MENTAL & EMOTIONAL HEALTH & WELLBEING POLICY

Passed and adopted by Governing Body:

Signed:

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Mental and Emotional Health, Wellbeing and Relationships

Contents

Introduction

The emotional health and wellbeing of children

- Information about the emotional health and wellbeing of children
- Things you can do to support the emotional health and wellbeing of children
- Advice you can give to parents/carers and staff

Understanding mental health and wellbeing

- What you need to know about mental health and wellbeing for staff, parents and carers
- Things you can do to protect and strengthen mental wellbeing

Resource A Examples of evidence

Resource B The 5 ways to Wellbeing

Resource C Links to other resources and organisations

Resource D Wellbeing Resources (Staff) inc individual Wellness Plan

Resource E Wellbeing Policy

Disclaimer
The websites listed in this resource are reliable and up to date to the best of our knowledge. They are provided to give you ideas.   Always check with a specialist if you have any concerns about the content of a website.

Stockingford Maintained Nursery School Mental Health and Wellbeing Policy

The need for a mental health and wellbeing policy

Mental health problems and stress can affect anyone, regardless of their job, at any time. That is why promoting and protecting good mental health and wellbeing is so important - not only for a person's physical health, over all wellbeing and productivity, but also for the range of benefits it can bring to the wider organisation.

Everyone can contribute to improved mental wellbeing at work, in turn helping to develop a positive working environment for all employees.

This document outlines Stockingford Maintained Nursery School's mental health and wellbeing policy.

Aims of the policy

- Promote the mental wellbeing of all staff and Nursery users by providing information, advice and opportunities for employees to look after their mental wellbeing.

- Develop the skills of MHFA's to promote mental wellbeing among employees and effectively deal with issues around mental health and stress.

- Provide support to employees by offering help and advice to staff who experience a mental health problem and supporting staff returning to work after a period of absence.

Our objectives

1. Develop a supportive culture, develop knowledge and skills to promote mental wellbeing and tackle factors which may have a negative impact on mental health.

2. Provide support for staff and users of the Nursery School.

3. Acknowledge that workplace stress is a health and safety issue.

Objective 1
Develop a supportive culture, develop knowledge and skills to promote mental wellbeing and tackle factors which may have a negative impact on mental health
How we will do this

- Raise staff awareness about mental wellbeing and provide information and advice about protecting and improving mental wellbeing
- Provide opportunities,   including activities based around the '5 Ways to Wellbeing', for staff to maintain and promote their mental wellbeing
- Give non-judgmental and proactive support to Nursery staff and users.

Objective 2
Provide support for employees and Nursery users
How we will do this

- Ensure that individuals with a health problem, including mental health problems, are treated fairly and are not made to feel guilty about their problems
- Encourage staff who are experiencing problems to seek appropriate support
- MHFA to provide support and help provide appropriate professional health (MHFA are Sally Phillips and Sara Ward)
- Treat all matters relating to individual employees and their mental health in the strictest confidence and to be kept confidential within the SLT

Objective 3
Recognise that workplace stress is a health and safety issue
How we will do this

- Put in place appropriate measures that will reduce or eliminate the causes of work related stress
- For those that are managing or supervising staff, provide training on communication, health and safety, mental health and wellbeing at work and people management
- Ensure that SLT and Mental Health First Aiders are given the resources they need to implement the organisation's agreed workplace mental health and wellbeing policy

Communication
All staff will be made aware of the mental health and wellbeing policy.

Review
This policy will be reviewed after 12 months and then annually, or sooner if there have been organisational or legislation changes, to ensure that it remains relevant.

Date:

Signature:

Review date:

The emotional health and wellbeing of infants and children
What do you need to know?

Before they are born babies and young children need social contact and a consistent, loving and safe environment which promotes:

- Secure early attachment with parents and primary care givers
- Resilience e.g. confidence, self-esteem, learning how to solve problems, understanding and managing emotions
- A readiness for learning e.g. speech, language, communication, thinking and social skills

Children who have a good start in life are more likely to feel good about themselves, become independent, develop secure relationships, reach their full potential and be able to cope in a positive way with the challenges of growing up.

What can you do to support the emotional health and wellbeing of infants and children?

Secure early attachment
- For infants and toddlers, provide consistent care from one or two key workers / Give babies and young children lots of appropriate touch
- Encourage infants to bring a favourite toy or object with them when they first come to you for care
- Develop routines and structure to a child's day to create security and a sense of predictability.

Resilience
- Encourage positive behaviour by telling children exactly what you are pleased about e.g. being helpful, tidying up, caring, trying a new food, sharing a toy
- Encourage and praise children for their efforts when they try something new
- Value each child as a special individual and value their contributions of what they do or give. This will help to develop self-esteem and confidence
- Help children to think about how they can solve problems or do things differently. Focus on positive aspects of behaviour management
- Use activities such as circle time to help young children understand, think and talk about feelings and behaviour
- In difficult or distressing situations listen to children and reassure them.   This leads to new understanding and develops skills to cope in future.

Readiness for learning
- Take time to talk, listen and respond to babies and very young children
- Encourage the use of buggies / pushchairs that face you - this will promote eye contact and conversation with babies and very young children
- Give children opportunities to be creative and to express themselves as an individual.   Talk with them about what they have done
- Provide individual and group activities such as games and stories which encourage children to participate, concentrate and pay attention
- Ensure that children have plenty of physical activity and that they are offered good, nutritious snacks and meals.   Both are important for overall wellbeing.

Staff training & Parent
Invest in training on topics such as attachment, behaviour management, or parenting programmes e.g. Solihull Approach.

Understanding mental health and wellbeing

What do you need to know about mental health and wellbeing for staff, parents and carers?

Mental wellbeing is about feeling good and functioning well

That is:
- How we think
- How we feel
- What we do

Mental wellbeing helps us to:
- Cope with the ups and downs of day to day life
- Find ways of solving problems when things go wrong, and to
- Continue to flourish and reach our full potential

New parents are given lots of information about how to meet the physical and emotional needs of their baby. They are given much less information about understanding and looking after their own mental wellbeing.

Parents and carers (including staff) who function well, who are positive about life and who are well supported will be more able to:
- Understand and respond to a child's physical and emotional needs
- Cope better with the ups and downs of day to day life, especially the additional stresses that come with being a parent

Parents' wellbeing affects their children in different ways, for example:
- Forming secure attachments and the quality of future relationships
- Their social and emotional development and readiness for learning.

Staff and parents will benefit from understanding and knowing how to protect and maintain mental wellbeing. This is important in its own right and for helping them give children the best start in life.

What is the difference between mental wellbeing and mental health?

Mental wellbeing is sometimes referred to as 'mental health'. They both mean the same thing and are much more than whether or not someone has a mental illness. **Emotional wellbeing** is a term frequently used in relation to children.   Children are dependent upon their parents and carers for the development of emotional health and wellbeing.

Emotional wellbeing is an essential part of mental wellbeing.

What about mental illness?

Some people use the term *mental health* when really they are talking about *mental illness.* They may be uncomfortable with using the words *mental illness.*

Mental health problems or illness of any kind can happen to anyone of any age. People should be encouraged and supported to talk about it and to seek help as early as possible.

What affects our mental wellbeing?

It is affected by factors in our lives such as
• 	the kind of place where we live, work and socialise
• 	the chances we have in life to succeed at school or work

The factors that affect our general health and our mental wellbeing

We also need:

- to feel that we have a sense of control over our lives
- strong, supportive relationships with friends and family and
- to feel that we belong and can participate in what's going on around us.

This may be at home, at work, or in the community.

What can you, your staff and parents do to protect and strengthen mental wellbeing?

Promoting mental wellbeing in all environments will support good relationships with parents and show staff that you value them and the job they do.   It will also bring benefits to how you feel and what you do outside work.

Things you can do don't need to be costly or take a lot of time
- Some staff or parents might feel uncomfortable about the term mental wellbeing. Instead, talk about wellbeing, or 'feeling good and functioning well'
- Invest in training about mental wellbeing (ask your MHFA's)
- Include mental wellbeing as a regular item at your team meetings, in newsletters for parents, or on your notice board
- Provide opportunities for staff to: **connect, take notice, keep learning, give and keep active (The 5 Ways to Wellbeing - Resource)**
- Arrange social get-togethers from time to time for staff
- Encourage staff and parents to make a pledge to start or do even more of the '5 Ways to Wellbeing' every day. Being active is especially beneficial
- Encourage staff to ensure they have a good work/life balance

Resource B

The 5 ways to wellbeing

Using the 5 ways to wellbeing in pre-school settings

What are the 5 ways to wellbeing?

- **Connect**
- **Be Active**
- **Take Notice**
- **Keep Learning**
- **Give**

They are the wellbeing equivalent of '5 Fruit and Vegetables a Day' which offer simple, practical steps that we can all take to maintain and improve wellbeing.

Why use 5 ways to wellbeing?

- Research has shown that doing more of the 5 Ways in our daily lives helps to improve our wellbeing
- The messages are a simple and non-threatening way of talking to people about mental wellbeing
- They help us to think about what is important for our own wellbeing. We need to find things to that work for us
- Over time we will develop strengths and resources that help us to become more resilient and able to deal with challenges as and when they arise
- Using the 5 Ways to Wellbeing messages in your workplace will be a positive and effective way of supporting staff and parents to improve their wellbeing.

What can you do?

Find ways of connecting with the people around you. Not just family and friends but colleagues and neighbours; at home, work or in your local community. Meet up. Join in. Listen. Catch up with a friend you haven't seen for a while.

Go for a walk or run. Find something to do outside. Cycle... play a game... dance... do some gardening. Being active has been shown to make people feel good. Most importantly, choose something to do that you enjoy and one that suits your level of mobility and fitness.

Notice and talk about something unusual or different - perhaps a friend's new hair style or outfit. Be aware of what you are feeling as well as what you are thinking. Remind yourself about the people and things that are important to you. Look outwards instead of inwards.

Try something new. Rediscover an old interest. Sign up for a course. Take on a different responsibility at work. Learn how to repair something. Learn to play an instrument or how to cook your favourite food. Set a challenge you will enjoy achieving.

Do a favour for a friend. Thank someone. Offer a smile. Volunteer your time. Join a community group.

Resource B

TOPIC	FOR YOU AND YOUR STAFF		FOR PARENTS		FOR CHILDREN	
	Activity	Evidence	Activity	Evidence	Activity	Evidence
Promoting Mental Health and Well Being	Training is made available to staff on Mental-Wellbeing through mindfulness activities and annual staff training days. Relevant documentation is cascaded to staff via email and paper copies. Promote the 5 ways to Wellbeing for staff: • Mental Health packs available • Building on staffs professional development and team building activities. • MHFA's have an open door policy Protective Behaviours trained staff x2 – Staff CPD training	Record of dates, training and who attended. Training packs devised to evidence what is cascaded to staff. Email trail of information sent to the staff team. Meeting notes recorded on a secure system Posters around Nursery to inform staff of who is a qualified MHFA	Monthly Newsletters distributed with a section on Mental Well-being providing useful websites and upcoming events these are also available on the Nursery's website. Wellbeing corner promotes and focusses learning on around the 5 ways to well-being offering recommendations of rediscovering old hobbies setting challenges to enhance self confidence Peri-Natal Mental Health is facilitated in the Nursery Family Support service is signposted	Copies of newsletters are kept along with a signup of additional support provided through the Family Support Service Signposting to leaflets displayed on MHWB display board Mental Health Days – leaflets provided to support and raise awareness (e.g. Hello yellow) Signposting log of individual support, evidenced on children's individual CPOMS record.	Protective Behaviours – planned sessions taught to all children Protective behaviours – 1:1 direct work Group time sessions focusing a range of emotions and feelings. Emotional wellbeing intervention groups. Intervention area and cosy nooks which are resourced for children to de-escalate when behaviour is heightened or children are feeling vulnerable and over stimulated.	Planned curriculum. Staff report and record any concerns or disclosures. Direct work is recorded in case files on children's CPOMS record. Planned activities that children can revisit in continuous provision or further group time activities. Resources are available in the environment to promote discussion around emotional wellbeing such as books, posters, emotion fans. Leuven data recorded for each session on individual children identifying children's focusing on involvement and wellbeing Photographs of children engaged in sensory activities. Children's SEND targets. ITMP documentation.

Attachment	Training resources are disseminated when staff access Attachment training	Approaches are modelled and team meetings reinforce specific approaches with children who display signs of a distressed attachment – Children's individual plans are shared with staff members	MALACHI Inspiring Futures Programme -signposted

Baby Massage -signposted

Solihull Approach workshops -signposted | Evaluation forms and reports that can be sent to professionals. | Activities for children to spend high quality interactions with parents at home.

Staff discuss children's achievements and experiences with parents to create strong links between staff, children and parents.

Parent invitation events such as Bedtime story night, library and forest school visits, Halloween and curriculum workshops. These sessions give parents the opportunity to spend quality interaction time and forge strong links for the child between Nursery and home. | Wellbeing corner in monthly newsletters.

Daily discussion between staff and parents where required.
Parent consultations ITMP documentation.
Learning journals.

Parent feedback notes.
Parents as partners log in shared drive.
Photographs. |
| **Behaviour Management** | Team Teach Training

IDS training | Access to individual PIP plans for children

Incident record system if a member of staff is injured as a result of behaviour management which is reported to the LA | Behaviour policy

Solihull approach behaviour workshop

Nursery school behaviour leaflet

Parent consultations | Review meetings of implemented strategies | Nursery expectations focusing on intrinsic motivation for children to support positive behaviours. | Expectations are displayed in Nursery and staff support the key messages of positive behaviours with signing and symbols |

General Topics e.g. sleep, play and language						
		IDS meetings and referrals				
General Topics e.g. sleep, play and language	Solihull Approach training Chatter Matters training Language enrichment training	Wellcomm Screening	Assessment records of the screening completed Solihull Approach workshops 1:1 Triple P discussion points Parent consultations Chatter Matters Language enrichment course. Speech and Language therapist targeted work Makaton signs and communication in print given to parents	Evaluation forms from courses Family Support case files Learning Journals and progress report Data and attendance collected News Letter and Nursery programme	Stories. Children have access to literature that refers to children's experiences and allows staff and parents to take opportunities to share discussions Library onsite where books can be ordered to support wellbeing	Books, rhymes, story boards are readily available in Nursery. Signs and symbols are embedded in the Nursery environment to aid communication for all.
Workplace health and well being	Group supervision, Individual Supervision, drop in supervision and clinical supervision to allow staff to voice concerns and achievements and be listened to. Signpost to HR	Individual and Group wellness plans to support staffs emotional wellbeing as they form relationships/become key workers for our more vulnerable children Staff meeting notes	N/A	Shares information about centre programme activities, training and events	Feeling Good week allows staff and children to follow their own interests and allows everyone to feel valued and recognised in positive terms	Planned activities that take place annually. Photographs, ITMP

Resource C

Ideas and links to other contacts and resources

Contact your local **Family Information Service, Family Support Workers or your Health Visitor** to see if they have any ideas or useful resources that can be used to promote parental and child mental and emotional wellbeing.

https://www.warwickshire.gov.uk/children-families

The National Literacy Trust recognises the importance of language, speech and communication in a child's development and the benefits in helping to develop a strong, secure relationship between parent and child. http://www.literacytrust.org.uk/talk to your baby

The website has many free, downloadable resources that might be useful for you adapt or to share directly with parents, for example:

- Which way should a buggy or pushchair face?
- Communicating Dads
- Baby's first word
- Playing and talking

Words for Life are pages for parents with ideas for playing and communicating with babies and children from birth to 11 years old.

http://www.wordsforlife.ora.uk/babv

Early Reading Connects is a toolkit for organisations working with the under fives to help with language and literacy development.   It promotes an holistic approach with a focus on

- the unique child
- positive relationships
- an enabling environment
- learning and development

It also includes information and ideas to pass on to parents.

The Communication Trust provides lots of information and ideas for parents and early years settings on communicating with babies and young children.
http://www.thecommunicationtrust.ora.uk/media/2478/universally speaking   -early years web version.pdf

Young Minds is a charity that specialises in the mental health and wellbeing issues of children and young people.

The leaflet Tuning in to our babies' was produced in 2003 but the information is still up to date.   It explains how feelings and emotions affect the way we think and behave and how parents can respond positively to the emotional needs and signals of children.   The leaflet can be downloaded free of charge.
http://www.dawsonmarketing.co.uk/voungminds/shop/prod view.asp?stockid=G01

Other websites on parenting and the early years :

Family and Parenting Institute
http://www.familvandparenting.org/AII-Our-Publications/For-Families/learning and play

Net Mums This includes just about everything a parent or carer might want to chat about, to do with pregnancy and parenthood.
http://www.netmums.com/

NHS Choices Information about all aspects of health and healthcare, including a section on pregnancy and being a parent http://www.nhs.uk/Conditions/pregnancv-and-babv/Pages/being-a-parent.aspx

National Childbirth Trust This a well-respected UK charity that offers information and support on all aspects of pregnancy and parenting, for parents and professionals http://www.nct.org.uk/

Times Education Supplement (TES) Free online resources http://www.tes.co.uk/early-years-teaching-resources

Infant mental health promotion website (California) - Useful resources for professionals and parents http://www.imhpromotion.ca/ParentResources/CPTParentingMoments.aspx

Information on training and resources to use circle time in early years settings
http://www.circle-time.co.uk/

BBC Tiny Happy People Resources to help you develop your child's language skills with simple activities and play ideas https://www.bbc.co.uk/tiny-happy-people

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5 Ways to Wellbeing information

Contact your local Public Health Team about mental wellbeing and the 5 Ways to Wellbeing.
Website: https://www.gov.uk/government/publications/five-ways-to-mental-wellbeing

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Mental Wellbeing at Work

The British Heart Foundation website has useful pages about wellbeing at work on
- the importance of wellbeing at work
- mental health and wellbeing at work
- resources and activities on health and wellbeing at work
- a template policy which includes a section on mental wellbeing
http://www.bhf.org.uk/HealthAtWork/wellbeing-at-work.aspx

Chartered Society of Physiotherapy

On this website you can find information and leaflets to download or buy on a range of health related topics relevant both to staff and children.   http://www.csp.ora.uk/vour-health/healthv-living/public-information-leaflets

Managing Stress in the Workplace

The Health and Safety Executive website provides a range of information about stress at work. A set of management standards for work related stress can be found at http://www.hse.qov.uk/stress/standards/

Supporting people with mental health problems

'Mindful Employer' is a website that offers a range of resources and training on /employing and supporting people at work with mental health problems. http://www.mindfulemplover.net/

Discussing concerns about mental health

The C.A.L.L. helpline (Community Advice and Listening Line) offers emotional support and information about mental health issues.   Anyone concerned about /their own mental health or that of a relative of friend can access the service. The helpline offers a confidential listening and support service.
Telephone 0800 132 737   C.A.L.L.   http://callhelpline.orq.uk/

Individual Wellness Plan Guidance

What is an Individual Wellness Plan (IWP)?

This Individual Wellness Plan is a personalised working document that can be used to identify what helps to keep you well, what causes you to become unwell and how you manage it, and what support you may require at work to maintain your physical and/or mental wellbeing.

This is a proactive tool that you can use to discuss what enables you to stay well; and can also be used if you are experiencing mental and/or physical health problems and want to discuss what support you may need with your manager. This should be used for any work-related issues and revisited following an Occupational Health recommendation or as part of a return to work plan.

The IWP discussion should be as open and honest as possible but confidential between you and your manager, sharing only the information that you feel is necessary and you are comfortable with. You will also need to agree how the IWP information will be used and shared further. You can choose to share the information with other colleagues if you feel it will help support you but ensure that they also agree to keep the information confidential.

What is the Support Document For?

Where support and/or adjustments have been discussed, these should be recorded on the support document as a record of what was agreed. Whether this is something that you will be doing to help your wellbeing, or some additional support that your manager has agreed to put in place. There is a specific section in the support document for recording any work-related stress support/adjustments.

The IWP is your individual plan for you to retain and share confidentially with your current manager. If the support document or work-related stress document is used, only these will be held by your manager, on the HRER section of Your HR.

When should the IWP be reviewed?

If all is well and you are not experiencing any mental or physical health problems and don't have any agreed support/adjustments in place, then there may be no requirement to review the IWP regularly unless you would like to. There is no standard timescale for review, however, as good practice, it would be advisable to review it periodically at 1:1s to ensure that nothing has changed.

If there are agreed support/adjustments in place, it should be reviewed at 1:1s, or sooner if necessary, to ensure that these are in place, are effective in maintaining your wellbeing at work and to identify if anything else needs to be considered.
The IWP is individual to you and your needs, therefore, if your line management changes at any time, your IWP and any agreed support and adjustments, should be shared with your new manager to ensure that your wellbeing is maintained.

How to spot the signs of not being well

We all have mental health just as we have physical health, but it can seem more difficult to spot the signs of mental ill health. This link gives you some good information on the common triggers which might impact on

your mental health and signs that suggest that you may need support. https://mhfaengland.org/mhfa-centre/resources/take-10-together/triggers-signs.pdf.

If any signs of you becoming unwell have been discussed, you may want to agree with your manager that if they recognise these signs, they can actively have a conversation with you to see if you need any support.

Work-related stress

We may all experience pressure on a daily basis and need it to motivate us and enable us to perform at our best. It's when we experience too much pressure without the opportunity to recover that we start to experience stress.

We recognise that work-related stress is defined as the following:

"The adverse reaction people have to excessive pressures or other types of demand placed on them at work" (HSE definition).

Therefore, pressure can be beneficial and have positive effects if managed correctly, but excessive pressure can have a negative effect and lead to both mental and physical ill health.

The Health and Safety Executive has more detailed information on the stress management standards. http://www.hse.gov.uk/stress/standards/

There is a separate Support Document below to record any agreed support/adjustments related to work-related stress.

Support and reasonable adjustments

Where an employee has a disability, defined as a protected characteristic under the Equality Act 2010 there is a legal duty to make reasonable adjustments to minimise any disadvantage faced as a result of their disability. What is reasonable will depend on the circumstances of each individual case. It is important to discuss with the individual what adjustments they suggest will be able to help them and to refer to the Government Reasonable Adjustments guidance for more information. An Occupational Health referral may be helpful if the best way forward is not clear.

Even if an employee is not defined as having a disability under the Equality Act 2010, it is good practice to consider support and adjustments if the IWP identifies that there is a need. Any adjustments should be based on business needs, and individual needs and circumstances.

Information on general wellbeing and the support that is provided to employees can be found on the school document library under Your Wellbeing. This includes details on the employee assistance programme (EAP). This provision is the employee wellbeing service offer to schools, as part of the WES HR & Payroll Service.

These plans could also be used either prior to or following on from an Occupational Health referral. For more information about the service, please refer to the school document library.

Additional mental health support services in Warwickshire can be found here. If you live outside of the county, your local services can be found here.

Conversation Guide for managers

Use the **HELP** model below to have an open, honest and effective conversation.

Have an open and non-judgmental conversation:
- Ask open questions, for example, how are you? What would help you? How does that feel for you?
- Avoid judgemental and patronising responses and questions, for example, you're clearly struggling, what's up? Why can't you just get your act together? Everyone else is in the same boat and they're okay.
- Remember that two people who are experiencing similar situations may not need the same level of support

Empathise:
- acknowledge what they are saying, e.g., "that sounds really challenging", "I am sorry you are going through this"
- ask questions to understand more, e.g., "what has it been like for you?", "how are you feeling about everything?"

Listen actively to hear and understand what they're really saying:
- find a suitable private location
- allocate enough time
- identify a suitable time and date
- avoid interruptions, e.g., switch off laptop and phone
- maintain appropriate eye contact
- be patient and don't rush them

Provide support to the employee in finding ways to keep them well at work:
- make yourself aware of the support available to employees prior to the meeting
- If someone asks for an adjustment which you are not sure we can provide, explain that you will need to check what support is available and get back to them.
- Seek help: If you are not sure what to do, you should discuss the issue with your HR Advisor. It may be appropriate to refer to Occupational Health.

Individual Wellness Plan

Name of employee: **Name of manager:**	
I am well when - *what does it look and feel like when you're well? For example, you're calm, focused, motivated, you eat well, take some exercise*	
Things I use to keep me well - *what do you do/use at work or/and at home to keep you well, for example taking your lunch break, getting some exercise before/during/after work, relaxation techniques*	
Things that have an impact on not keeping me well - *for example, personal concerns or challenges, health conditions, work-related issues*	
My early signs of not being well - *what does it look and feel like when you're not well? For example, tired, distracted, short-tempered, change in appetite*	
Things that I can do (at home/work) when I need to improve my wellness - *for example, talking to someone, continue doing the things that keep you well, seek further support if necessary*	
Things that support me at work to stay well - *how can your colleagues and manager support you? For example, extra catch ups with your manager, discussing work-related issues, reasonable adjustments*	
If required, my support contact(s) is/are	

Employee signature:	Date:
Manager signature:	Date:

Support document
Use this document to record any agreed support/adjustments from any of the discussions you've had

Name of employee:		
Name of manager:		
Issue/concern	**Agreed support**	**Timescale**
Employee signature:	Date:	
Manager signature:	Date:	

Support document for work-related stress
Use this document to record any agreed support/adjustments

Name of colleague: **Name of manager:**		
Stress Factor ***(not all may apply)***	**Agreed actions**	**Timescale**
Demands *Issues such as workload, work patterns and the work environment*		
Control *How much say the person has in the way they do their work*		
Support *Encouragement, sponsorship and resources provided by the organisation, management and colleagues*		
Relationships *Promoting positive working to avoid conflict and dealing with unacceptable behaviour*		
Role *Whether they understand their role within the organisation*		
Change *How organisational change (small or large) is managed and communicated in the organisation*		
Employee signature: Date: Manager signature: Date:		

Warwickshire County Council

Working for Warwickshire

Managing Resilience, Stress & Wellbeing Policy
Version 3

1.0 Purpose
This corporate topic-based health and safety policy details the specific responsibilities for the management of resilience, stress and wellbeing within Warwickshire County Council (WCC). This Policy does not duplicate the general health and safety requirements as stated within the corporate WCC health and safety policy. To access this policy please refer to the health and safety intranet or school document library (refer to section 9 for details).

2.0 Objective
The objective of this Policy is to set WCC standards for the management of resilience, stress and wellbeing and thus enable all health and safety issues relating to work-related stress to be adequately managed and controlled; and this will have a positive impact on the wellbeing of employees.

3.0   Warwickshire County Council Commitments:
3.1
- To have arrangements in place to prevent/reduce the incidence and impact of wrk- related stress.
- To promote the importance of health and wellbeing.
- To adopt the HSE management standards approach in identifying and managing the causes of work-related stress.
- To minimise and manage the risks of work-related stress. (*The Council acknowledges that some of the work undertaken by employees as part of their role will, unavoidably, be of a stressful nature. The commitment is to minimise those risks, and provide appropriate support for employees*).
- To provide appropriate support to employees who are experiencing personal issues, as the Council recognises and accepts that pressures arising from an individual's personal life are at times likely to impact on their ability to cope with pressure and perform effectively at work.
- To treat employees with dignity and respect and address unwelcome or discriminatory behaviour such as bullying, sexual or racial harassment.
- To comply with all relevant statutory requirements and, where reasonably practicable, best practice guidance

4.0 Scope
The Policy is applicable to all employees and activities of Warwickshire County Council.

5.0 Roles and responsibilities for managing resilience and wellbeing

The arrangement section of this Policy provides more detail on how these roles and responsibilities can be implemented.

5.1 Employees must ensure that they:

- Take responsibility for their own health, fitness, wellbeing and resilience;
- Are proactive and seek out information, and opportunities to support their health, safety, resilience and wellbeing at work and outside of work;
- Identify and raise issues of concern, at the first available opportunity, with their manager or another appropriate member of staff, where they are/may lead to mental and physical ill health;
- Accept opportunities to attend training, undertake e-learning or receive information, to increase their own awareness, support network and improve personal resilience;
- Co-operate with their manager;
- Consider use of wcc support and counselling;
- Take part in the managing resilience assessment process and cooperate with their manager on the control measures put in place;
- Report cases of bullying and harassment and seek advice from wcc harassment contacts when required;
- Comply with the sickness absence policy and accompanying employee guide;
- Consider the use of an a 'wellness action plan' if there is an on-going mental health issue; and
- Be supportive and considerate of colleagues.

5.2 Managers (Head teachers, line manager, supervisors etc…) must ensure that they:

- Consider undertaking the HSE and Chartered Institute of Personnel and Development (CIPD) self-assessment 'Line Manager Competency Indicator Tool' to assess your management approach and manage your employees in ways that prevent and reduce stress within the team;
- Consider stress/ resilience risk factors as part of their normal risk assessment process and implement control measures/ actions as necessary and monitor accordingly (to support managers in considering all risk factors an assessment tool is available titled 'Managing Resilience within a Team/Role')
- Attend/participate in organised training/relevant sessions;
- Do not tolerate bullying and harassment and take appropriate action;
- Offer support to staff at team meetings, through supervision, through one-to- ones, and via appraisals and identify and facilitate support as necessary;

- Inform employees about how they can access the free confidential short term support and counselling service as provided for their service area when needed. Currently:
  - Employees (except for school and fire & rescue employees) can access the council's staff care service;
  - School employees access counselling support via the wes hr schools advisory team;
  - Fire & rescue employees can access counselling support from their staff wellbeing advisor and counsellor (based in f&rs occupational health).
- Maintain good communications particularly at time of organisational change by reference to "managing change" and the "change management hr toolkit";
- Undertake the assessment for 'managing an individual employees resilience' if an employee:

  a) Has made you aware they are suffering from increased pressure/ stress; or,

  b) Is demonstrating signs and symptoms of stress; or

  c) Has been off work due to a stress related absence;

  And put in place appropriate measures (within the confines of the role) to reduce risk factors and/or support the employee with coping with external stressors where practicable.
- Ensure that a referral is made through the hr advisory service to occupational health, if:
  - An employee has been absent for a stress related issue (i.e. Anxiety, depression, etc.) for more than 20 days (long term absence); or
  - A resilience assessment for an individual has identified that a referral would be required/beneficial; or
  - You have been informed by an employee that their absence is stress related and an early referral would be beneficial. Liaise with your hr advisor on appropriate timescales to refer.
- Comply with the sickness absence policy and accompanying manager guide and liaise with hras and occupational health, and consider the advice provided by those teams in addition to the gp and other medical professionals as required; and
- Have a return-to-work discussion with their employee if they have been off with a stress related absence prior to their return (this absence includes short term and long term absence). A return-to-work discussion aid has been developed to aid managers with this discussion – managers can choose to use this aid as and when appropriate.

5.3 Corporate Health, Safety & Wellbeing Manager and Health, Safety and Wellbeing Service will:

- Provide professional advice and awareness information on resilience and wellbeing;
- Provide information and training for managers and employees on resilience and wellbeing.

- Liaise and co-operate with HR Advisory Service (HRAS) where relevant in ensuring the arrangements of this Policy are implemented.
- Work with relevant teams to identify the top causes of occupational ill health and provide advice as appropriate.

5.4   Human Resources Advisory Service (HRAS) will:

- Provide advice and guidance to managers where staff are or have been suffering with mental/stress related or physical ill health;
- Support managers who have employees who have been off sick when planning returns-to-work in conjunction with occupational health
- Assist in the referral of staff to occupational health or other support services as necessary; and
- Liaise and co-operate with the health, safety & wellbeing service where relevant in ensuring the arrangements of this policy are implemented.

5.5   Occupational Health will:

- liaise and co-operate with the Health, Safety and Wellbeing Service and HRAS in ensuring that the arrangements outlined in this Policy are implemented;
- Provide support and advice to HRAS and managers:
  - Where employees are or have been suffering with mental/stress related issue or physical ill health; or
  - On return-to-work plans/ health-related risk assessments;
- Provide support to presenting individuals who have been absent from work with a stress related absence, where identified and as appropriate, and advise them and their manager on fitness to work and the proposed return to work plan in accordance with the referral process;
- Collect and analyse health and other statistics that will be useful for identifying trends and patterns of ill health;
- Advise employees to attend counselling support or specialist agencies as required; and
- Inform the Corporate Health, Safety and Wellbeing Manager of any changes and developments in the clinical response to stress related absence/ fitness for work.

Please note: Warwickshire Fire and Rescue Service have their own in-house Occupational Health provision, and these responsibilities will be achieved through their own arrangements.

5.6 Short term support and counselling provision [Staff Care Service (WCC)/ Staff Wellbeing Advisor (F&RS)/ external counselling providers (Schools)]:

- Provides confidential help, support, and counselling service to staff within all Groups;
- Is available for both work and non-work related issues; and
- Will liaise where possible, and within the confines of confidentiality, with HRAS, Corporate Health, Safety & Wellbeing Manager, Occupational Health and managers as necessary.

5.7 HR Business Partners will:

- Monitor sickness absence trends (excluding school absence because this is the responsibility of the Head teacher);
- Periodically collect and review data at a strategic / organisational level based on the HSE management standards and make recommendations to the appropriate Group Leadership Team; and
- Work actively in collaboration with the Group Leadership Teams to identify appropriate management actions at a strategic level.

6.0   Organisational Arrangements

6.1 Assessing resilience

The risk assessment process is used within WCC to identify, assess, control, monitor and review the effective management of resilience. This is in accordance with the HSE Management Standards and assessments will be undertaken at the following two levels:

I.   For an **employee** - the assessment tool for 'Managing an individual employee's resilience' should be used. Both manager and employee must be involved in this process. The assessment tool comes with guidance on how to use it and get the most out of it. It must be completed for employees who: a) have made you aware they are suffering from increased pressure stress/; b) is demonstrating signs and symptoms of stress; and c) has been off work due to a stress related absence.

II.   For a **team/role** – the risk assessment should form part of the normal risk assessment process which considers significant hazards/risks, which includes work-related stress factors. To support manager in considering all risk factors, the 'Managing resilience within a Team/Role' assessment tool should be used proactively. This means you do not wait for problems until you risk assess. All relevant employees must be involved (i.e. at team level if similar activities are undertaken or for a specific role). The assessment tool comes with guidance on how to use it and get the most out of it. This assessment is a proactive assessment to ensure potential stressors are managed before the effects can be realised. A manager must ensure this is undertaken for their area of control.

These assessment tools will enable managers and employees to have a two-way conversation (participation) and identify risk factors and appropriate control measures for resilience.

Once completed, the employee form is classified as 'Protect' in accordance with WCC's information management standards.

6.2 Control measures

WCC recognises that successful management of resilience is undertaken at three different levels of intervention as described in the sections below:

6.2.1 Organisational, Group and Local/Manager strategies

The management process for resilience and wellbeing is considered corporately for the organisation initially. It is then considered at Group level and then locally by managers. In their capacity for providing strategic direction across Groups for HR&OD the HR Business Partners will lead on the Corporate/Group assessment.

Locally, managers will undertake their own risk assessments (refer to Section 6.1) to identify existing control measures and any further action that is to be taken to improve resilience and thus prevent/reduce the cause(s) of stress at an individual employee or service/team level.

6.2.2 Training and Competency

The HSE, in association with the Chartered Institute of Personnel and Development (CIPD) and Investors in People (IIP), have designed a 'Line Manager Competency Indicator Tool' to allow managers to self-assess whether they currently have the behaviours identified as effective for preventing and reducing stress at work. Its aim is to help managers reflect on their behaviour and management style. Managers should undertake this self-assessment.

For Schools, refer to training on the health and safety document library on www.warwickshire.gov.uk/SchoolHSdocs

6.2.3 Support services for employees

In-house short term support and counselling - The Council provides and maintains access to a confidential short term support and counselling service for employees (at no cost to the employee) via:

- the Staff Care Service for Resources, Communities and People Group employees (with the exception of schools);
- HR Advisory Service for school employees;
- the Staff Wellbeing Advisor and Counsellor for Fire and Rescue employees (based in F&RS Occupational Health).

For bullying and harassment issues, the WCC Harassment Contacts can also be contacted confidentially. For information refer to the equalities and diversity information on the HR internet www.warwickshire.gov.uk/hr.

Wellbeing Information
The 'Your Wellbeing' pages on the health, safety and wellbeing intranet provides employees with access to health and wellbeing information/ signposts for employees to peruse as they require. This is available on the intranet under 'Your Wellbeing' at Intranet > Helping You Work > HR > Health, Safety and Workforce Wellbeing

The health, safety and wellbeing service will communicate relevant health, safety and wellbeing information to managers and employees as part of their communication plan. This will ensure that colleagues without access to the intranet also receive relevant information.

Occupational Health referrals –
The Occupational Health referrals process is detailed within the Sickness Absence Policy. To enable employees to receive appropriate and timely support, referrals are made by managers through the HR Advisory Service to Occupational Health. In relation to stress, they are required if:

- an employee has been absent for a stress related issue (i.e. anxiety, depression, etc.) for more than 20 days (long term absence); or
- a 'managing an individual employee's resilience' assessment has identified that a referral would be required/beneficial; or
- if you have been informed by an employee that their absence is stress related and an early referral would be beneficial (this is to enable an early intervention - liaise with your HR Advisor on appropriate timescales to refer).

As best practice, the referral should include a copy of the employees 'managing resilience assessment'. For information on occupational health referrals and the process to follow, refer to the WCC Sickness Absence Policy and accompanying guidance documents.

Other policies, arrangements and procedures - There are other systems in place within WCC that will assist managers and employees in managing resilience and providing support. These include, but aren't exhaustive, the following:

- Health and safety policies, arrangements and procedures
- HR information available on www.warwickshire.gov.uk/hr:
  - Equality and Diversity policies and procedures;
  - Flexible Working Policy, where appropriate;
  - Bullying and Harassment Policy and Contacts;
  - Learning and development opportunities for employees and managers; and
  - Other documents, such as, Family Friendly Guide, Sickness Absence Policy.

7.0 Equality and Accessibility Information

- If this information is difficult to understand, the Health, Safety and Wellbeing Service can provide it in another format, for example Braille, in large print, on audiotape or another language.
- A full Equality Impact Assessment has been undertaken for this Policy.

8.0 Contact Information

For Schools, refer to the health and safety document library on www.warwickshire.gov.uk/SchoolHSdocs

Alternatively you can contact the Health, Safety and Wellbeing Service on healthandsafety@warwickshire.gov.uk or telephone 01926 476803.

Glossary

The key terms used within this Policy are outlined below:

Line Manager Competency Indicator Tool

- The HSE, in association with the Chartered Institute of Personnel and Development and Investors in People, have designed a series of tools to allow managers to assess whether they currently have the behaviours identified as effective for preventing and reducing stress at work; its aim is to help managers reflect on their behaviour and management style.
- This simple tool allows for a self-assessment by managers based on their own interpretation of how they behave.
- The tool is available on the HSE website http://www.hse.gov.uk/stress/mcit.htm

Managing Resilience Assessment Process

- For an employee, the assessment tool for '**Managing an individual employee's resilience**' should be used. Both manager and employee must be involved in this process. The assessment tool comes with guidance on how to use it and get the most out of it.
- For a team/role, the assessment tool for **'Managing resilience within a Team/Role**' should be used. All relevant employees must be involved in this process. The assessment tool comes with guidance on how to use it and get the most out of it.

Mental Health

- The Council adopts the World Health Organisation (WHO) definition of mental health, which is:
  'Mental health is a state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community'.

Resilience

- The ability to maintain successful performance and wellbeing while under pressure and facing difficult/challenging times. It includes recovering from and/or adjusting quickly from misfortune or change.

Stress:

- The Council adopts the Health and Safety Executive (HSE) definition of stress which is:
  'The adverse reaction people have to excessive pressure and other types of demands placed on them'.

Please note: There is a difference between pressure and stress. Pressure can be positive and a motivating factor, and is often essential in a job. It can help us achieve our goals and perform better. Stress occurs when this pressure becomes excessive. Stress is a natural reaction to too much pressure.

The HSE Management Standards

- Is a tool which can be used by employers to assist in the identification of workplace stressors. It does this by defining the characteristics, or culture, of an organisation where the risks from work-related stress are being effectively management and controlled.
- They cover 6 key areas of work design that, if not properly managed are associated with poor health and wellbeing, lower productivity and increased sickness absence. These are: a) understanding of the **role** within the organisation; b) the **demands** of the job; c) **control** over work; d) **relationships** at work; e) **change** and how it's managed; and, f) **support** received from managers and colleagues.
- WCC had adopted the HSE Management Standards approach for managing work-related stress/ resilience.

Wellbeing

- The subjective state of being healthy, happy, contented, comfortable and satisfied with one's quality of life.

Wellness Action Plan (WAP)

- Wellness Actions Plans (WAPs) are an easy, practical way of helping employees to support their own mental health (This document is similar to what some organisations call an 'advance statement'). They also help managers to open up a dialogue about mental health within their team.
- Everyone can complete a WAP, you don't need to have a mental health problem in order to feel the benefits. It just means that you already have practical steps in place to ensure you are supported when you aren't feeling great.
- Refer to the 'Mind' document 'Guide to Wellness Action Plans' available on the health and safety intranet (see Section 8.0 for access details)

Work-Related Stress

- The Council adopts the HSE's term for defining work-related stress, which is:
  "The adverse reaction people have to excessive pressures or other types of demand placed on them at