



MAT EXCELLENCE
AWARDS

Welcome to
WELLBEING

With thanks to our contributors:

Sarah Orves, ASSET Education
Nicky Wise and Leanne Frankish, Victorious Academies
Sam Garner, Wellbeing Consultant

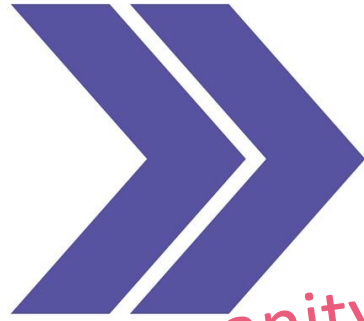
11:35 – 12:20

Hosted by:



#MATExcellenceAwards

ASSET Education



Nurturing humanity

  **Complete**
  **Human**
  **Strategy**

The ASSET way to wellbeing



Vision

Ambition To create a place where people thrive in an environment of ambition, caring and celebration and where physical and mental wellbeing have an equal value to academic achievement

Feb 2019 A group of 21 staff and trustees embarked on a 3 day study tour to Amsterdam, a country known for its high levels of wellbeing

Using the evidence and research from this trip ASSET created a new model that focuses on the whole person when addressing wellbeing



The 6 Pillars of the Complete Human Strategy



Pillar One

Structure & Stability

Systems that work, using evidence to help us succeed



Pillar Two

Expertise

Getting the right information and support to the right people



Pillar Three

Positivity

Bright, can-do attitudes that aim high



Pillar Four

Relationships and Communication

Strong, trusting and positive relationships based on open, honest and clear communication



Pillar Five

Place

The physical environment in which I work and learn, inside, and outside



Pillar Six

Time Well Spent

Spending our time productively and making the most of every moment

We seek to equip and empower the next generation of children to create a more compassionate, equitable and sustainable world where they personally and collectively

OUR VISION

To achieve our vision we work as a group of schools in collaboration as one entity, focusing on high standards and excellent practice across all schools, so that every individual has the skills, knowledge, behaviours, values and support they need be the best they can be and to make their contribution to the benefit of all.

OUR AMBITIONS 2025

The work we do and the choices we make will deliver these impacts by 2025 – these are the things by which we judge ourselves to be successful as a Trust, and embody our values of Excellence and Equity.

This is what we do.

DRIVERS 2023-25

These are our business enablers – and embody our values of Empowerment and Engagement.

This is how we do it.

FOUNDATIONS

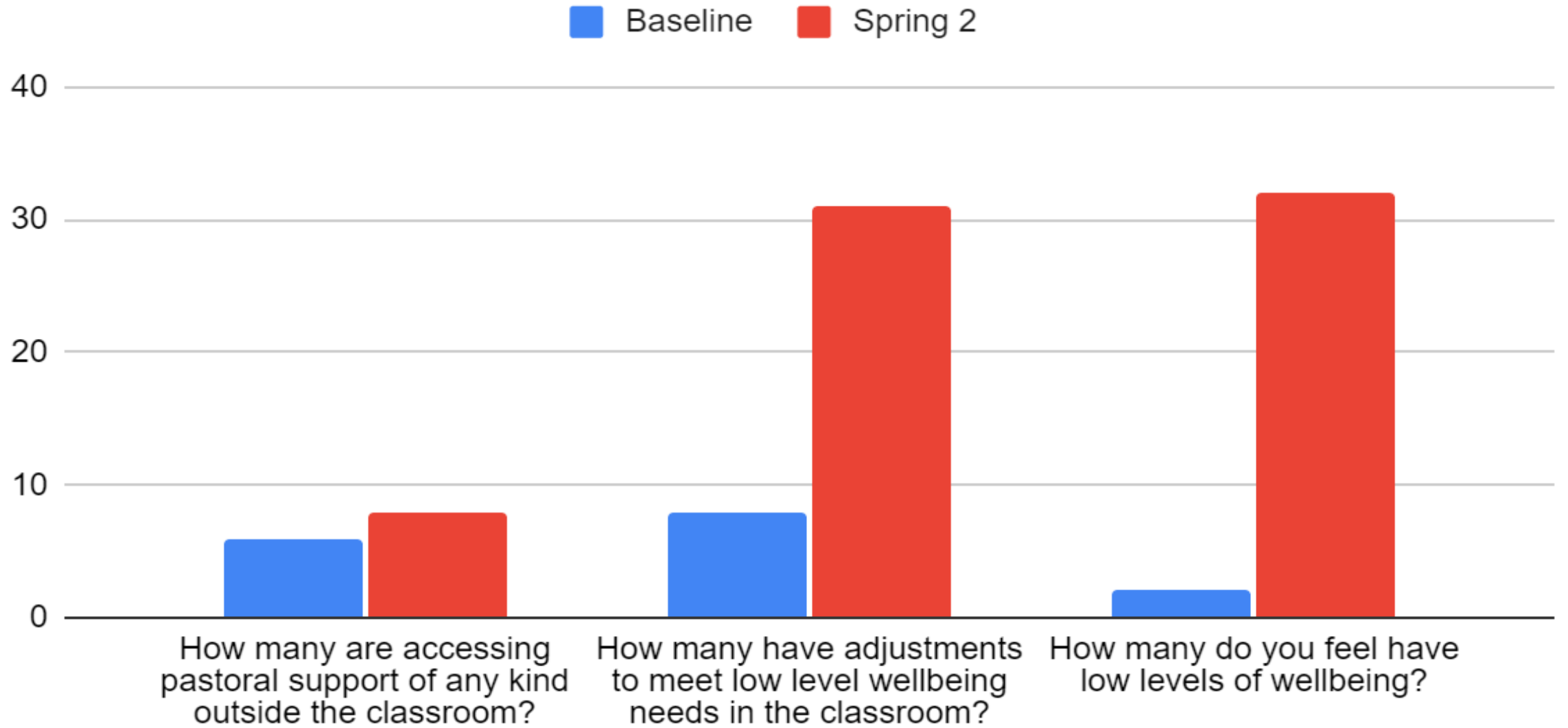
With a deep focus on humanity and relationships, **our foundations** are **always based on** these elements of our **Complete Human Strategy**.

<p>ASSET PUPILS...</p> <ul style="list-style-type: none"> • have their needs met • Make good progress • Achieve in line with peers regardless of deprivation or vulnerability • Love books and reading • Have opinions and agency • Stand out in high school • Have a deep love of learning across many subject areas 	<p>ASSET STAFF...</p> <ul style="list-style-type: none"> • Thrive, as compassionate, resilient people with good wellbeing and work life balance • Are committed and empowered to continue their personal and professional development • Are representative of the communities that they serve • Agree ASSET values them, their relationships and learning 	<p>ASSET SCHOOLS...</p> <ul style="list-style-type: none"> • Achieve at or above national average for pupil outcomes • Secure positive recognition with Ofsted and other external organisations • Are at least 97% full • Maintain attendance of vulnerable students at least at 96% 	<p>ASSET TRUST...</p> <ul style="list-style-type: none"> • Performs in the top 20% nationally for pupil outcomes • Educates at least 5000 pupils • Is an employer of choice • Maintains a reduced carbon footprint with 20% of land returned to nature 	<p>COMMUNITIES served by ASSET...</p> <ul style="list-style-type: none"> • Have high levels of social and cultural capital
---	--	---	---	--

Making Space  **Improving through ownership & collaboration**  **Celebrating passion and care**

 <p>Structure & Stability</p>	 <p>Place</p>	 <p>Relationships & Communication</p>	 <p>Time Well Spent</p>	 <p>Expertise</p>	 <p>Positivity</p>
--	--	--	--	--	---

Baseline and Spring 2



Tier one

The Impact so far...

ImpactEd data shows that ASSET pupil wellbeing is consistently above national

Staff surveys 77% of staff report they know where they can get support and advice when they are struggling with wellbeing

In schools where the CHS is well embedded we see significantly higher staff and pupil wellbeing, higher than national

New schools choosing ASSET tell us wellbeing is a key deciding factor





Victorious
Academies Trust

Success in education

Staff Wellbeing

Nicky Wise and Leanne Frankish

Who are Victorious?

We were established in January 2018 with **two primaries** and **244 pupils** and **44 staff**. We are now a Trust of **13 primaries** with over **4,000 pupils** and 640 staff. Championed by our CEO we have worked tirelessly to support our staff, pupils and families since inception.

Our annual whole Trust Inset Day at the start of each academic year focuses on an aspect of wellbeing – staff wellbeing in 2022 and relational inclusion for pupils in 2023.

Staff and pupil wellbeing sit at the heart of our Trust. We place the physical, emotional and mental health of our staff and pupils at the forefront of our decision making. We focus on ensuring that our staff are able to have balance within their lives, that they can cope well, and can deal with challenging situations in a comprehensive manner. As a result, our staff feel motivated, energized and engaged, showing resilience to deal with life's challenges. This helps support our pupils and wider communities – we know that if staff feel well, they are better placed to support our communities.



Our Wellbeing Journey and Values



- 2020 – Focus on Staff Wellbeing Champions at all schools
- 2020 – Wellbeing Group Established
- 2022 – Wellbeing Development Officer appointed
- 2022/2023 – TCaF Funding sourced to develop Wellbeing / Training



- **Inspiring** children and staff to engage, learn and develop their skills in mental health and wellbeing.



- Helping our children and staff **discover** the different skills needed to help those with mental health illnesses.



- **Caring** about all children and staff under our care; their emotional, mental and physical wellbeing is important to us.



- **Improving** our understanding of staff and children's mental health and wellbeing.



- We support our children and staff to **achieve** a positive emotional and wellbeing state of mind whilst in our care.



Our Staff Support System

- Self
- Universal
- Targeted
- Specialist

What our staff say about our support?

- 93% of our senior leaders believe that staff across our schools are well supported.
- 95% of our staff would recommend our Trust as a good place to work.
- 96% of our staff believe that their school provides good support for staff with mental health issues.

Communication

- Wellbeing Newsletter
- Wellbeing Noticeboard
- Specific communication Groups
- Wellbeing Focus
- Wellbeing Wall

Time

- PPA at home.
- Allocated meeting times to help with SEN documents/curriculum development.
- Stripped back meetings to non-negotiables only.

Culture

- Encouragement to not work at home.
- Lead by example for SLT.
- Not staying at work too late.
- Support of wellbeing activities.
- Regular staff Check Ins
- Promoting a healthy work life balance.

Appreciation

- Staff Shout Out
- Wellbeing Raffle
- Breakfast/Lunch
- Treat walls
- Coffee and Cake Trolley



Wellbeing Programme

- Trust wide wellbeing programme being developed for staff to partake in regular activities.

Victorious Plus

- All staff have access to a reward gateway. 'Victorious Plus' which has various savings and discounts for staff.

Wellbeing Officer

- Designated Wellbeing Development Officer for staff to access through a referral process to access Wellbeing support.

EAP and Outside Support

- Employees have access to a EAP service.
- Employees have access to local Mental Health Services - Talking Therapies.
- Signposting for outside agencies.

Wellbeing Support (Supervision)

- Change of Name
- Referrals
- Triage
- Individual Accountability
- The majority of sessions are personal or health related, and not work related

What our staff tell us about Wellbeing Support:

- *'Having the opportunity to have a personal and professional discussion with Leanne on a regular basis has had a positive impact on my wellbeing and teaching style. Since having her support in these sessions, I am more confident in my own abilities.'*
- *'Leanne immediately makes you feel safe and comfortable. She has given me a non-judgmental space to share and feel supported... I have discovered so much about myself that has supported me in overcoming trauma and difficult emotions. Putting myself forward to meet with Leanne has been one of the best decisions I've made!'*



Growth and Development

- New model
- Proactive Vs Reactive
- CPD – National College, Senior Mental Health Training
- Self Referrals
- Staff Wellbeing Programme

Staff Wellbeing Support System



Staff wellbeing is more than doing things, it underpins how and who we are, which is why everyone is responsible.

Amy Green

Staff Mental Health & Wellbeing



Eat well, sleep well, exercise advice

OR

One-to-one counselling

Bridging the gap



- Guided CBT help on a wide range of issues.
- Able to ask for specific content.
- Weekly reminders and discussions around mental health.
- Working on achieving and maintaining positive mental health.
- Instantly accessible and completely confidential.
- Has resources specifically related to education e.g. safeguarding, angry parents.
- Regular wellbeing surveys identifying where staff might be struggling.

In 2017, the results of a meta-analysis were published comparing Self-Help CBT and a therapist for a range of mental health issues including anxiety, PTSD, OCD and depression.



A meta-analysis is where they review all the research available and collate all the outcomes. The researchers thought that therapists/ counsellors would have the better results. However, they actually found no difference between the two.*

King, R.J., Orr, J.A., Poulsen, B. et al. Understanding the Therapist Contribution to Psychotherapy Outcome: A Meta-Analytic Approach. *Adm Policy Ment Health* 44, 664–680 (2017). <https://doi.org/10.1007/s10488-016-0783-9>



MANAGING SELF-CRITICISM

BOOSTING SELF-ESTEEM & CONFIDENCE |
MEMBERS RESOURCES | RESOURCES

This one speaks for itself.

Do you frequently find yourself being your own worst critic? Feel like you're always giving yourself a hard time?

Learn how to be your friend instead of enemy.

Resources

Audio

Managing self-criticism - Be your own best friend

by Balanced People Ltd.



Worksheet



I like myself - Worksheet

BALANCED
schools



ALL RESOURCES

By category

[Click here to see a short video on using the Balanced Schools Resources.](#)

PROACTIVELY SUPPORTING MENTAL WELLBEING

[Dealing with bereavement/grief](#)

[Ensuring Social Media is a Positive for Mental Wellbeing](#)

[Finding your identity/purpose](#)

[How mental wellbeing is linked to physical health](#)

MANAGING ANXIETY & DEPRESSION

[Exposure therapy to help with managing anxiety.](#)

[How to support people close to you with depression](#)

[Improving your discomfort tolerance](#)

[Is it depression or sadness?](#)

BOOSTING SELF-ESTEEM AND CONFIDENCE

[Being a confident public speaker.](#)

[Being Different - How to embrace it](#)

[Boosting Self Esteem](#)

[Managing Self-criticism](#)

[Mental Health when you're](#)

MINDSET COACHING

[Finding your identity/purpose](#)

[Managing stress - why mindset is key](#)

[Positively managing criticism](#)

[Reframing Failure](#)

WORK RELATED WELLBEING SUPPORT

[Dealing with angry people so it doesn't affect your mental wellbeing.](#)

[Having difficult conversations about suicide](#)

[Managing Imposter Syndrome](#)



Try it for yourself – TWO WEEK FREE TRIAL

Buy for whole school or
Selected staff groups – e.g.
pastoral/safeguarding.

Empower your staff to manage
their MH & WB.

We don't make lives perfect
but we do make lives better.

