to increased levels of stress in the workplace.
- Regular revision of job descriptions to ensure workloads are manageable and realistic
- Creating and maintaining an environment which ensure that bullying, harassment and discrimination are not tolerated in the school
- Complete regular risk assessments for employee wellbeing
- Provide a pupil welfare policy, which will indirectly support employee wellbeing when dealing with difficult situations.
- Ensure all employees have a sense of purpose and direction.

8.3 The Role of the Headteachers and SLT in Promoting Emotional Health and Wellbeing for School Based Employees

It is the responsibility of the headteachers, along with the SLT to ensure:

- Promotion of the Trust's Vision, Values and Mission
- Provision of appropriate training opportunities to enable staff to recognise and manage their own stress and seek support if needed.
- Clear signposting to appropriate support agencies such as counselling services **Appendix 3**, health professionals and union representatives
- Active promotion of the principles and behaviours which promote positive staff wellbeing
- Being alert to the personal circumstances of staff and offering additional support where appropriate to members of staff experiencing risks to their wellbeing, including those derived from outside work, e.g. bereavement or separation
- Ensuring effective communication between management and staff, particularly in circumstances where there are organisational and /or procedural changes which can give rise to increased levels of stress in the workplace.
- Regular revision of job descriptions to ensure workloads are manageable and realistic
- Creating and maintaining an environment which ensure that bullying, harassment and discrimination are not tolerated in the school
- Provide an A-Z guide of tasks throughout the school. This will provide clarity on the expectations and who is responsibly for what.
- Wellbeing programme for individual schools, including local initiatives.
- Ensure appraisals are completed for all employees

9.0 The Role of all Staff in recognising and Promoting Emotional Health and Wellbeing

All staff have a duty to take care of their own health and safety and be sensitive to situations which may cause stress for colleagues. Staff are required to co-operate with the SLT in any measures taken to reduce stress, including:

- Being proactive in identifying occasions when they may be suffering from stress or other mental health issues, either work-related, or due to external factors, and alert their line-manager, or other relevant member of staff, to these where appropriate.
- Taking advantage of opportunities for counselling and training when recommended, including referral to Occupational Health services

The Trust has a statutory responsibility for the work-life balance of their Headteachers/Executive Headteachers. The Board of directors will be responsible for senior/executive leaders. The Headteacher/Executive Headteacher has the responsibility for ensuring that teachers and support staff achieve the same. Limiting unnecessary stress; working a reasonable number of hours and meeting the demands of the role, whilst maintaining a personal life, are essential to ensuring that our Headteachers can effectively fulfil the role in leading a school.

The senior leaders of the Trust will conduct a regular risk assessment on wellbeing concerns throughout the Trust. Concerns can be submitted confidentially, to be included in these meetings.

10.0 Policy Monitoring and Review

This policy should be viewed in conjunction with the following policies:

- Code of Conduct for Staff
- Health and Safety
- Whistle Blowing Policy
- Absence Management
- Flexible Working

Appendix 1- Definitions of Terms linked to Emotional Health and Wellbeing

Self-awareness

- Having an accurate and positive view of ourselves
- Having a sense of optimism about the world and about ourselves
- Understanding and Managing emotions
- Experiencing a wide range of emotions;
- Understanding the causes of emotions;
- Expressing our emotions appropriately;
- Managing our responses to our emotions effectively, for example, managing our anger and controlling our impulses;
- Knowing how to feel good more often and for longer;
- Using information about the emotions to plan and solve problems;
- Resilience – processing and bouncing back from difficult experiences.
- Empathy
- Recognising and respecting the feelings of others;
- Anticipating and predicting others' likely thoughts, feelings and perceptions;
- Being able to see things from another person's point of view and, where appropriate, modifying your own responses.

Motivation

- The ability to gain pleasure from learning;
- Being able to set goals and work towards them;
- The ability to persist when something is difficult overcoming barriers to learning such as boredom and frustration;
- The ability to recognise when to keep on trying or when to try something different;
- The ability to bounce back after a disappointment.

Social Skills

- Forming attachments with other people
- Being able to take an active part in a group;
- Being able to resolve differences with others
- Experiencing empathy for others
- Communicating and responding effectively to others
- Managing relationships effectively
- Being autonomous, independent and self-reliant.

Appendix 2

(EI) Emotional intelligence questionnaire

This self-assessment questionnaire is designed to get you thinking about the various competences of emotional intelligence as they apply to you.

Daniel Goleman first brought 'emotional intelligence' to a wide audience with his 1995 book of that name. He found that while the qualities traditionally associated with leadership such as intelligence, toughness, determination and vision are required for success, they are insufficient. Truly effective leaders are also distinguished by a high degree of emotional intelligence, which includes:

- **Self-awareness**

The ability to recognise what you are feeling, to understand your habitual emotional responses to events and to recognise how your emotions affect your behaviour and performance.

When you are self-aware, you see yourself as others see you, and have a good sense of your own abilities and current limitations.

- **Managing emotions**

The ability to stay focused and think clearly even when experiencing powerful emotions. Being able to manage your own emotional state is essential for taking responsibility for your actions and can save you from hasty decisions that you later regret.

- **Motivating oneself**

The ability to use your deepest emotions to move and guide you towards your goals. This ability enables you to take the initiative and to persevere in the face of obstacles and setbacks.

- **Empathy**

The ability to sense, understand and respond to what other people are feeling.

Self-awareness is essential to having empathy with others. If you are not aware of your own emotions, you will not be able to read the emotions of others.

- **Social Skill**

The ability to manage, influence and inspire emotions in others.

Being able to handle emotions in relationships and being able to influence and inspire others are essential foundation skills for successful teamwork and leadership.

What to do

1. ***Assess and score*** each of the questionnaire's statements.

Score your assessment, using a scale where

- 1 indicates that the statement ***does NOT apply at all***
- 3 indicates that the statement ***applies about half the time***
- 5 indicates that the statement ***ALWAYS applies to you***

2. ***Total and interpret your results***

- Transfer your scores to the calculation table and total your results.

Remember, this tool is not a validated psychometric test - the answers you give are likely to vary depending on your mood when you take it.

3. ***Consider your results and identify one or two actions you can take immediately to strengthen your emotional intelligence.***

- Put your actions into your ***Well-being@work plan***.

	How much does each statement apply to you	Mark your score				
Read each statement and decide how strongly the statement applies to YOU. Score yourself 1 to 5 based on the following guide. 1 = Does not apply 3 = Applies half the time 5 = Always applies		 the number that shows how strongly the statement applies				
1	I realise immediately when I lose my temper	1	2	3	4	5
2	I can 'reframe' bad situations quickly	1	2	3	4	5
3	I am able to always motive myself to do difficult tasks	1	2	3	4	5
4	I am always able to see things from the other person's viewpoint	1	2	3	4	5
5	I am an excellent listener	1	2	3	4	5
6	I know when I am happy	1	2	3	4	5
7	I do not wear my 'heart on my sleeve'	1	2	3	4	5
8	I am usually able to prioritise important activities at work and get on with them	1	2	3	4	5
9	I am excellent at empathising with someone else's problem	1	2	3	4	5
10	I never interrupt other people's conversations	1	2	3	4	5
11	I usually recognise when I am stressed	1	2	3	4	5
12	Others can rarely tell what kind of mood I am in	1	2	3	4	5
13	I always meet deadlines	1	2	3	4	5
14	I can tell if someone is not happy with me	1	2	3	4	5
15	I am good at adapting and mixing with a variety of people	1	2	3	4	5
16	When I am being 'emotional' I am aware of this	1	2	3	4	5
17	I rarely 'fly off the handle' at other people	1	2	3	4	5
18	I never waste time	1	2	3	4	5
19	I can tell if a team of people are not getting along with each other	1	2	3	4	5
20	People are the most interesting thing in life for me	1	2	3	4	5
21	When I feel anxious I usually can account for the reason(s)	1	2	3	4	5
22	Difficult people do not annoy me	1	2	3	4	5
23	I do not prevaricate	1	2	3	4	5
24	I can usually understand why people are being difficult towards me	1	2	3	4	5
25	I love to meet new people and get to know what makes them 'tick'	1	2	3	4	5

	How much does each statement apply to you	Mark your score				
Read each statement and decide how strongly the statement applies to YOU. Score yourself 1 to 5 based on the following guide. 1 = Does not apply ~ 3 = Applies half the time ~ 5 = Always applies		 the number that shows how strongly the statement applies				
26	I always know when I'm being unreasonable	1	2	3	4	5
27	I can consciously alter my frame of mind or mood	1	2	3	4	5
28	I believe you should do the difficult things first	1	2	3	4	5
29	Other individuals are not 'difficult' just 'different'	1	2	3	4	5
30	I need a variety of work colleagues to make my job interesting	1	2	3	4	5
31	Awareness of my own emotions is very important to me at all times	1	2	3	4	5
32	I do not let stressful situations or people affect me once I have left work	1	2	3	4	5
33	Delayed gratification is a virtue that I hold to	1	2	3	4	5
34	I can understand if I am being unreasonable	1	2	3	4	5
35	I like to ask questions to find out what it is important to people	1	2	3	4	5
36	I can tell if someone has upset or annoyed me	1	2	3	4	5
37	I rarely worry about work or life in general	1	2	3	4	5
38	I believe in 'Action this Day'	1	2	3	4	5
39	I can understand why my actions sometimes offend others	1	2	3	4	5
40	I see working with difficult people as simply a challenge to win them over	1	2	3	4	5
41	I can let anger 'go' quickly so that it no longer affects me	1	2	3	4	5
42	I can suppress my emotions when I need to	1	2	3	4	5
43	I can always motivate myself even when I feel low	1	2	3	4	5
44	I can sometimes see things from others' point of view	1	2	3	4	5
45	I am good at reconciling differences with other people	1	2	3	4	5
46	I know what makes me happy	1	2	3	4	5
47	Others often do not know how I am feeling about things	1	2	3	4	5
48	Motivations has been the key to my success	1	2	3	4	5
49	Reasons for disagreements are always clear to me	1	2	3	4	5
50	I generally build solid relationships with those I work with	1	2	3	4	5

Total and interpret your results

1. **Record** your 1, 2, 3, 4, 5 scores for the questionnaire statements in the grid below. The grid organises the statements into emotional competency lists.

Self awareness		Managing emotions		Motivating oneself		Empathy		Social Skill	
1		2		3		4		5	
6		7		8		9		10	
11		12		13		14		15	
16		17		18		19		20	
21		22		23		24		25	
26		27		28		29		30	
31		32		33		34		35	
36		37		38		39		40	
41		42		43		44		45	
46		47		48		49		50	

2. **Calculate** a total for each of the 5 emotional competencies.

Total = (SA)		Total = (ME)		Total = (MO)		Total = (E)		Total = (SS)	
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3. **Interpret** your totals for each area of competency using the following guide.

35-50	This area is a strength for you.
18-34	Giving attention to where you feel you are weakest will pay dividends.
10-17	Make this area a development priority .

4. **Record** your result for each of the emotional competencies: strength, needs attention or development priority.

	Strength	Needs attention	Development priority
Self-awareness			
Managing emotions			
Motivating oneself			
Empathy			
Social Skill			

5. **Consider** your results and identify one or two actions you can take immediately to strengthen your **emotional intelligence**.



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Problems at home or at work?

Difficult to discuss with family or friends?

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a counsellor who will listen
and try to help you clarify
your difficulty, explore
choices or provide
support please
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