



Plymouth CAST Emotional Health and Wellbeing Policy

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Document Control

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The electronic version is the definitive version of this document.



The content of this procedure may be subject to revision from time to time in line with the policy review schedule or when legislation changes or operational reasons arise. Consultation with the recognised trade unions will be completed before any changes are made.

Version Changes

Version	Page Number	Details of Change	Agreed By	Date
5	8	Section 9 - New Section: Establishes a formal four-step "Wellbeing Escalation Pathway" to ensure local risks reach the Senior Executive Leadership Team (SELT) .	CAST Board	24/04/26
5	9	Section 9.2 - Formally identifies the RAA25 as the mandatory auditable record for triggers and controls; must be initiated by the Headteacher if trends are identified.	CAST Board	24/04/26
5	9	Section 9.3 - High-risk concerns must now be a standing agenda item in 1:1 meetings between Headteachers and Trust Officers (SIO/COO) .	CAST Board	24/04/26
5	9	Section 9.4 - The COO is now responsible for aggregating data into a Trust Wellbeing Report provided termly to the Board's Audit & Risk Committee .	CAST Board	24/04/26
5	10	Section 10.1 - The frequency of Trust-wide staff wellbeing surveys has been formalised as biannual (twice a year).	CAST Board	24/04/26
5	10	Section 10.1 - Includes a requirement for an interim review alongside the annual appraisal for the CEO to ensure ongoing support.	CAST Board	24/04/26



1. Vision and Values

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

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

1.3. Plymouth CAST expects all its employees to recognise their obligations to each school within the Multi-Academy Trust, the public, pupils and other employees and to provide consistently high standards of education and performance at all times and in accordance with Plymouth CAST's vision, mission and principles.

2. Introduction

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

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

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

3. Definition

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



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

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

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

4. Aims

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

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

- Dignity of the individual
- Preferential option for the most vulnerable
- High standards
- Accountability
- Good stewardship
- Unity
- Alignment
- Objectivity
- Openness
- Integrity

5. Equal Opportunities

5.1. This policy must always be applied fairly and in accordance with employment law and Plymouth CAST Equal Opportunities Policy.

6. Rationale - Why is Emotional Health and Well Being important?

6.1. Social and emotional competencies underpin almost every aspect of successful



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

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

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

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

7. Staff Emotional Health and Wellbeing support systems

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

7.2. The ways each school aims to support all staff:

- Curricular planning time (PPA) within the school week, working alongside colleagues where possible, which allows for a wider range of discussion around school related issues
- Whole school training events, including Safeguarding and Health and Safety to raise awareness of key guidance



- Ongoing CPD programme through staff meetings on aspects of school development
- Access to appropriate external training to support the fulfilment of specific roles
- Providing information and opportunities for discussion around proposed changes
- Allocation of induction training and information for new staff;
- Providing additional support at times of particular stress, change and/or difficulty including providing information about and access to supportive services;
- Having an “open door” access for all members of staff In accordance with the Plymouth CAST Absence Management Policy, maintain contact with staff when they are absent for long periods and carry out “return to work” interviews with designated member of SLT to ensure they can manage their workload
- Considering flexible working requests and working to accommodate individual needs wherever possible whilst considering the needs of the organisation
- Effective and constructive appraisal processes, with clear support and feedback to aid improvement and consider training needs.
- Undertaking a stress risk assessment (RA22) for staff identified as needing additional support and if deemed appropriate, referral to Occupational Health

8. Definition of Stress

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

- Identify potential hazards or circumstances which might contribute to inappropriate levels of work-related stress and conduct risk assessments to eliminate or control the risks from such stress. These circumstances and risk assessments will then be kept under review
- Consult with relevant union representatives when appropriate and other stakeholders on issues relating to staff wellbeing
- Increase awareness and understanding of stress related issues and the



importance of general good health and wellbeing through identification, prevention, control and subsequent monitoring of causes of stress at work including where appropriate training and health promotion

- Provide ongoing training for all staff in good management practices appropriate to this policy
- Provide a confidential counselling service for staff whose wellbeing is adversely affected by stress.
- Ensure roles are clarified, so employees are aware of the expectations.
- Ensure that all staff are aware of, and have details, to be able to access the Trust's Employee Assistance Program (see appendix 3)

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

- Absences will be recorded and monitored for developing patterns and return to work meetings will be held in a timely manner in an effort to support employees and maintain good levels of attendance.
- Anonymous questionnaires may be used, where appropriate in order to seek staff opinions on matters relating to wellbeing

9. Wellbeing Escalation Pathways

To ensure staff wellbeing concerns are addressed with appropriate urgency and oversight, the Trust utilises a formal escalation pathway. This ensures that significant risks identified at a local level are systematically reported to the Senior Executive Leadership Team (SELT) and the Board.

9.1. Step 1: Identification (Point of Entry)

Concerns are captured through:

- Biannual staff surveys and annual appraisals
- An 'Open Door' policy for staff to access managers and 1:1 check-ins with Line Managers/Headteachers as required.
- Analysis of sickness absence trends.

9.2. Step 2. Local Assessment and Stress Risk Assessment

Where a concern is identified—either for an individual or as a departmental trend—the Headteacher is responsible for initiating a Stress Risk Assessment (RAA25).



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

The RAA25 serves as the formal auditable record for identifying triggers and implementing immediate controls at the school level.

If the RAA25 identifies risks that cannot be mitigated through local school resources, or if survey data indicates a systemic issue, the matter must be escalated.

9.3. Step 3: Executive Notification (SIO/COO Level)

Headteachers must formally escalate unresolved or high-risk wellbeing concerns to their School Improvement Officer (SIO) or the Chief Operating Officer (COO).

- This is a standing agenda item during the Headteacher's regular 1:1 meetings with Trust Officers.
- The SIO/COO will review the completed RAA25 to determine if centralised Trust intervention or additional resource allocation is required.

9.4. Step 4: SELT and Committee Oversight

The Chief Operating Officer (COO) is responsible for aggregating escalation data and survey themes into a Trust Wellbeing Report.

- This report is provided termly to the Health, Safety and Wellbeing Committee and this Committee cyclically reports to the Audit & Risk Committee of the Plymouth CAST Board of Directors.
- The Committee reviews the report to ensure that RAA25 actions are being monitored effectively and that the Senior Executive Leadership Team (SELT) is addressing strategic trends across the Trust.

10. Roles and Responsibilities

10.1. The Role and Responsibilities of the Board of Directors, as the employer

- Promote the Trust's Vision, Values and Mission



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

10.2. The Role of Senior Leadership of the Trust

- Promote the Trust's Vision, Values and Mission
- Support the wellbeing of the Central employees and Headteachers/Executive Headteachers
- Complete appraisals for Central employees and Headteachers
- Promote positive relationships between schools and individuals.
- Provision of appropriate training opportunities to enable staff to recognise and manage their own stress and seek support if needed.
- Clear signposting to appropriate support agencies such as counselling services (detailed in **Appendix 3**), health professionals and union representatives through the promotion of these resources on the Plymouth CAST staff portal, a staff noticeboard and, where appropriate, in WC cubicles.
- Active promotion of the principles and behaviours which promote positive staff wellbeing
- Being alert to the personal circumstances of staff and offering additional support where appropriate to members of staff experiencing risks to their wellbeing, including those derived from outside work, e.g. bereavement, separation, domestic abuse, addiction, etc.
- Ensuring effective communication between management and staff, particularly in circumstances where there are organisational and /or procedural changes which can give



rise to increased levels of stress in the workplace.

- Regular revision of job descriptions to ensure workloads are manageable and realistic
- Creating and maintaining an environment which ensure that bullying, harassment and discrimination are not tolerated in the school
- Provide a consistent risk assessment process for employees who are identified as needing additional support.
- Provide an independent Occupational Health service to all employees (Medigold).
- Provide an independent and confidential 24/7 counselling service to all employees ([Zurich Municipal \(DAS\) 24 Hour Helpline](#))
- Provide a pupil welfare policy, which will indirectly support employee wellbeing when dealing with difficult situations.
- Ensure all employees have a sense of purpose and direction.
- Undertake staff surveys to gauge employee engagement and staff morale and well being. Ensure results of these surveys are reviewed and findings are acted on where appropriate. Feedback and actions will be communicated to all staff.
- Involve staff through the consultation (formal and informal) of Trust wide changes and where appropriate, seek staff view.
- Develop Trust wide strategies for employee rewards and recognition
- Engage various stakeholders in a Wellbeing sub committee or a Health, Safety & Wellbeing Committee.

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

- Promotion of the Trust’s Vision, Values and Mission
- Provision of appropriate training opportunities to enable staff to recognise and manage their own stress and seek support if needed.
- Clear signposting to appropriate support agencies such as counselling services (detailed in **Appendix 3**), health professionals and union representatives through the promotion of these resources on the Plymouth CAST staff portal, a staff noticeboard and, where appropriate, in WC cubicles.
- Active promotion of the principles and behaviours which promote positive staff wellbeing



- Being alert to the personal circumstances of staff and offering additional support where appropriate to members of staff experiencing risks to their wellbeing, including those derived from outside work, e.g. bereavement, or separation, domestic abuse, addiction, etc.
- Ensuring effective communication between management and staff, particularly in circumstances where there are organisational and /or procedural changes which can give rise to increased levels of stress in the workplace.
- Creating and maintaining an environment which ensure that bullying, harassment and discrimination are not tolerated in the school
- Maintain an open door policy for all members of staff
- Ensure that all employees have access to Plymouth CAST policies to provide clarity on processes, accountability structures and expectations.
- Proactively engage in Plymouth CAST Wellbeing initiatives to ensure that all schools have equality of service
- Ensure appraisals are completed for all employees
- Engage with and implement Trust wide reward and recognition strategies

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

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

- Being proactive in identifying occasions when they may be suffering from stress or other mental health issues, either work-related, or due to external factors, and alert their line-manager, or other relevant member of staff, to these where appropriate.
- Taking advantage of opportunities for counselling and training when recommended, including referral to Occupational Health services
- Uphold and support the ethos and culture of the school and Trust, by maintaining positive relationships with all employees and a caring, respectful and productive environment.

11.2. The Trust has a statutory responsibility for the work-life balance of their Headteachers/Executive Headteachers. The Board of directors will be responsible for senior/executive leaders. The Headteacher/Executive Headteacher has the responsibility for ensuring that teachers and support staff achieve the same. Limiting unnecessary stress; working a



reasonable number of hours and meeting the demands of the role, whilst maintaining a personal life, are essential to ensuring that our Headteachers can effectively fulfil the role in leading a school.

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

12. Other Policies

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

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



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

Self-awareness

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

Motivation

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

Social Skills

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

Appendix 2- MIND Wellbeing Resources



[MIND - Wellness Action Plan- Hybrid working](#)

[MIND Wellness action plan-Remote working](#)

[MIND Wellness action plan-Workplace](#)



Appendix 3 - Employee Assistance Details



DAS

ZURICH MUNICIPAL

Problems at home or at work?

Difficult to discuss with family or friends?

As an employee or volunteer of Zurich Municipal policyholder you and your family are entitled to use a free, confidential telephone counselling service provided by DAS*.

If you would like to speak to a counsellor who will listen and try to help you clarify your difficulty, explore choices or provide support please call us.

The service

- Highly experienced and professionally trained counsellors.
- All calls are handled in the strictest confidence.
- No limit to number of calls you or your family can make
- Available 24hours a day.
- Expertise if further assistance is required.

0117 934 2121

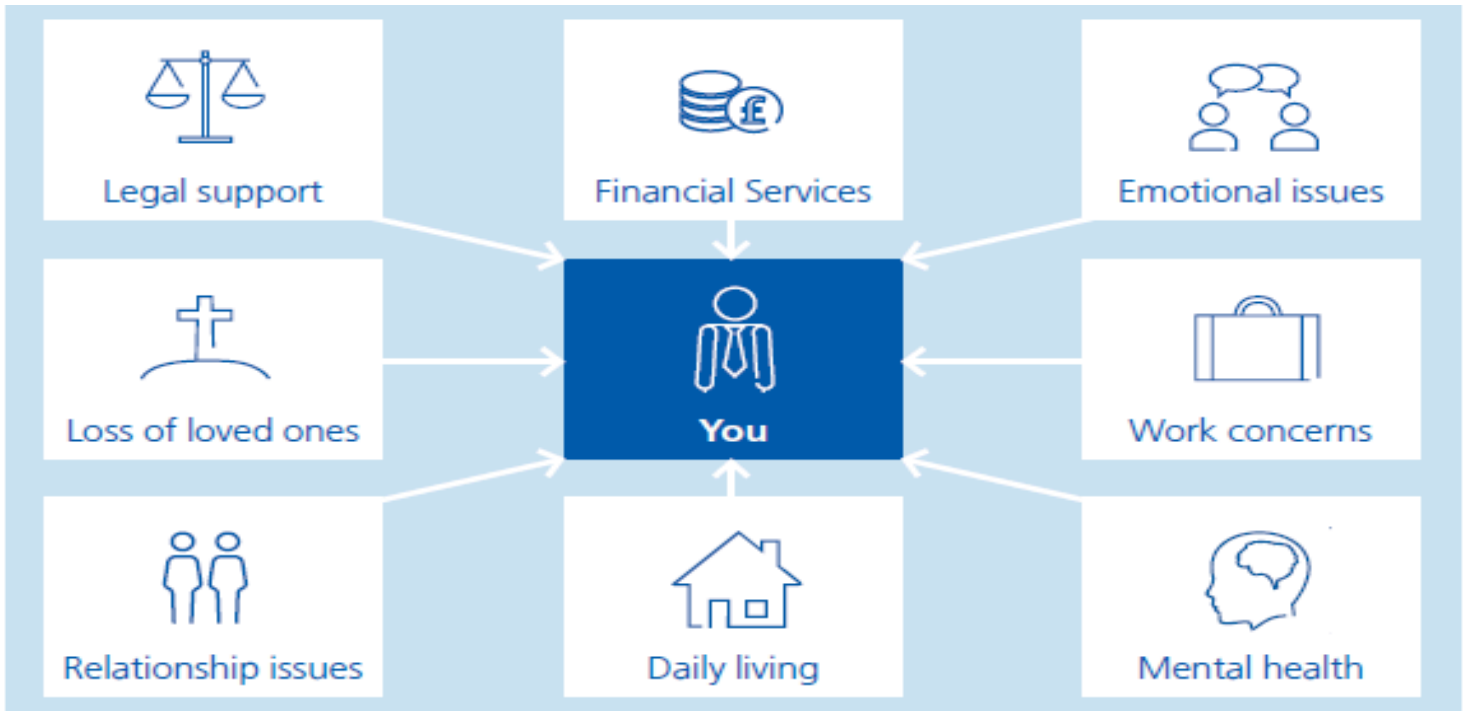
Free • 24 hour • confidential telephone counselling service

DAS are the UK's leading specialists in legal expenses and helpline services

DASHLL/2008



Appendix 4 - Wellbeing Posters for CAST Settings to Display



What is Zurich General Insurance Support Services?

- Free and confidential health and wellbeing service
- Impartial help and support on a wide range of issues
- An independent service provided by our partner, Workplace Options
- Up to five sessions of professional counselling
- Not just available at claims stage – you can use this throughout the lifetime of your policy
- Available to you and your family with no limit on queries or issues

Accessing Zurich General Insurance Support Services



Freephone helpline: **0800 288 4956**
(available 24 hours a day, 365 days a year)



Workplace Options website:
www.workplaceoptions.co.uk

Your Zurich Municipal Insurance

Our Reference **KT/IND**

Policy Number **KSC-242049-4853**

Customer Name **Plymouth Cast and Plymouth Roman Catholic Diocesan Trustees Registered and Buckfast Abbey Trustees Registered**

CAST





Need to talk? You're not alone.



Call us. We'll listen.

08000 562 561

educationsupport.org.uk/helpline

Free and confidential emotional support for teachers and education staff





What can I do when I'm feeling overwhelmed?

Try a breathing exercise

Breathe in through your nose and out through your mouth. Try to keep your shoulders down and relaxed, and place your hand on your stomach – it should rise as you breathe in and fall as you breathe out.

Take a break

If it's possible, step away from what you are doing. You could read a book or a magazine, even if it's only for a few minutes.

Picture yourself somewhere you feel calm

Even if you can't physically get away, your imagination can transport you to somewhere you feel calm. Think of somewhere relaxing and peaceful. You might choose a memory of somewhere you've been, or a place you have imagined.

Listen to music

Really listen to the music. Can you hear a drum beat or a certain rhythm? Focus on the music, and let other thoughts fade away.

Try a grounding exercise

To reconnect you with your surroundings. Look for and find one thing you can see, one you can touch, one you can hear, one you can smell and one you can taste.

Stay safe

If your feelings become overwhelming, and you have suicidal thoughts or you think you may self harm, remember that you can pick up the phone at any time of night or day and talk to the

**Samaritans on their 24 hour free helpline:
116 123**

You could also read our information on coping with suicidal feelings.

Go to mind.org.uk/suicidalfeelings.

Need support?

Samaritans

24-hour emotional support for anyone struggling to cope.

24-hour free helpline: 116 123

Email: jo@samaritans.org

samaritans.org

Local Services

Find your Local Mind and the services such as crisis helplines, drop-in centres, counselling and befriending they offer.

mind.org.uk/localminds

Mind Blue Light

Visit mind.org.uk/bluelight for tailored information and support.



Conversation Guide: Talking to someone about mental health

Spotting the signs of poor mental health - notice the changes

Physical symptoms

- Headaches
- Muscle tension/back ache
- Tight jaw/grinding teeth
- Raised heart rate/faster breathing
- Changes in appetite
- Stomach problems
- Difficulty sleeping

Behavioural symptoms

- Avoiding and blaming others
- Eating more, eating less or comfort eating
- Using alcohol, substances or smoking
- Snapping at others
- Becoming more accident prone
- Biting nails
- Self-harm

Emotional symptoms

- Irritable
- Frightened
- Worried/anxious
- Angry
- Feeling overwhelmed
- Fear
- Shame

Cognitive symptoms

- Worrying about the past or future
- Racing thoughts
- Panic attacks
- Problems concentrating
- Memory lapses/forgetting things
- Difficulty making decisions
- Unable to think clearly



Dos and don'ts to having a supportive conversation

Do choose the right environment

Consider who else is around and can potentially overhear the conversation - if on the phone or online, could you use headphones to allow for greater privacy? Ask them: where would you like to talk?

Do ask open questions

Try not to multitask, it's important to convey your full attention to the conversation. Ask them "How are you today?" or "I've noticed you haven't seemed yourself lately, how are you feeling?" - Sometimes making it about the present can prevent the ubiquitous "I'm fine" response.

Do give your full attention and listen without judgement

Offer reassurance that you are there to listen.

Don't assume you know the answers

You're not expected to be an expert. If you don't know what to say, remember that you don't need to find an answer, or even understand their feelings. Listening will let them know you care.

Don't challenge, ignore or invalidate

Don't silver-line situations or try to make the person feel better. If someone says they feel worthless and we respond,

"No, you're not, don't be silly," we are invalidating what they have said.

Don't compare

Sometimes we can draw up a story comparing their situation to someone else's or your own. In some instances, this can show empathy, but it can also sometimes turn into you telling your story rather than listening to them.

Do reflect back and clarify

If someone says something that isn't clear and you don't know what they meant, repeat back what they have said and ask them to explain. Don't put words in their mouth.

Do show empathy rather than sympathy

Empathic responses show that you're trying to see where the person

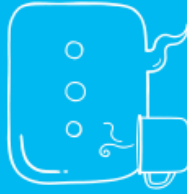
is coming from. Sympathy usually expresses pity, so say something like "That must be awful, I'm so sorry." Instead of "I'm sorry for you"

Do empower the person

Ask: "What do you think would help?" rather than tell them what you think would help. Give information rather than advice. This makes it empowering.

Don't try to find an easy solution

What would help someone or what they want to happen will be different for everyone so don't try to 'fix' or give advice as your first response.



Don't diagnose

You are not in a position to diagnose a mental illness. This is not your role, even if you've gone through something similar yourself.

Signposting

Learn more about mental health conditions



SCAN ME

As a first point of call, GPs are the main gateway to further support. Let them know that they can book a double appointment with their GP to discuss their mental health, so they don't feel rushed. They can request for a family member or friend to attend the appointment with them.

Find out more



SCAN ME

You could suggest our online community Clic. It's monitored 24/7, so it's a great way for people to connect with others and get peer support.

Join Clic for free



SCAN ME

To find support in your local area, or if you or someone is experiencing a crisis, visit www.mentalhealth-uk.org/support-and-services/



Find support



SCAN ME

5 Top Tips for Mental Wellbeing

Communicate

Communication is important for our wellbeing, so try to reach out, and have a chat about how you're feeling on a regular basis. It can be something as simple as:

- Talking to a friend, partner or colleague.
- Sending a text or email or picking up the phone.

Our social network can also be our support network: having people who are there for you no matter what – to laugh at your jokes, or share the load when things aren't going so great - helps support our mental wellbeing.

Feed your creative side

Listening to your favourite music, picking up a paintbrush, or putting pen to paper – any activity that engages our creativity is an excellent way to support mental wellbeing. Creative activities can help manage stress, provide a way to relax, and be in the moment.

Creative hobbies can also boost our confidence. If you're trying out a new hobby, track your progress and you'll likely feel a sense of achievement as this new skill flourishes.

Keep active

Staying active can make a big difference to both our physical and mental wellbeing: brisk walks to clear your mind, yoga to calm your thoughts, or a boxing session to de-stress. Try and fit activities you enjoy into your routine, and if you need more motivation, plan an activity with a friend or colleague.

Make life better for others

Supporting other people is both a worthwhile activity, and one that can contribute to our own wellbeing. Helping someone else feels good, as it gives us a sense of purpose and self-worth. Even small acts of kindness can make a big difference. Try helping out a neighbour, getting in touch with a friend or relative who may need some support, or volunteering for a local cause.

Balance your diet and maintain a healthy lifestyle

A varied diet can help both our physical and mental wellbeing. Eating regular meals can ward off dips in blood sugar that can leave us feeling irritable and tired, and drinking lots of water can improve concentration and help us think more clearly. Lifestyle choices can bring us enjoyment, but moderation is key when it comes to things such as smoking and drinking alcohol and caffeine. Be mindful on your wellbeing. Take appropriate steps where necessary to moderate your intake, to help maintain your overall health.



National Bereavement Service:

Free information and advice for bereaved people

and for anyone planning for their future.

**Bereavement affects most of us during our lifetimes,
but do you know what to do when someone dies?**

Contact the National Bereavement Service helpline, email or web chat to access free, practical and impartial advice, information and support, including:

- Professional bereavement and grief advisors with lived experience
- Immediate emotional support
- Practical guidance on the steps to take & legal requirements after someone has died
- Probate and estate planning advice
- Organising & paying for a funeral
- Finding longterm emotional support
- Signposting to trusted organisations providing emotional and legal support

**To access the National
Bereavement Service:**

Call us: **0800 024 6121**

Email us: **info@theNBS.org**

Chat with us at **www.theNBS.org**



Does your partner:

- isolate you from friends and family?
- deprive you of food or heating?
- monitor your time?
- check up on what you do online?
- take control over aspects of your everyday life, telling you where you can go, who you can see, what you can wear and when you can sleep?
- stop you from getting medical help or support?
- repeatedly put you down, such as saying you're worthless?
- humiliate or degrade you?
- control your money and access to

#EndAbuseTogether

You are not alone.

SAY NO TO

DOMESTIC

ABUSE

National helpline numbers

**Victim Support 24 hour Supportline:
08 08 16 89 111**

**National 24 hour Domestic Abuse Helpline:
0808 2000 247**

**Men's Advice Line:
0808 801 0327**

**Honour Based Abuse Helpline:
0800 5999 247**

**LGBT DV Helpline:
0300 999 5428**

**National Stalking Helpline:
0808 802 0300**





Are you a man suffering from domestic abuse?



You are not alone

One in every six men will be a victim
of domestic abuse in their lifetime

Please call the ManKind Initiative's helpline and speak to our dedicated team
who can provide support and information

National Helpline for Men **01823 334244**
Weekdays **10.00am – 4pm**

www.mankind.org.uk

ManKind 
Initiative

Charity Number 1089547



Top tips



ALCOHOL
CHANGE^{UK}

to help you drink less
and improve your health

Have a few alcohol-free days each week



Having a few alcohol-free days each week is a good way to cut down and give your body a rest, boost your immune system, improve your mental health and wellbeing, and save money.

Set a limit



Decide what you want to drink in advance and stick to your plan.

Think and drink in units



The UK's Chief Medical Officers (top doctors) recommend not drinking more than 14 units a week; that is about six pints of normal strength beer or a bottle and a half of wine per week.

Practise your drink refusal skills



Plan what you will say if you are offered a drink and say it with confidence.

Keep track



Recording what you drink for a few weeks will help you understand your drinking pattern, so you can decide if you want to make a change. Download the free Try Dry app to help you keep track.

Try alcohol-free alternatives



Swap your usual alcoholic drink with alcohol-free alternatives. Alcohol-free beers, ciders, wines, and spirits are now widely available. Check out the reviews on the Alcohol Change UK website to help you get started.

Choose a smaller glass size and a lower ABV



Choosing a smaller glass and lower strength can be a helpful way to cut down.

Ask for help if you need it



Talk to your GP or visit the Alcohol Change UK website to find out more about local support options.



alcoholchange.org.uk

Alcohol Change UK is the operating name of Alcohol Research UK. Registered as a Charity No. 1140267. Company Limited by Guarantee in England and Wales No. 7462605



FRANK

0300 123 6600

TALKTOFRANK.COM

FRANK is available 24 hours a day, 7 days a week.
Calls are free from landlines and some mobiles.

You can talk to FRANK confidentially:
on 0300 123 6600

by textphone (for the hard of hearing)
0300 123 1099

by emailing frank@talktofrank.com

FRANK can also tell you what services are
available in your area.

0300 123 6600 TALKTOFRANK.COM
FRIENDLY, CONFIDENTIAL DRUGS ADVICE



Signposting Support: Menopause

Here is a selection of organisations that may be able to offer support for women experiencing perimenopause, menopause or premature menopause.

NHS England

To access information on the menopause/ early menopause, their symptoms and treatments, head to the NHS website.

<https://www.nhs.uk/conditions/menopause>
<https://www.nhs.uk/conditions/early-menopause>

Menopause and Me

An organisation that provides tailored information about all stages of menopause and the tools and support to help make informed choices when it comes to managing symptoms.

<https://www.menopauseandme.co.uk>

Manage My Menopause

A website providing the opportunity to get tailored menopausal advice from experts in post-reproductive health that is specific to each individual's needs.

<https://www.managemymenopause.co.uk>

My Menopause Doctor

Empowering women with the necessary information to make informed decisions regarding the treatment options that are available.

<https://www.menopausedoctor.co.uk>

The Daisy Network

A charity dedicated to providing information and support for women who experience early menopause, premature menopause and / or premature ovarian insufficiency.

<https://www.daisynetwork.org>

Menopause Matters

An award-winning, independent website providing up-to-date, accurate information about menopause, menopausal symptoms and treatment options.

<https://www.menopausematters.co.uk>

Women's Health Concern

The patient arm of the British Menopause Society, providing a confidential, independent service to advise, reassure and educate women of all ages about their gynaecological and sexual health, wellbeing and lifestyle concerns.

<https://www.womens-health-concern.org>

The Menopause Charity

A charity on a mission to bust myths, overcome ignorance and make menopause symptoms history. Supporting women and healthcare professionals with fact-based menopause research and access to the safest treatments.

<https://www.themenopausecharity.org>



Are you looking after someone?

Looking after yourself

Taking care of your health and wellbeing is essential when you are caring for someone, but it can be challenging. You may struggle to eat and sleep well, find the time to exercise and manage your stress levels. It's common to feel lonely or isolated as a carer, especially as friends and family might not understand how difficult it can be.

Carers Week partners

These charities have come together for Carers Week, and can help you access the information, guidance and support you need to help you in your caring role.



Age UK provides help and support to carers across the UK in many ways – such as offering counselling and support groups, sharing advice on carer's assessments and benefits, and providing day care and respite, or organising fun activities to allow carers to relax. Call the Age UK Advice Line on 0800 678 1602 or visit: ageuk.org.uk



CARERS TRUST works to transform the lives of unpaid carers. It partners with its network of local carer organisations to provide funding and support, deliver innovative and evidence-based programmes and raise awareness and influence policy. Its vision is that unpaid carers are valued, with access to support, advice and resources to enable them to live fulfilled lives. To find your nearest Network Partner call 0300 772 9600 or visit: carers.org



Carers UK is here to listen, to give tailored information and advice, campaign for lasting change, and find new ways to support carers with their caring role. Visit carersuk.org or contact their Helpline: email advice@carersuk.org or call 0808 808 7777 (Mon–Fri 9am–6pm). Or visit: carersuk.org



MND Association funds research, supports patients, carers and professionals, and campaigns for better care. Their support includes information and resources, grants and local support and the MND Connect helpline: 0808 802 6262 (Mon–Fri 9am–5pm and 7–10:30pm) or email mndconnect@mndassociation.org mndassociation.org



Oxfam GB is a global movement of millions of people who won't live with the injustice of poverty – we believe in a kinder and radically better world where everyone has the power to thrive, not just survive. As part of our mission, we work with others to make sure that anyone who provides care – including parents and guardians of children, care workers and unpaid carers – is supported and valued, and does not have to live in poverty for the vital work they do. oxfam.org



Rethink runs over 130 local groups. These provide vital peer support in the community, including over 50 support groups which offer a listening ear, friendship and social support for carers. They also offer practical advice over the phone via their advice line, as well as on their website: rethink.org/carers-hub



The Lewy Body Society aims to shine a light on Lewy body dementia, the second most common type of dementia in older people. They raise awareness of the disease, fund clinical research and help families affected through information materials and through their Helpline on 0800 888 6678. lewybody.org



Questions about cancer? We can help

At Macmillan, we give you everything we've got.

If you're diagnosed, your worries are our worries. We will move mountains to help you live life as fully as you can.

We're going all out to find even better ways to help people with cancer.

For information, support or just someone to talk to, call 0808 808 00 00 or visit macmillan.org.uk.



**MACMILLAN
CANCER SUPPORT**

Macmillan Cancer Support, registered charity in England and Wales (261017), Scotland (SC039907) and the Isle of Man (604). Also operating in Northern Ireland.





Our mission is to be a community of outstanding schools in which our pupils flourish in safe, happy and stimulating environments and leave us with the knowledge and skills, personal qualities and aspirations, to make the world a better place, inspired by the gospel.

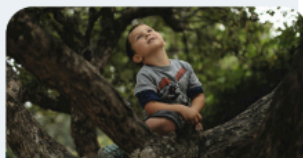
Plymouth CAST



Collaboration

We are one team, being the best we can be. We achieve more altogether - one Trust, one family of schools, one community.

We are united through our faith, families and staff.



Ambition

We want our children to be happy and to flourish, achieving well.

Across all areas, we work as one team to drive up standards. We are courageous in our decision making and aspirations.

Through the strength of our ambition, we create a distinct brand and culture.



Stewardship

Justice, forgiveness and integrity are central to the gospels and drive our decision-making. Underpinning this is a relentless approach to safety, reliability and consistency.

As key influencers of our children's impact on society and the environment, we encourage sustainable and brave decision-making, based on a beliefs-led approach.



Trust

We are authentic, transparent, open and honest.

Through compassion and kindness, we show humility to each other.