



Out of School Hours Care Program
312 Childs Road, Mills Park
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ABN No. 77 054 042 361

MENTAL HEALTH & WELLBEING POLICY

Best Practice – Quality Area 2 Quality Area 4

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community'. (*World Health Organisation*)

St Francis of Assisi OSHC acknowledges that those employed in the education and care sector are amongst those most exposed to risk of serious work-related mental health conditions. (*Safe Work Australia 2017*)

Our service recognises the importance of promoting positive mental health and wellbeing and aims to establish, promote and maintain the mental health and wellbeing of all members of the school community through workplace practices, and by encouraging staff, students and their families to take responsibility for their own mental health and wellbeing.

PURPOSE

The purpose of this policy is to confirm our service's commitment to promoting positive mental health and wellbeing by:

- Providing a safe, welcoming and supportive environment;
- Promoting a culture of respect, fairness and equality;
- Embedding social and emotional learning into the curriculum and professional learning;
- Ensuring families, staff and children are key partners in mental health and wellbeing initiatives;
- Engaging and working collaboratively with local health professionals

SCOPE

This policy applies to the Approved Provider, Persons with Management or Control, Nominated Supervisor, Persons in Day to Day Charge, Educators, staff, students on placement, volunteers, parents/guardians, children and others attending the programs and activities of St Francis of Assisi OSHC.

POLICY STATEMENT

Our service aims to promote positive mental health and wellbeing of all educators/staff members, staff on placement, volunteers, parents/guardians, children and others attending the programs and activities of St Francis of Assisi OSHC.

To achieve this, the service aims to create an environment that promotes positive mental health and wellbeing by:

- Implementing wellbeing initiatives as outlined in the services Mental Health and Wellbeing Matrix - Attachment 1.
- Increasing understanding and awareness of common mental health issues;
- Providing opportunities for educators/staff, students on placement, volunteers, parents/guardians, children and others attending the programs and activities of St Francis of Assisi OSHC to look after their mental wellbeing;
- Alerting educators/staff, students on placement, volunteers, parents/guardians, children and others attending the programs and activities of St Francis of Assisi OSHC, to early warning signs of mental ill health;
- Providing support to educators/staff, students on placement, volunteers, parents/guardians, children and others attending the programs and activities of St Francis of Assisi OSHC who may display signs of mental ill health or are working with children with mental health issues.

1. BACKGROUND AND LEGISLATION

Background

Trauma and stress: in adulthood, traumatic life events or ongoing stress such as social isolation, domestic violence, relationship breakdown, financial or work **problems** can increase the risk of **mental illness**.

Legislation and standards

Relevant legislation and standards include but are not limited to:

- *Education and Care Services National Law Act 2010*
- *Education and Care Services National Regulations 2011:*
- *National Quality Standard, Quality Area 2: Children's Health and Safety & Quality Area 4 Staffing Arrangements*
- *Occupational Health and Safety Act 2004 (Vic)*
- *Privacy Act 1988*
- *Public Health and Wellbeing Act 2008 (Vic)*
- *Public Health and Wellbeing Regulations 2009 (Vic)*

2. DEFINITION

Mental health is a state of well-being in which every individual realises her or his own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.”

- **Signs & symptoms of Mental Health issues are:**
 - Feeling anxious or worried
 - Feeling depressed or unhappy
 - Emotional outbursts
 - Sleep problems
 - Weight or appetite changes
 - Quiet or withdrawn
 - Substance abuse
 - Feeling guilty or worthless
 - Changes in behaviour or feelings

3. SOURCES AND RELATED POLICIES

Sources

<https://www.healthdirect.gov.au/signs-mental-health-issue>

<https://www.healthdirect.gov.au/mental-illness>

The Department of Education and Training: Principles for Health and Wellbeing

Policies

Occupational Health & Safety Policy

Privacy and Confidentiality Policy Child Safe Environment Policy

Code of Conduct Policy

4. PROCEDURES

The Approved Provider or Persons with Management and Control is responsible for:

- Reading and understanding this policy, supporting materials and initiatives and seeking clarification where required
- Considering this policy, supporting materials and initiatives while completing work-related activities and at any time while representing our service
- Supporting fellow educators/staff, students on placement, volunteers, parents/guardians, children and others attending the programs and activities of St Francis of Assisi OSHC, in the awareness of this policy, supporting materials and initiatives.
- Support and contributing to our service's aim of providing a mentally health and supportive environment for all.
- Taking reasonable care of their own mental health and wellbeing, including physical health
- Taking reasonable care that their actions do not affect the health and safety of other people in the workplace.
- Ensuring all staff are accepted and valued as individuals and professionals
- Enabling and cultivating a workplace culture that promotes connectedness, is inclusive and provides support
- Providing professional development and resources as required, to support educators/staff to enhance knowledge of
- Ensuring that all staff, volunteers and students on placement are aware of the policy and have the opportunity to provide feedback
- Ensuring that this policy is available to all educators/staff
- Monitoring the implementation and review of this policy

The Nominated Supervisor or Person in Day to Day

- Reading and understanding this policy, supporting materials and initiatives and seeking clarification where required
- Considering this policy, supporting materials and initiatives while completing work-related activities and at any time while representing our service
- Supporting fellow educators/staff, students on placement, volunteers, parents/guardians, children and others attending the programs and activities of St Francis of Assisi OSHC, in the awareness of this policy, supporting materials and initiatives.
- Supporting and contributing to our service's aim of providing a mentally health and supportive environment for all.
- Taking reasonable care of their own mental health and wellbeing, including physical health

- Taking reasonable care that their actions do not affect the health and safety of other people in the workplace.

Educators and other Staff are responsible for:

- Reading and understanding this policy, supporting materials and initiatives and seeking clarification where required
- Considering this policy, supporting materials and initiatives while completing work-related activities and at any time while representing our service
- Supporting fellow educators/staff, students on placement, volunteers, parents/guardians, children and others attending the programs and activities of St Francis of Assisi OSHC, in the awareness of this policy, supporting materials and initiatives.
- Supporting and contributing to our service's aim of providing a mentally health and supportive environment for all.
- Taking reasonable care of their own mental health and wellbeing, including physical health
- Taking reasonable care that their actions do not affect the health and safety of other people in the workplace.

Parents/guardians are responsible for:

- Support and contributing to our service's aim of providing a mentally health and supportive environment for all.
- Taking reasonable care of their own mental health and wellbeing, including physical health
- Taking reasonable care that their actions do not affect the health and safety of other people in the workplace.

Volunteers and students, while at the service, are responsible for following this policy and its procedures.

EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, the Approved Provider will:

- seek feedback from everyone affected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service's policy review cycle or as otherwise required
- notify parents/guardians at least 14 days before making any changes to this policy or its procedures.

AUTHORISATION

This policy was adopted by the Approved Provider of St Francis of Assisi OSHC.

ATTACHMENT:

Attachment 1 - Mental Health and Wellbeing Matrix

Mental Health & Wellbeing Matrix

Environmental Factor	The Factor's Importance	When it is Absent	What are the Hazards	Control Measures
<p>1 Organisational Culture:</p> <p>A mix of norms, values, beliefs, meanings, and expectations that group members hold in common and that they use as behavioural and problem-solving cues.</p>	<p>Organisational trust is essential for any positive and productive social processes.</p> <p>A work culture with social support enhances employee wellbeing.</p>	<p>Culture 'sets the tone' for an organisation. A negative culture can undermine the effectiveness of the best programs, policies and services intended to support the workplace</p>	<p>a. People in the workplace are not held accountable for their actions</p> <p>b. People at work do not show sincere respect for others' ideas, values and beliefs</p> <p>c. Difficult situations at work are not addressed effectively</p> <p>d. Staff Members feel that they are not part of a community at work</p> <p>e. Staff Members and Leadership do not trust one another</p>	<p>a. All people in the workplace are held accountable for their actions</p> <p>b. People at work show sincere respect for others' ideas, values and beliefs</p> <p>c. Difficult situations at work are addressed effectively</p> <p>d. Staff Members feel that they are part of a community at work</p> <p>e. Staff Members and Leadership trust one another</p>
<p>2 Psychological and Social Support:</p> <p>Comprises all supportive social interactions available at work including the degree of social and emotional integration and trust, either with co-Staff Members or with supervisors.</p>	<p>Staff Members that feel they have psychological support have:</p> <ul style="list-style-type: none"> • Greater job attachment • job commitment • job satisfaction • job involvement • positive work moods desire to remain with the organisation 	<p>Lack of psychological support from the organisation can lead to:</p> <ul style="list-style-type: none"> • Increased absenteeism • withdrawal behaviours • conflict • strain • employee turnover • loss of productivity 	<p>a. The workplace does not offer services or benefits that address employee psychological and mental health</p> <p>b. Staff Members do not feel part of a community and that the people they are working with are not</p>	<p>a. The workplace offers services or benefits that address employee psychological and mental health</p> <p>b. Staff Members feel part of a community and that the people they are working with are helpful in fulfilling the job requirements</p>

		<ul style="list-style-type: none"> • increased costs • greater risk of accidents incidents and injuries 	<p>helpful in fulfilling the job requirements</p> <p>c. The workplace has no process in place to intervene if an employee looks distressed while at work</p> <p>d. Staff Members do not feel supported by the workplace when they are dealing with personal or family issues</p> <p>e. The workplace does not support Staff Members who are returning to work after time off due to a mental health condition</p> <p>f. People in the organisation do not have a good understanding of the importance of employee mental health</p>	<p>c. Leadership will intervene if an employee looks distressed while at work</p> <p>d. Staff Members feel supported by the workplace when they are dealing with personal or family issues</p> <p>e. The workplace supports Staff Members who are returning to work after time off due to a mental health condition</p> <p>f. People in the organisation have a good understanding of the importance of employee mental health</p>
<p>Leadership & Expectations:</p> <p>Is present in an environment, in which leadership is effective and provides sufficient support that helps Staff Members know what they need to do, explains how their work contributes to the organisation, and discusses the nature and expected outcomes of impending changes.</p>	<p>Effective leadership increases employee morale, resilience and trust, and decreases employee frustration and conflict.</p> <p>Good leadership results in Staff Members with higher job wellbeing and reduced sick leave</p>	<p>Leaders who do not demonstrate visible concern for their own physical and psychological health set a negative example for their staff and can undermine the legitimacy of any organisational program, policy and/or service intended to support Staff Members</p>	<p>a. In their jobs, Staff Members do not know what they are expected to do</p> <p>b. Leadership in the workplace is not effective</p> <p>c. Staff Members are not informed about important</p>	<p>a. In their jobs, Staff Members know what they are expected to do</p> <p>b. Leadership in the workplace is effective</p> <p>c. Staff Members are informed about important changes at work in a timely manner</p>

<p>Lack of role clarity arises when work objectives, key accountabilities, colleague expectations and the overall scope and responsibilities of an employee's job are not clear. Role conflict may occur when an employee is required to perform a task within a role that</p> <p>conflicts with their values or expectations.</p> <p>Task conflict may arise over resources, procedures and policies or disagreements about facts. They can be managed by ensuring there is role clarity and appropriate communication.</p> <p>Relationship conflict can present itself in various ways, including animosity, social conflict and abusive supervisory styles.</p>			<p>changes at work in a timely manner</p> <p>d. Supervisors do not provide helpful feedback to Staff Members on their expected and actual performance</p> <p>e. The workplace does not provide clear, effective communication</p>	<p>d. Supervisors provide helpful feedback to Staff Members on their expected and actual performance</p> <p>e. The workplace provides clear, effective communication</p> <p>f. The workplace provides corporate/workplace induction</p> <p>g. The workplace provides Staff Members with an up-to-date role or position description, which includes the role purpose, reporting relationships and the key duties expected of them</p> <p>h. The workplace implements a performance feedback system (i.e. Staff Appraisal process where Staff Members receive regular feedback on jobs well done and any areas of improvement</p> <p>i. There is a system in place to enable Staff Members to raise concerns about any conflicts they have in</p>
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				<p>their role and responsibilities (e.g. holding regular team meetings to enable Staff Members to discuss any potential role conflict)</p> <p>j. A Grievance Policy details guidelines for raising a grievance/formal and informal confidential complaint handling process</p> <p>k. Promote a team culture where Staff Members assist each other and provide support when required</p>
<p>4 Civility & Respect:</p> <p>Is present in a work environment where Staff Members are respectful and considerate in their interactions with one another, as well as with all stakeholders. Incivility in the workplace involves low-intensity, inappropriate behaviour with ambiguous intent to harm the recipient, in violation of workplace norms for mutual respect. Examples of incivility include rudeness, sarcasm,</p>	<p>A civil and respectful workplace is related to:</p> <ul style="list-style-type: none"> • Greater job satisfaction • greater perceptions of fairness • a more positive attitude • improved morale • better teamwork • greater interest in personal development • engagement in problem resolution • enhanced supervisor-staff relationships • reduction in sick leave and turnover. 	<p>Emotional exhaustion amongst staff, greater conflicts, and job withdrawals.</p> <p>Bullying which is associated with psychological complaints, depression, burnout, anxiety, aggression, psychosomatic complaints and musculoskeletal health complaints</p>	<p>a. People do not treat each other with respect and consideration in the workplace</p> <p>b. The workplace does not effectively handle conflicts between stakeholders</p> <p>c. Staff Members from all backgrounds are not treated fairly in our workplace</p> <p>d. The workplace does not address inappropriate behaviour by stakeholders</p>	<p>a. People treat each other with respect and consideration in the workplace</p> <p>b. The workplace effectively handles conflicts between stakeholders</p> <p>c. Staff Members from all backgrounds are treated fairly in our workplace</p> <p>d. Leadership will address inappropriate behaviour by stakeholders</p>

<p>mocking, disparaging remarks and the belittling or excluding of others and can be verbal or in writing, e.g. emails. Tolerance of incivility in the workplace may increase the risk of more significant counterproductive behaviours such as workplace harassment and bullying occurring</p>				<p>e. A Code of Conduct and Service Philosophy clarifies rules of engagement f. Promote the service's values within the workplace g. The service has a Grievance and Complaint Policy which details guidelines for reporting processes. h. Identify specific behaviour and initiate a frank conversation with a Staff Members that will involve provision of clear and supportive feedback</p>
<p>5 Psychological Competencies & Requirements:</p> <p>Is present when psychological demands of any given job are documented and assessed in conjunction with the physical demands of the job.</p>	<p>A good job fit is associated with:</p> <ul style="list-style-type: none"> • fewer health complaints • lower levels of depression • greater self-esteem, • a more positive self-concept • enhanced performance • job satisfaction • employee retention 	<p>Staff Members can experience job strain expressed as emotional distress and provocation, excessive dwelling on thoughts, defensiveness, energy depletion and lower mood levels. Job misfit is linked to fewer applicants in the recruitment and training process, lack of enjoyment and engagement, poor productivity, conflict, and greater voluntary turnover.</p>	<p>a. The workplace does not consider existing systems to re-design work tasks b. The workplace does not assess employee demand and job control issues such as physical and psychological job demands c. The workplace does not assess the level of job control and autonomy afforded to its Staff Members d. The workplace does not monitor the management system to address behaviours that impact Staff Members and the workplace e. The workplace does not value employee input particularly during periods of change and the execution of work</p>	<p>a. The workplace considers existing work systems and allows for work redesign b. The workplace assesses employee demand and job control issues such as physical and psychological job demands c. The workplace assesses the level of job control and autonomy afforded to its Staff Members d. The workplace monitors the management system to address behaviours that impact Staff Members and the workplace e. The workplace values employee input particularly during periods of change and the execution of work</p>

			<p>f. The workplace does not monitor the level of emphasis on production issues</p> <p>g. The workplace does not review its management accountability system that deals with performance issues and how Staff Members can report errors</p> <p>h. The workplace does not emphasise recruitment, training, and promotion practices that aim for the highest level of interpersonal competencies at work</p>	<p>f. The workplace monitors the level of emphasis on production issues</p> <p>g. The workplace reviews its management accountability system that deals with performance issues and how Staff Members can report errors</p> <p>h. The workplace emphasizes recruitment, training, and promotion practices that aim for the highest level of interpersonal competencies at work</p>
<p>6 Growth & Development:</p> <p>Is present in a work environment where Staff Members receive encouragement and support in the development of their</p>	<p>Employee development increases goal commitment, organisational commitment and job satisfaction.</p> <p>Skill acquisition and career development enhance employee wellbeing</p>	<p>Staff Members who are not challenged by their work will grow bored, their wellbeing will suffer, and their performance will drop.</p>	<p>a. Staff Members not receive feedback at work that helps them grow and develop</p> <p>b. Supervisors are not open to employee ideas for taking on new opportunities and challenges</p> <p>c. Staff Members do not have opportunities to advance within their organisation</p> <p>d. The organisation does not value Staff Members' ongoing growth and development</p> <p>e. Staff Members do not have the opportunity to develop their "people skills" at work.</p>	<p>a. Staff Members receive feedback at work that helps them grow and develop</p> <p>b. Supervisors are open to employee ideas for taking on new opportunities and challenges</p> <p>c. Staff Members have opportunities to advance within their organisation</p> <p>d. The organisation values Staff Members' ongoing growth and development</p> <p>e. Staff Members have the opportunity to develop their "people skills" at work</p>
<p>7 Recognition & Reward:</p>	<p>Recognition and reward:</p> <ul style="list-style-type: none"> • Motivates Staff Members 	<p>Lack of recognitions and reward undermines employee</p>		

<p>Is present in a work environment where there is appropriate acknowledgement and appreciation of Staff Members' efforts in a fair and timely manner, e.g. recognition of good performance and years served, and/milestones reached.</p>	<ul style="list-style-type: none"> • Fuels the desire to excel • Builds self-esteem • Encourages Staff Members to exceed expectation • Enhances team success 	<p>confidence in their work and trust in the organisation. Staff Members may feel demoralised and may quit.</p>	<p>a. Immediate supervisor does not demonstrate appreciation of Staff Members' contributions b. Staff Members are not paid fairly for the work they do c. The workplace does not appreciate efforts made by Staff Members d. The workplace does not celebrate shared accomplishments e. The workplace does not value Staff Members' commitment and passion for their work</p>	<p>a. Immediate supervisor demonstrates appreciation of Staff Members' contributions b. Staff Members are paid fairly for the work they do c. The workplace appreciates efforts made by Staff Members d. The workplace celebrates shared accomplishments e. The workplace values Staff Members' commitment and passion for their work</p>
<p>8 Involvement & Influence:</p> <p>Is present is a work environment where Staff Members are included in discussions about how their work is done and how important decisions are made. This includes how organisational change is managed and communicated in the organisation. Change can be related to alterations in individual work conditions (e.g. change of role or the introduction of new technology), or can be related to work-team or organisational level changes (such as mergers, restructures or downsizing).</p>	<p>Staff Members are more likely to be engaged, to have higher morale, and to take pride in their organisation when Staff Members feel they have meaningful input into their work</p>	<p>Staff Members tend to feel a sense of indifference or helplessness. Job alienation associated with cynicism and distress, greater turnover, and burnout.</p>	<p>c. Employee opinions and suggestions are not considered with respect to work d. Staff Members are not informed of important change that can impact how their work is done e. The workplace does not encourage input from all Staff Members on important decisions related to their work</p>	<p>a. Staff Members are able to talk to their immediate supervisors about how their work is done b. Staff Members have some control over how they organise their work c. Employee opinions and suggestions are considered with respect to work d. Staff Members are informed of important change that can impact how their work is done e. The workplace encourages input from all Staff Members on important decisions related to their work f. The workplace consults with Staff Members about proposed</p>

				<p>changes that may affect the health and safety of Staff Members</p> <p>g. The workplace communicates with Staff Members and seeks their participation in the change process</p> <p>h. The workplace establishes a communication system (e.g. meetings or emails) that keeps Staff Members regularly updated on developments</p> <p>i. Developments are communicated in a timely manner to prevent the spread of rumours and enhances Staff Members' feelings of job security</p>
<p>9 Workload Management:</p> <p>Is present in a work environment where assigned tasks and responsibilities can be accomplished successfully within the time available. While Staff Members may need challenging tasks to maintain their interest and motivation to develop new skills, it is important that demands do not exceed their ability to cope. Workload and work demands include:</p> <ul style="list-style-type: none"> • Time pressure • Mental demands 	<ul style="list-style-type: none"> • There is a unique relationship between job demands, and job satisfaction. • Job demands reduce job satisfaction, while intellectual demands or decision-making latitude, increase job satisfaction. • Even when there are high demands, if Staff Members also have high decision-making ability, they will be able to thrive 	<p>Increased demands, without opportunities for control, result in physical, psychological and emotional fatigue, and increase stress and strain. Excessive workload is one of the main reasons Staff Members are negative about their jobs and their employers</p>	<p>a. The amount of work Staff Members are expected to do is not reasonable for their positions</p> <p>b. Staff Members do not have the equipment and resources needed to do their jobs well</p> <p>c. Staff Members cannot talk to their supervisors about the amount of work they have to do</p> <p>d. Staff Members' work is unnecessarily interrupted / disrupted</p> <p>e. Staff Members do not have an appropriate level of control over prioritising tasks and responsibilities when facing multiple demands</p>	<p>a. The amount of work Staff Members is expected to do is reasonable for their positions</p> <p>b. Staff Members have the equipment and resources needed to do their jobs well</p> <p>c. Staff Members can talk to their supervisors about the amount of work they have to do</p> <p>d. Staff Members' work is free from unnecessary interruptions and disruptions</p> <p>e. Staff Members have an appropriate level of control over prioritising tasks and responsibilities when facing multiple demands</p>

<ul style="list-style-type: none"> • Physical demands • Emotional demands 			<p>f. Staff Members are performing tasks under unrealistic time pressure</p> <p>g. Tasks require extensive periods of concentration</p> <p>h. Tasks require complex and high-level decision making beyond an employee’s capability</p> <p>i. Tasks require unreasonable physical demands</p> <p>j. Tasks that are emotionally disturbing, requires high emotional involvement or requires Staff Members to regularly suppress their emotions, e.g. counselling</p>	<p>f. Provide Staff Members adequate time to complete their tasks and allow them to have input when determining the timing and pace of their work</p> <p>g. Set realistic and achievable targets, and take into account existing workloads when setting targets</p> <p>h. Regularly review workloads to ensure Staff Members have sufficient resources in terms of time, administrative support or equipment</p> <p>i. Monitor workloads during period of peak demands (e.g. Christmas, school holidays or seasonal peaks) and provide additional support where required</p> <p>j. Assist Staff Members in the development of personal work plans</p> <p>k. Negotiate reasonable deadlines for completing tasks</p> <p>l. Provide sufficient relief staff to cover for Staff Members who are on annual leave or sick leave</p> <p>m. Plan ahead for any overtime hours and notify Staff Members of any unplanned tight deadlines</p> <p>n. Rotate tasks and schedules to ensure equitable and reasonable assignment of jobs that require a high level of decision making or prolonged periods of concentration</p>
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				<p>o. Provide sufficient information to enable Staff Members to perform tasks competently, including support and resources for decision-making</p> <p>p. Provide training on how to diffuse difficult or confronting situations (e.g. conflict management skills) and ensure support is available</p> <p>q. Provide psychological / medical support to Staff Members who are directly or indirectly involved in a traumatic event or in other emotionally demanding work</p> <p>r. Emotional demands of a role are captured in a position description and that applicants are informed at the pre-selection stage (e.g. at interview) of the emotionally demanding nature of the role</p>
<p>10 Engagement:</p> <p>Is present in a work environment where Staff Members enjoy and feel connected to their work and where they feel motivated to do their job well. Employee engagement can be physical, emotional and/or cognitive.</p>	<p>Engagement leads to:</p> <ul style="list-style-type: none"> • Greater customer satisfaction • Enhanced task performance • Greater morale • Greater motivation • Increased organisational citizenship behaviours (behaviours of personal choice that benefit the organisation) 	<p>Organisations that do not promote engagement can see:</p> <ul style="list-style-type: none"> • Negative impact in productivity • Psychological and medical consequences • Have greater employee turnover • Workplace deviance (in the form of withholding effort) • Counterproductive behaviour • Withdrawal behaviours 	<p>a. Staff Members do not enjoy their work</p> <p>b. Staff Members are not willing to give extra effort at work if needed</p> <p>c. Staff Members do not describe work as an important part of who they are</p> <p>d. Staff Members are not committed to the success of the organisation</p> <p>e. Staff Members are not proud of the work they do</p>	<p>a. Staff Members enjoy their work</p> <p>b. Staff Members are willing to give extra effort at work if needed</p> <p>c. Staff Members describe work as an important part of who they are</p> <p>d. Staff Members are committed to the success of the organisation</p> <p>e. Staff Members are proud of the work they do</p>

<p>11 Work-life Balance:</p> <p>Is present in a work environment where there is acceptance of the need for a sense of harmony between the demands of personal life, family, and work.</p>	<p>Work-life balance:</p> <ul style="list-style-type: none"> • Makes Staff Members feel valued and happier both at work and at home Reduces stress and the possibility that home issues will spill over into work, or vice versa • Allows staff to maintain their concentration, confidence, responsibility, and sense of control at work • Results in enhanced employee wellbeing, commitment, job satisfaction, organisational citizenship behaviours, job performance and reduced stress 	<p>Staff Members who are not psychologically safe experience:</p> <ul style="list-style-type: none"> • demoralisation • sense of threat • disengagement • strain • perceive workplace conditions as ambiguous and unpredictable • Staff Members then undermine shareholder, consumer, and public confidence in the organisation 	<p>a. The workplace is not committed to minimising unnecessary stress at work b. Immediate supervisors do not care about Staff Members’ emotional wellbeing c. The workplace does not make efforts to prevent harm to Staff Members from harassment, bullying, discrimination, violence or stigma d. Staff Members would describe the workplace as being psychologically unhealthy e. The workplace does not deal effectively with situations that can threaten or harm Staff Members (e.g. harassment, bullying, discrimination, violence, aggression, stigma, etc.)</p>	<p>a. The workplace is committed to minimising unnecessary stress at work b. Immediate supervisors care about Staff Members’ emotional wellbeing c. The workplace makes efforts to prevent harm to Staff Members from harassment, bullying, discrimination, violence or stigma d. Staff Members would describe the workplace as being psychologically healthy e. The workplace deals effectively with situations that can threaten or harm Staff Members (e.g. harassment, bullying, discrimination, violence, aggression, stigma, etc.)</p>
<p>13 Protection of Physical Safety:</p> <p>Is present when an employee’s psychological, as well as physical safety, is protected from hazards and risks related to the employee’s physical environment.</p>	<p>Staff Members feel more secure and engaged</p> <p>15 Lower rates of psychological distress and mental health issues</p> <p>16 Safety is enhanced through minimising hazards, training, response to incidents, and the opportunity to have meaningful input into the workplace policies and practices</p>	<p>Workplaces are more likely to be more dangerous</p> <p>18 Staff Members could be injured or develop illnesses</p> <p>19 Staff Members feel less secure and less engaged</p>	<p>a. The workplace does not care about how the physical work environment impacts mental health b. Staff Members do not feel safe (not concerned or anxious) about the physical work environment c. The way work is scheduled does not allow for reasonable rest periods d. All health and safety concerns are not taken seriously</p>	<p>a. The workplace cares about how the physical work environment impacts mental health b. Staff Members feel safe (not concerned or anxious) about the physical work environment c. The way work is scheduled allows for reasonable rest periods d. All health and safety concerns are taken seriously e. Staff Members asked to do work that they believe is unsafe,</p>

			<p>e. Staff Members asked to do work that they believe is unsafe, have hesitation in refusing to do it</p> <p>f. The workplace does not assess the psychological demands of the jobs and the job environment to determine if it presents a hazard to employee's health and safety</p>	<p>have no hesitation in refusing to do it</p> <p>f. The workplace assesses the psychological demands of the jobs and the job environment to determine if it presents a hazard to employee's health and safety</p> <p>g. Make the physical environment as comfortable as possible and designed specifically for the tasks being undertake (e.g. make changes to the workstation, tools or equipment, or the way a job is done where needed)</p>
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Victorian Department of Education; Mental Health & Wellbeing Guide, 2018