![Diocese of Worcester Multi Academy Trust logo — To Love | To Learn | To Serve]

POSITIVE MENTAL HEALTH AND WELLBEING POLICY

2025-2027

MAT Board Approval:	July 2025
Last Review:	July 2025
Review Date:	Summer 2027
Member of Staff Responsible:	CEO

DoWMAT Vision and Values

Our Vision

DOWMAT's vision is to foster an inclusive, nurturing environment where everyone flourishes - academically, spiritually, and personally. Rooted in Christian values, we prioritise the vulnerable, promote work-life balance, and strive to deliver exceptional education, while celebrating each academy's unique identity—reflecting the fullness of life promised in John 10:10.

'To love, to learn, to serve - through collaboration, honesty, and hope.'

Our Values

Love

We are committed to **Compassion and Care**: As Christ commands, we strive to love one another deeply, fostering empathy, respect, and kindness. We create a culture where we genuinely care for each other, supporting personal, professional and spiritual growth, as we walk in His love.

Learn

We are committed to **Continuous Growth and Wisdom**: Following the call to grow in knowledge and understanding, we cultivate a culture of curiosity, adaptability, and continual improvement. We encourage all to seek wisdom and learning, guided by God's truth, that we might serve more effectively.

Serve

We are committed to **Service and Impact**: Inspired by Christ's example of humble service, we dedicate ourselves to serving others, contributing to the well-being of our schools, communities, and beyond, bringing His light and love into all we do.

Collaboration

We are committed to **Unity in Purpose**: We value working together in mutual respect, knowing that through collaboration, we can have a greater impact supporting each other to achieve our shared vision.

Honesty

We are committed to **Integrity and Truth**: Following Christ's call to live in truth, we foster a culture of honesty, transparency, and trust, ensuring that our actions reflect His integrity in all dealings, upholding the highest ethical standards.

Hope

We are committed to **Inspiring Hope and Faith**: As bearers of Christ's hope, we instil in every individual the belief in their God-given potential to achieve great things, trusting in His plan to bring good out of all circumstances, and inspiring hope for a future filled with His promises.

Contents

POSITIVE MENTAL HEALTH AND WELLBEING POLICY

Policy statement:

At The Diocese of Worcester Multi Academy Trust we realise that good mental health and emotional wellbeing is the foundation stone for all health. We value diversity, and we are committed to promoting a Whole Academy Approach (WSA) driven by the 5 Steps to Mental Health and Wellbeing | Anna Freud and the eight principles set out by the PHE/DfE document Promoting children and young people's mental health and wellbeing (publishing.service.gov.uk). We aim to help pupils to be happy and successful, prevent problems before they arise and become resilient. We are committed to working within trauma informed and attachment aware approaches in an inclusive, respectful and open environment.

Purpose of this Policy

This policy aims to ensure we take a whole academy approach to mental health and wellbeing and sets out:
- How we aim to prevent mental health and wellbeing problems arising for pupils, staff and parents/ carers
- How we promote good mental health and wellbeing for pupils, staff and parents/ carers
- How we identify and support pupils with mental health and wellbeing needs
- How we train and support all staff to understand mental health issues and spot early warning signs for pupils, parents/ carers and other staff
- How we will support access to early help and specialist to prevent mental health problems getting worse
- How we will support parents, staff and pupils to access advice and support

This policy will operate in conjunction with the following policies:
- DOWMAT Behaviour Statement
- DoWMAT Child Protection and Safeguarding Statement
- DoWMAT Relationships at Work Policy
- DoWMAT Code of Conduct
- DoWMAT Workload and Wellbeing Charter (TBC)

Leadership & Management Roles and Responsibilities

We believe that all staff have roles and responsibilities to promote positive mental health and wellbeing, and to understand about protective and risk factors for mental health.
Good mental health and wellbeing is supported across the Trust and in academy by the following staff roles and responsibilities.

The Central Trust Team and the DoWMAT Board of Directors

The CEO has overall strategic responsibility for the trust and its schools and as such will work closely with the Headteachers and Trust Mental Health and Well-being Lead. The Board of Directors will delegate responsibility for mental health and well-being to the Quality of Education Committee which will have this as a standing agenda item at each of its meetings. This committee of the Board will also focus on supporting the Trust to embed its mental health and wellbeing provision. Annual Trust surveys of pupils, staff, headteachers and governors will monitor mental health and well-being and be shared with the Trust Board, with actions for

improvement where required. Staff mental health and well-being will be a key priority within the Trust People Strategy.

Nominated Local Academy Board Member for Mental Health & Wellbeing

Responsible for creating a connection between the governing body and the academy. The nominated governor for Special Educational Needs and Disabilities in each academy will also focus on supporting the academy to embed its mental health and wellbeing provision. Mental health and wellbeing will be a key area of focus in monitoring visits/Governing Body meetings. Governors can access training through governor hub or The National College in conjunction with their academy.

Headteacher:

Has overall strategic responsibility for the academy ethos with respect to mental and emotional wellbeing, implementation, audit and review of this policy. They will keep staff fully informed, trained and up to date and support working in a trauma informed way.

Senior Lead for Mental Health:

This role leads and has oversight of the academy trauma informed approach to promote positive mental health and wellbeing in the academy community.

Special Educational Needs Coordinator (SENCO)

Responsible for strategically leading and co-ordinating SEND identification systems and provision for all pupils with SEND in the academy. The SENCO ensures that all adults working in the academy understand their responsibilities to children with SEND. For this policy this includes pupils whose persistent mental health difficulties mean they need special educational provision. Specifically, the SENCO will ensure that colleagues understand how the academy identifies and meets pupils' needs, provide advice and support to colleagues, and liaise with external SEND professionals as necessary with regards to mental health and wellbeing.

Designated Safeguarding Leads (DSL)

The DSLs provide support to staff to carry out their safeguarding duties and they liaise closely with other services such as the local authority children's social care and CAMHS in relation to children and young people's mental health. For more information please visit Safeguarding children | Worcestershire County Council

All Staff

Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs get early intervention and the support they need. It is important that all staff work in a trauma informed way.

All staff will understand about possible risk factors that might make some children more likely to experience problems. Staff will be provided with training and teaching resources to identify possible signs that a pupil could be struggling.

These can include: a physical long-term illness, having a parent who has mental health difficulties, bereavement, family breakdown and bullying. Staff will also understand the factors that protect children,

such as having positive self-esteem, positive communication, developing problem-solving skills, emotional resilience, a sense of worth and belonging and emotional literacy. These lists are not exhaustive. More details can be found here Mental health information : Mentally Healthy Academies

Any member of staff concerned about a pupil will take this seriously and raise with the SENCO/Inclusion Manager or Designated Safeguarding Lead.

Staff development

Staff development will aim to support the wellbeing of staff and that of students.

The minimum staff training will be:
- 1 trained staff member as Senior Mental Health Lead
- 1 trained staff member as Mental Health First Aider
- All staff Annual Safeguarding Training – with regular updates through the year
- All staff Trauma Informed and Attachment Aware Whole Academy Approach
- All staff Emotion Coaching and PACE

The Senior Mental Health Lead training will be from a recognised provider of this training and appropriate to the experience of the staff member holding this post.

Additional training will include: Trauma Informed Attachment https://www.worcestershire.gov.uk/council-services/childrens-services/virtual-academy/virtual-academy-training-and-bespoke-packages-academys
- Zero Suicide alliance training Free online training from Zero Suicide Alliance
- Child bereavement
  - Winston's Wish - giving hope to grieving children (winstonswish.org)
  - Home - Touchstones Support (touchstones-support.org.uk)
  - England - 2 Wish
  - Talk to Footsteps
- Suicide prevention training from Papyrus What we offer | Papyrus (papyrus-uk.org)
- ASIST (Applied Suicide Intervention skills training
  - ASIST - Grassroots Suicide Prevention (prevent-suicide.org.uk)
  - ASIST | Suicide Prevention Training | Papyrus UK (papyrus-uk.org)
  - LivingWorks ASIST - LivingWorks
- ELSA training

Supporting Pupils' Positive Mental Health

We believe we have a key role in promoting pupils' positive mental health and wellbeing and helping to prevent mental health problems. We believe in enabling pupil's voices to influence decisions. In supporting the mental health of our pupil's, we focus on the following 3 tiered support approach:
- Universal support (preventing and promoting)
- In academy support (identifying and supporting)
- Special support (access to early help and or specialist support)

The table below sets out actions and processes that we as a academy will follow, depending upon the type of support required.

POSITIVE MENTAL HEALTH AND WELLBEING POLICY

Universal Support		
Approach	**Detail**	**Links**
Ethos and environment	Trauma Informed and Attachment Aware Whole Academy Approaches	[Virtual academy training and bespoke packages for academys	Worcestershire County Council Anti-Bullying Policies](#)
Curriculum : teaching and learning	Curriculum teaching and learning to promote resilience and support social and emotional learning, including physical activity are part of each academy's broad and balanced curriculum	Each academy's curriculum is presented on the academy website

POSITIVE MENTAL HEALTH AND WELLBEING POLICY

Academy strategies	Worship plans raise awareness of mental health and wellbeing	Academy Zone | Campaigns | Campaign Resource Centre
	Parent Workshops and Newsletter items raise the profile of Mental Health and Wellbeing with parents	Mental health assemblies - Peer Education Project (PEP) | Mental Health Foundation
		Mental health (pshe-association.org.uk)
	Each academy ahs an Anti-bullying policy and this is part of the PSHE curriculum	Resource hub: Mentally Healthy Academys
		Parents Mental Health Support | Advice for Your Child | YoungMinds
	Strategies are used at playtimes to promote positive friendships – eg buddy systems/playleaders	Parenting Mental Health | Home
		Examples of peer support schemes (anti-bullyingalliance.org.uk)
	Opportunities for outdoor classes and working in and with nature are part of the curriculum	Anti-Bullying Week 2024: Choose Respect (anti-bullyingalliance.org.uk)
	The importance of daily physical activity is promoted	Etruscan Primary Academy - Friendship and Playground Buddies
	Pupils have leadership roles within academy eg. academy councils, pupil parliaments, play leaders, monitors., eco leaders	Outdoor learning ideas | Learning through Landscapes (ltl.org.uk) https://www.woodlandtrust.org.uk/media/43645/outdoor-learning-resource-pack.pdf
	Mental Health and wellbeing is promoted in the academy environment with posters and displays	The Daily Mile | UK An introduction to active learning and active classrooms (governorsforacademys.org.uk)
	There is a Bereavement Policy in place and families are signposted to support networks.	Include pupils, staff and parents and carers in decision-making | Anna Freud
		Pupil voice: Mentally Healthy Academys

POSITIVE MENTAL HEALTH AND WELLBEING POLICY

		Inspiring and enabling pupil and learner voice – Teaching (blog.gov.uk)
		Online resources for academies | Child Bereavement UK
		Resources, Publications & Support Information | Winston's Wish
		Bereavement Resources for Educational Settings | BEEM
		Traumatic bereavement resources | Anna Freud
		Resources and Activities | Nelson's Journey | Child Bereavement Help for Norfolk

POSITIVE MENTAL HEALTH AND WELLBEING POLICY

In academy support

| **Identifying need and Early Help support options** | The academy will take the following steps when there are concerns about a child or young person's emotional or mental health:
1. Discuss concerns with parents/carers
2. Complete an in house/academy assessment and share the outcomes with parents/ carers.
3. Consider which early intervention academy strategies would be the most appropriate for the child or young person. These may include:
   a. 1:1 support with a trained member of staff
   b. Lunch clubs
   c. SAND therapy
   d. Talking/Drawing
   e. Targeted clubs
   f. Circle of Friends
   g. Bereavement support
   h. Use of the WCF suicide attempts guidance toolkit: Document title (worcestershire.gov.uk)
   i. Other strategies accessed by individual academys

Targeted support : Mentally Healthy Academys
In some cases, a pupil's social emotional mental health needs may require not just an in academy assessment and support but referral to further in academy support or a primary care or specialist service, see below. | Our academy will use the mental health route map of support listed here: Mental Health Route Map (worcestershire.gov.uk)
See appendix 1
Social, emotional and mental health \| Worcestershire County Council

Document title (worcestershire.gov.uk) |

Specialist Support		

Identifying need and additional specialist support	If the child or young person continues to exhibit emotional or mental health concerns or if the assessment indicates more specialist support may be needed the academy will explore, in partnership with parents, support from outside agencies, the first steps may include:
	
	    a. Referral to a Public Health Nurse (Academy Nurse).
	    b. Referral to a Youth Mental Health Hub
	    c. Referral to other Early Help support
	    d. Referral to Reach for Wellbeing
	
	Finally, the academy may, after a discussion with the child or young person's parents:
	
	    e. Advise a GP appointment is organised
	    f. Make a referral directly to CAMHS
	    g. Make a referral to an Educational Psychologist
		Guidance on accessing these services can be found here Professionals' Toolkit	Worcestershire County Council in the health referrals toolkit.

Suicide Prevention and Attempts

The academy will use the WCC guidance on suggested action to take in the attempt of a suspected suicide, here; Guidance for Educational Settings Following the Suspected or Known Attempted Suicide of a Child or Young Person. In addition the academy will use the Guidance for Educational settings following the death of a child or staff member to support pupils and staff in these situations.

WCF Guidance for Educational Settings

Working with Parents and Carers

We recognise the fundamental role parents and carers have in promoting and supporting the social, emotional and mental health and wellbeing of their children, and in particular with protecting and supporting their children's mental health.

As an academy we also recognise that a child's mental health will be affected by their parents and carers mental health, and so we are committed to providing updated information on what services parents and carers can access to keep themselves well.

POSITIVE MENTAL HEALTH AND WELLBEING POLICY

Some signposting options for parents and carers are listed below and will be included on the school website
- [Solihull Approach - FREE online parenting courses in Worcestershire | Starting Well (startingwellworcs.nhs.uk)](startingwellworcs.nhs.uk)
- [Wellbeing support for parents and carers in Worcestershire | Starting Well (startingwellworcs.nhs.uk)](startingwellworcs.nhs.uk)
- [Information about support for parents and carers | Worcestershire County Council]
- [Am I a carer? | Worcestershire Association of Carers (carersworcs.org.uk)]
- [Parents Mental Health Support | Advice for Your Child | YoungMinds]

Supporting Staff's Positive Mental Health

The DoWMAT are committed to supporting the positive mental health and wellbeing of our whole community including our staff at all levels.

We know that everyone experiences life challenges that can make us vulnerable, and at times, anyone may need additional mental and emotional support. We take the view that positive mental health and wellbeing is everybody's business and that we all have a role to play.

We will ensure that staff are aware of what support is available within our trust and staff know how to access further support.

All staff can access support through the Employee Assistance Programme provided by the Schools Advisory Service at www.schooladvice.co.uk   The following services can be accessed:

Physiotherapy – 01773814403

Counselling – 01773 814402

Integrated GP Service – 01773 447522

Pupil Wellbeing – 01773 814095

Wellbeing Enquiries – 01773 814404

Cancer and Nurse Support – 01773 814404

Support is also available through the Education Support Service on08000 562561 or www.educationsupport.org.uk

Links to other policies are:
- DoWMAT Code of Conduct
  DoWMAT Appraisal Policy
- DoWMAT Safer Recruitment Policy
- DoWMAT Stress Risk Assessment Form – see appendix 2

Practical strategies we will use as a trust and promote with the headteachers of our academies to promote good staff wellbeing will include:
- Encouraging a healthy workload and life balance at trust and academy level

- Provide training for headteachers on developing effective workload reduction strategies in each academy
- Organising work and being realistic about timescales to prevent staff overload.
- Making staff recognition and praise a normal part of our culture. Setting aside regular time slots in meetings to do this.
- Staff appraisal that is encouraging and that concentrates on praise.
- Creating a sense of belonging to the trust with shared training, events and regular communication
- Fully inform and update staff on ways of accessing mental and emotional wellbeing support
- Provide opportunities for reflective practice, supervision, coaching and peer support
- Signing up to the Workplace Wellbeing Network Workplace health | Worcestershire County Council

Monitoring and Audit

This policy will be monitored by the trust every two years
This policy will be audited biannually and shared with the Trust Board at the time of the policy review.

Review

This policy will be reviewed and updated every 2 years, the date of the next review and update will be 01/09/2027.

Useful links

Work Well Live Better | Worcestershire County Council
It aims to help businesses improve the health and wellbeing of their workforce, by taking a preventative approach, whilst supporting businesses to reduce levels of absenteeism, staff turnover, and increase productivity and retention rates.

Mental health lead resource hub : Mentally Healthy Schools
Resources for the whole school/college approach to mental health and wellbeing based around the 8 principles.

Resource hub: Mentally Healthy Schools
Resources for classroom and wellbeing support including a calendar of curriculum themes and occasions linked to mental health with activity ideas and free resources for each theme.

Guidance for Educational Settings Following the suspected or known attempted suicide of a child or young person
Guidance to help a school community consider what action to take in the event of a known or suspected attempted suicide or cluster of suicide attempts within a pupil population

Senior mental health lead training - GOV.UK (www.gov.uk)

POSITIVE MENTAL HEALTH AND WELLBEING POLICY

For more information to apply for a grant to train a senior mental health lead to develop your school or college's approach to mental health and wellbeing.

Ten ways to support school staff wellbeing | Anna Freud

A resource exploring ten questions that schools should bear in mind when approaching staff wellbeing.

Mental Health Route Map (worcestershire.gov.uk)

This interactive route map provides information to schools about support and services available from Universal to specialist to promote positive mental wellbeing for children and young people in educational settings.

Professionals' Toolkit | Worcestershire County Council

Templates, guidance and resources to support senior leaders in schools, e.g. SENCOs, DSLs, to promote inclusion and meet identified needs.

Social, emotional and mental health | Worcestershire County Council
- Trauma informed approach
- Anxiety
- Self harm

Parent carer engagement toolkit | Worcestershire County Council

Bereavement support | Worcestershire County Council

Organisations that offer bereavement support, including the bereaved by suicide service for those bereaved by or impacted by suicide, whenever the death by suicide occurred.

Evidence based teaching resources for promoting good mental health

Programme name	Type of approach
PATHs	Full year teaching programme for YR to Y6 30–55 sessions per school year, 20–30 minutes duration
Zippy's Friends	Full year teaching programme YR to Y6 (or Y7) printed or online resources
FUN Friends/Friends for LIFE	KS2: 10 x 1-hour sessions e.g. 15 mins every day.. Universal package but also packages for children are struggling e.g. a bereavement, illness, LD.
my HappyMind	EYs to Y6 plus Y7 transition programme 25 lessons per year group.

POSITIVE MENTAL HEALTH AND WELLBEING POLICY

Resilience in Children | Positive Psychology Center	The Penn resilience programme for middle school students
QUT Resourceful Adolescent Program - RAP-A - For Adolescents	Aged 9-16: Built to build resilience and promote positive MH in teenagers 11 x 50 min sessions (usually run as part of curriculum)
Parenting programme Home - Triple P UK Ltd	Aged 2-9 years: online or app Self directed web based parenting intervention 8 x 30-60min sessions (can include 3hrs practitioner support)

POSITIVE MENTAL HEALTH AND WELLBEING POLICY

Appendix 1

Ctrl + Click image to follow link below

MENTAL HEALTH SUPPORT IN EDUCATIONAL SETTINGS
WHAT IS AVAILABLE IN WORCESTERSHIRE

UNIVERSAL & PREVENTATIVE

- Senior Mental Health Lead Training
- Whole School Mental Health Approaches
- Trauma Informed training
- Inclusion website
- PSHE curriculum
- Early Help website
- Starting Well website
- Training offer from WCF services
- Papyrus training
- WEST website
- Perryfields PRU toolkit

EARLY INTERVENTION (TARGETED IN SCHOOL SUPPORT)

- Emotional Literacy Support Assistants (ELSA)
- Mental Health Ambassadors
- Mental Health First Aiders
- Early Help Offer
- Starting Well Service Offer
- Directory of Mental Health support

TARGETED INTERVENTIONS (WITH SUPPORT FROM EXTERNAL AGENCIES)

- WEST teams
- WCF Autism/CCN team
- WCF Educational Psychology Service
- School nursing team
- CAMHS Reach for Wellbeing
- Act On It
- CAMHS CAST
- Anchor
- Social Prescribing through GPs
- Community Paediatricans
- Family Front Door
- AP Directory

SPECIAL SUPPORT

- Specialist CAMHS single point of access: LD Team/ Eating Disorders/Crisis and Home Visiting Team/ Under 5 Team/Youth Team (16+)

WORCESTERSHIRE CHILDREN FIRST

Appendix 2

Stress / Health Risk Assessment Form

Subject of risk assessment: Whole School / team / individual

No of employees:

Reason for this risk assessment:

RISK FACTORS TO CONSIDER:

ROLE WITHIN ORGANISATION

Action point no.	Issues identified, e.g.	Suggestions / Considerations	Notes	R	A	G
1	Job role not clear	• Ensure employees have a job description thatclearly defines their role within the team andorganisation				
2	Lack of clarity over line management	• Ensure reporting lines are outlined • Provide a clear company structure/hierarchy				
3	A culture that views stress as a sign of weakness	• Approachable management team • Ensure open communication between staff andmanagers • Consider qualified mental health first aid trainedstaff on the ground				
4	Lack of communication	• Communicate clear business objectives to team • Ensure close employee involvement during times ofchange • Regular team meetings				
5	Overlapping of work with staff in other teams/phases	• Ensure outputs of each department is clear • Encourage communication between phases / teams				

| 6 | A culture of long hours, or taking work home | • Lead by example and avoid working excessively longhours
• Check staff are suitably qualified/trained for role
• Schedule work effectively | | | | |

DEMANDS: Workload, work patterns and the work environment						
Action point no.	**Issues identified, e.g.**	**Suggestions / Considerations**	**Notes**	**R**	**A**	**G**
1	Excessive workload/long hours	• Help staff prioritise tasks • Re-allocation of work (temporarily or permanently) • Limit email/text/phone communication outside ofhours • Ensure leave is taken				
2	Staff not properly qualified for role	• Ensure staff are not under-qualified or overqualifiedfor their role • Provide additional training, e.g. time management,assertiveness • Schedule regular career planning discussions				
3	Repetitive or unfulfilling work	• Consider job rotation • Increase scope of role or variety of tasks • Give staff more autonomy over role				

POSITIVE MENTAL HEALTH AND WELLBEING POLICY

Action point no.	Issues identified, e.g.	Suggestions / Considerations	Notes	R	A	G
4	Inadequate resources to meet tasks	• Analyse what is required for large projects/tasks(staff, deadlines, equipment etc)				
5	Issues with physical working environment(temperature, light, ventilation etc.)	• Make physical adjustments where necessary - enable staff to adjust lighting, temperature,ventilation • Ensure hazards are controlled • Encourage rest/lunch breaks				
6	Problems with psychological working environment (verbal abuse, threat of violence, poor managementetc.)	• Encourage all staff to report issues to manager • Fully investigate complaints • Keep track of absence levels, and compare across departments				
CONTROL How much control staff have in the way they do their work						
Action point no.	**Issues identified, e.g.**	**Suggestions / Considerations**	**Notes**	**R**	**A**	**G**
1	Inability of staff to maintain work/life balance	• Ensure staff take holiday entitlement • Set a protocol that ensures staff have time free fromwork communications • Encourage managers to lead by example				
2	Rigid work patterns	• Consider varying working conditions (e.g. flexibleworking, compressed hours, working from home)				

POSITIVE MENTAL HEALTH AND WELLBEING POLICY

Action point no.	Issues identified, e.g.	Suggestions / Considerations	Notes	R	A	G
		• Prioritise tasks and outline deadlines				
3	Lack of opportunity for staff to develop skills/useinitiative	• Ensure staff have variety in their roles • Encourage open conversation betweenmanagement and staff • Provide training to promote personal development				

RELATIONSHIPS						
Action point no.	**Issues identified, e.g.**	**Suggestions / Considerations**	**Notes**	**R**	**A**	**G**
1	Low morale	• Promote a positive culture of trust • Find ways to celebrate success (rewards, bonus,staff lunches etc) • Ensure staff know how to praise staff				
2	Staff feel bullied, harassed or excluded	• Write a Bullying & Harassment policy andcommunicate to all teams • Consider diversity and equality training				
3	Lack of support, or fear about raising issues	• Encourage positive and constructive conversation atall levels • Create a procedure for staff to raise issues • Investigate all issues and take appropriate action assoon as possible				

POSITIVE MENTAL HEALTH AND WELLBEING POLICY

| 4 | Poor relationships/ongoing grievances between team members | • Discuss problems openly with individuals at anearly stage
• Check skills of management
• Refer to existing company policies such asgrievance or complaint procedures | | | | |

SUPPORT						
Action point no.	**Issues identified, e.g.**	**Suggestions / Considerations**	**Notes**	**R**	**A**	**G**
1	Staff feel unable to raise issues/concerns	• Ensure positive and open communication betweenall staff • Implement and monitor existing policies andprocedures in your business				
2	Staff feel unsupported in the workplace	• Make staff aware of support available within theorganisation e.g. line manager, mentors • Raise awareness of support outside of the business (e.g. Mental Health First Aiders, counselling, occupational health, Health and Safety Officer)				
3	Lack of support for those with disabilities or mental illhealth	• Seek advice from HR, Occupational Health, Health& Safety Officer • Support/inductions for those returning to work after long absence				

POSITIVE MENTAL HEALTH AND WELLBEING POLICY

| 4 | Staff feel undervalued, or not praised for work | • Ensure managers and leaders have training on howto provide recognition

• Praise staff and reward success | | | | |

CHANGE How organisational change (large or small) is managed and communicated in the organisation						
Action point no.	**Issues identified, e.g.**	**Suggestions / Considerations**	**Notes**	**R**	**A**	**G**
1	Staff feel unsure about changes happening in the department/business - and how they may be affected	• Ensure good communication throughout period ofchange • Consult with staff at an early stage of transition,explaining what will happen and when • Ensure staff have the opportunity to raise concerns/views • Monitor absences/changes in behaviour • Take into consideration presenteeism and how youcan identify it				
2	Staff feel under-supported during the transition period	• Ensure staff have appropriate training or supportduring times of change • Allocate a team member that all staff can approachthroughout the change period • Ongoing communication between management and wider team				

POSITIVE MENTAL HEALTH AND WELLBEING POLICY

| 3 | Staff have inexperience/fear of new technology/ITsystems | • Provide any necessary training for staff before thechange period

• Ensure a manager/experienced team member isavailable to offer support throughout | | | | |

DECLARATION

Signature: **Date:**

POSITIVE MENTAL HEALTH AND WELLBEING POLICY