



Out of School Hours Care Program  
 312 Childs Road, MILLS PARK  
 Phone: (03) 9407 3170

ABN No. 77 054 042 361

# MENTAL HEALTH & WELLBEING

QUALITY AREA 2 | VERSION 1.1



## PURPOSE

This policy provides guidelines for St Francis of Assisi OSHC to:

- ensure the service environment is safe, inclusive and empowering for children, families, educators, staff, volunteers and visitors
- embed social and emotional learning in the educational program
- ensure families, children, educators and staff are key partners in mental health initiatives
- engage in partnerships with community networks.



## POLICY STATEMENT

### VALUES

St Francis of Assisi OSHC is committed to:

- supporting children becoming strong in their social, emotional and spiritual wellbeing
- strengthening educators understanding of the importance of wellbeing and are sensitive to the impact of abuse and trauma on children
- providing an educational program where children are supported to explore, learn and engage with health and wellbeing
- creating an environment that supports, reflects and promotes positive social, emotional and spiritual wellbeing

### SCOPE

This policy applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge, educators, staff, students, volunteers, parents/guardians, children, and others attending the programs and activities of St Francis of Assisi OSHC, including during offsite excursions and activities.

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Educators and all other staff	Parents/guardians	Contractors, volunteers and students
<b>R</b> indicates legislation requirement, and should not be deleted					
Ensuring that the nominated supervisor, educators, staff, families and children are active participants in the development and implementation of the whole service <i>Mental Health and Wellbeing Policy</i>	<b>R</b>				

Ensuring that the service provides a safe, inclusive and empowering environment which celebrates diversity through positive, respectful and appropriate behaviour when working with children and families ( <i>refer to Code of Conduct Policy and Interactions with Children Policy</i> )	R	√	√		√
Actively supporting and facilitating participation and inclusion of Aboriginal children, young people, and their families at St Francis of Assisi OSHC	R	√	√		√
Encouraging children to actively consider risks within the service and involving them in the development of guidelines to keep the service environment healthy and safe for all		√	√		√
Embedding social and emotional learning in the service program and practice, and teaching children to care for their own mental health and wellbeing	R	√	√		√
Embedding opportunities to learn about healthy eating and oral health and the importance of physical activity in the educational program, throughout the year ( <i>refer to Nutrition, Oral Health and Active Play policy</i> )	R	√	√		√
Ensuring that quiet and reflective spaces are provided for children, educators and families	√	√	√		
Ensuring diversity, cultural practices and mental health and wellbeing practices are considered when implementing the learning program at the service	R	√	√		√
Supporting educators in implementing trauma-informed practices ( <i>refer to Definitions</i> ) by providing resources, ongoing training, and guidance to enhance their approach to educating and caring for children.	R	√	√		√
Implementing appropriate programs and practices to support vulnerable children and families, including working co-operatively with relevant services and/or professionals, where required ( <i>refer to Child Safe Environment and Wellbeing</i> )	R	√	√		√
Ensuring a safe, inclusive, welcoming environment is created for all community members. There is a culture of respect, fairness and equity.	R	√	√		√
Encouraging collaborative, family-centred practice ( <i>refer to Definitions</i> ) at the service which facilitates the positive mental health and wellbeing and active participation of both the child and the family at the service	√	√	√		√
Ensuring that cultural values and expectations about health and wellbeing are respected	√	√	√		√
Ensuring that children's diverse circumstances are understood, and those who are vulnerable are responded to and provided with support	√	√	√		√
Understanding each child's unique developmental journey of which mental health being a continuum will be different to others in their space	√	√	√		√
Attending to any adjustments to provide equal protection for all children ( <i>refer to Child Safe Environment and Wellbeing Policy</i> )	R	√	√	√	√

Strategies are used to promote positive and responsible behaviour, and to prevent and respond to hurtful and unsafe behaviour ( <i>refer to Child Safe Environment and Wellbeing Policy</i> ) and ( <i>refer to Attachment 1 – Mental Health &amp; Wellbeing Matrix</i> )	<b>R</b>	√	√		√
Educators and staff model respectful interactions with each other, children and families. A positive approach to mental health and wellbeing is also role modelled ( <i>refer to Interaction with Children policy</i> )		√	√	√	√
Children are supported to develop social and emotional skills and learn about and care for their own mental health		√	√		√
Educators and staff are supported to access ongoing professional development and resources about mental health and wellbeing education and to understand when and how to refer children to additional support ( <i>refer to Sources</i> )	√	√			
Educators and staff are supported to learn about and care for their own mental health and wellbeing ( <i>refer to Occupational Health and Safety policy</i> )	<b>R</b>	√			
Ensuring mental health and wellbeing information and policy requirements are included in educator and staff orientation/induction.	√	√			
Ensuring leadership practices and on-the-ground support, enable a work environment that minimises stress and promotes mental health and wellbeing for educators and staff.	√	√			
Implementing strategies to promote positive conflict resolution and to prevent and respond to bullying, discrimination and harassment ( <i>refer to Compliments and Complaints policy</i> )	<b>R</b>	√			
Providing mental health and wellbeing information to families and the wider community, such as information about local support services and resources about social and emotional learning	√	√			
Establishing partnerships with relevant organisations and health professionals to support mental health and wellbeing practices where appropriate.	√	√	√		√
Ensuring there are clear referral options and pathways for children, staff, educators and families to access support services for mental health and wellbeing ( <i>refer to Sources</i> ).	√	√	√	√	√
Ensuring that the nominated supervisor, educators, staff and families are provided with information about policy requirements, with opportunities to provide feedback and input	√	√	√	√	√



## BACKGROUND AND LEGISLATION

### BACKGROUND

Many young Australians have mental health issues which can have lifetime impacts. In Australia one in seven 4 to 17 years olds experience a mental health condition every year<sup>1</sup>.

Mental health and wellbeing for young children is about their emotions, what they experience and how they learn to manage and express them, the relationships they form and their ability to engage in close and positive relationships. A strong sense of wellbeing and positive mental health provides children with confidence and optimism, which maximises their learning potential, gives them a greater chance of long-term success, and helps them build stronger relationships.

Early intervention can improve children's mental health, and in turn, their lifetime outcomes. Good mental health in early childhood also provides a solid foundation for managing the transition from childhood to adolescence and adulthood. Early childhood services play a key role in promoting mental health and wellbeing in children and can affect children's long-term mental health, relationships and learning.

The Early Years Learning Framework (the Framework) was developed to extend and enrich children's learning from birth to five years. Outcome 3 of the Framework talks about children having a strong sense of wellbeing. It guides early childhood practitioners in facilitating a learning environment that supports both physical and psychological development

Obligations under Child Safe Standard 8 requires staff and volunteers to be trained and supported to effectively implement the organisation's child safety and wellbeing policy. This Standard links to Standards 1 and 5, with all three Standards placing obligations on organisations to provide training and information for staff and volunteers on building safe environments for children and young people.

Trauma-informed practice in early childhood education and care is crucial as it recognises and responds to the impact of traumatic experiences on young children. This approach fosters a safe, supportive, and nurturing environment, which is essential for healthy development and learning. By understanding and addressing the unique needs of children who have experienced trauma, educators can help mitigate the adverse effects, promote resilience, and create a foundation for positive emotional and cognitive growth. This compassionate and informed strategy is directly linked to the mental health and wellbeing of young children, as it helps to stabilise their emotions, build a sense of security, and encourage healthy coping mechanisms.

## LEGISLATION AND STANDARDS

Relevant legislation and standards include but are not limited to:

- National Quality Standard: Quality Area 2
- The Early Years Learning Framework for Australia
- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011
- Victorian Early Years Learning and Development Framework

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## DEFINITIONS



The terms defined in this section relate specifically to this policy. For regularly used terms e.g. Approved provider, Nominated supervisor, Notifiable complaints, Serious incidents, Duty of care, etc. refer to the Definitions file of the PolicyWorks catalogue.

### **Family-centred practice: Practice which:**

- uses families' understanding of their children to support shared decision-making about each child's learning and development
- creates a welcoming and culturally inclusive environment, where all families are encouraged to participate in and contribute to children's learning and development
- actively engages families and children in planning children's learning and development
- provides feedback to families on each child's learning and provide information about how families can further advance children's learning and development at home and in the community.

**Mental health and wellbeing:** For the purposes of this policy and for the Healthy Early Childhood Services Achievement Program, the 'Mental Health and Wellbeing' health priority area focuses on social and emotional wellbeing and resilience.

**Mental health** in early childhood can be understood as a young child's ability to 'experience, regulate and express emotions; form close and secure interpersonal relationships; and explore the environment and learn – all in the context of family, community and cultural expectations for young children. Infant mental health is synonymous with healthy social and emotional development

**Trauma-informed Practice:** A strengths-based framework where trauma survivors are seen as individual who have experienced extremely abnormal situations and who manage the best as they can.

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## SOURCES AND RELATED POLICIES



### SOURCES

- Alannah and Madeline Foundation, Trauma Informed Practice: A guide to early Childhood Organisations: [www.alannahandmadeline.org.au](http://www.alannahandmadeline.org.au)
- Be You, Beyond Blue: [www.beyondblue.org.au](http://www.beyondblue.org.au)
- BlackDog Institute: [www.blackdoginstitute.org.au](http://www.blackdoginstitute.org.au)
- Child First and family services: [www.services.dffh.vic.gov.au/families-and-children](http://www.services.dffh.vic.gov.au/families-and-children)
- Commission for Children and Young People, Child Safe standards: [www.cryp.vic.gov.au](http://www.cryp.vic.gov.au)
- Cancer Council Victoria, Achievement Program: [www.achievementprogram.health.vic.gov.au/education/early-childhood-services](http://www.achievementprogram.health.vic.gov.au/education/early-childhood-services)
- Department of Education and Training and Early Childhood Australia: [Wellbeing webinars](#)
- Early Childhood Australia, Code of Ethics: [www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics](http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics)
- Early Childhood Resource Hub, Trauma-informed practice: <https://www.acecqa.gov.au/sites/default/files/2020-12/Trauma-informed%20practice.PDF>
- Headspace: [www.headspace.org.au](http://www.headspace.org.au)
- KidsMatter: [www.beyou.edu.au](http://www.beyou.edu.au)
- United Nations Convention on the Rights of the Child: [www.unicef.org.au](http://www.unicef.org.au)
- Victorian Curriculum and Assessment Authority: [The Wellbeing Practice Guide](#)

### RELATED POLICIES

- Child Safe Environment and Wellbeing
- Code of Conduct
- Planning and Programming
- Interaction with Children
- Nutrition, Oral Health and Active Play
- Occupational Health and Safety
- Privacy and Confidentiality

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## EVALUATION



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

- regularly seek feedback from everyone affected by the policy regarding its effectiveness, particularly in relation to identifying and responding to child safety concerns
- 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 required

- notifying all stakeholders affected by this policy at least 14 days before making any significant changes to this policy or its procedures, unless a lesser period is necessary due to risk (*Regulation 172 (2)*).



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## ATTACHMENTS

- Mental Health & Wellbeing Matrix
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# Mental Health & Wellbeing Matrix

Environmental Factor	The Factor's Importance	When it is Absent	What are the Hazards	Control Measures
<p><b>1 Organisational Culture:</b></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. 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            b. People at work do not show sincere respect for others' ideas, values and beliefs            c. Difficult situations at work are not addressed effectively            d. Staff Members feel that they are not part of a community at work            e. Staff Members and Leadership do not trust one another</p>	<p>a. All people in the workplace are held accountable for their actions            b. People at work show sincere respect for others' ideas, values and beliefs            c. Difficult situations at work are addressed effectively            d. Staff Members feel that they are part of a community at work            e. Staff Members and Leadership trust one another</p>

<p><b>2 Psychological and Social Support:</b> 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><b>Staff Members that feel they have psychological support have:</b></p> <ul style="list-style-type: none"> <li>• Greater job attachment</li> <li>• job commitment</li> <li>• job satisfaction</li> <li>• job involvement</li> <li>• positive work moods desire to remain with the organisation</li> </ul>	<p><b>Lack of psychological support from the organisation can lead to:</b></p> <ul style="list-style-type: none"> <li>• Increased absenteeism</li> <li>• withdrawal behaviours</li> <li>• conflict</li> <li>• strain</li> <li>• employee turnover</li> <li>• loss of productivity</li> <li>• increased costs</li> <li>• greater risk of accidents incidents and injuries</li> </ul>	<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 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>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> <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><b>Leadership &amp; Expectations:</b></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</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</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</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>how their work contributes to the organisation, and discusses the nature and expected outcomes of impending changes.</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>wellbeing and reduced sick leave</p>	<p>program, policy and/or service intended to support Staff Members</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>c. Staff Members are informed about important changes at work in a timely manner</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 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>
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				k. Promote a team culture where Staff Members assist each other and provide support when required
<p><b>4 Civility &amp; Respect:</b></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, 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>A civil and respectful workplace is related to:</p> <ul style="list-style-type: none"> <li>• Greater job satisfaction</li> <li>• greater perceptions of fairness</li> <li>• a more positive attitude</li> <li>• improved morale</li> <li>• better teamwork</li> <li>• greater interest in personal development</li> <li>• engagement in problem resolution</li> <li>• enhanced supervisor-staff relationships</li> <li>• reduction in sick leave and turnover.</li> </ul>	<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>e. A Code of Conduct and Service Philosophy clarifies rules of engagement</p> <p>f. Promote the service's values within the workplace</p> <p>g. The service has a Grievance and Complaint Policy which details guidelines for reporting processes.</p> <p>h. Identify specific behaviour and initiate a frank conversation with a Staff Members that will involve provision of clear and supportive feedback</p>

<p><b>5 Psychological Competencies &amp; Requirements:</b></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"> <li>• fewer health complaints</li> <li>• lower levels of depression</li> <li>• greater self-esteem,</li> <li>• a more positive self-concept</li> <li>• enhanced performance</li> <li>• job satisfaction</li> <li>• employee retention</li> </ul>	<p>Staff Members can experience job strain expressed as emotional distress and provocation, excessive dwelling on thoughts, defensiveness, energy depletion and lower mood levels.</p> <p>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</p> <p>b. The workplace does not assess employee demand and job control issues such as physical and psychological job demands</p> <p>c. The workplace does not assess the level of job control and autonomy afforded to its Staff Members</p> <p>d. The workplace does not monitor the management system to address behaviours that impact Staff Members and the workplace</p> <p>e. The workplace does not value 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>a. The workplace considers existing work systems and allows for work redesign</p> <p>b. The workplace assesses employee demand and job control issues such as physical and psychological job demands</p> <p>c. The workplace assesses the level of job control and autonomy afforded to its Staff Members</p> <p>d. The workplace monitors the management system to address behaviours that impact Staff Members and the workplace</p> <p>e. The workplace values employee input particularly during periods of change and the execution of 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><b>6 Growth &amp; Development:</b></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. 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  b. Supervisors are not open to employee ideas for taking on new opportunities and challenges  c. Staff Members do not have opportunities to advance within their organisation  d. The organisation does not value Staff Members’ ongoing growth and development  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  b. Supervisors are open to employee ideas for taking on new opportunities and challenges  c. Staff Members have opportunities to advance within their organisation  d. The organisation values Staff Members’ ongoing growth and development  e. Staff Members have the opportunity to develop their “people skills” at work</p>
<p><b>7 Recognition &amp; Reward:</b></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>	<p>Recognition and reward:</p> <ul style="list-style-type: none"> <li>• Motivates Staff Members</li> <li>• Fuels the desire to excel</li> <li>• Builds self-esteem</li> <li>• Encourages Staff Members to exceed expectation</li> <li>• Enhances team success</li> </ul>	<p>Lack of recognitions and reward undermines employee 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><b>8 Involvement &amp; Influence:</b></p>	<p>Staff Members are more likely to be engaged, to have higher morale, and to take pride in</p>	<p>Staff Members tend to feel a sense of indifference or helplessness.</p>	<p>c. Employee opinions and suggestions are not considered with respect to work</p>	<p>a. Staff Members are able to talk to their immediate</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>their organisation when Staff Members feel they have meaningful input into their work</p>	<p>Job alienation associated with cynicism and distress, greater turnover, and burnout.</p>	<p>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>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 changes that may affect the health and safety of Staff Members g. The workplace communicates with Staff Members and seeks their participation in the change process h. The workplace establishes a communication system (e.g. meetings or emails) that keeps Staff Members regularly updated on developments i. Developments are communicated in a timely manner to prevent the spread of rumours and enhances Staff Members' feelings of job security</p>

<p><b>9 Workload Management:</b></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"> <li>• Time pressure</li> <li>• Mental demands</li> <li>• Physical demands</li> <li>• Emotional demands</li> </ul>	<ul style="list-style-type: none"> <li>• There is a unique relationship between job demands, and job satisfaction.</li> <li>• Job demands reduce job satisfaction, while intellectual demands or decision-making latitude, increase job satisfaction.</li> <li>• Even when there are high demands, if Staff Members also have high decision-making ability, they will be able to thrive</li> </ul>	<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>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>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> <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>
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				interview) of the emotionally demanding nature of the role
<p><b>10 Engagement:</b></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"> <li>• Greater customer satisfaction</li> <li>• Enhanced task performance</li> <li>• Greater morale</li> <li>• Greater motivation</li> <li>• Increased organisational citizenship behaviours (behaviours of personal choice that benefit the organisation)</li> </ul>	<p>Organisations that do not promote engagement can see:</p> <ul style="list-style-type: none"> <li>• Negative impact in productivity</li> <li>• Psychological and medical consequences</li> <li>• Have greater employee turnover</li> <li>• Workplace deviance (in the form of withholding effort)</li> <li>• Counterproductive behaviour</li> <li>• Withdrawal behaviours</li> </ul>	<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><b>11 Work-life Balance:</b></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"> <li>• 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</li> <li>• Allows staff to maintain their concentration, confidence, responsibility, and sense of control at work</li> <li>• Results in enhanced employee wellbeing, commitment, job satisfaction, organisational citizenship behaviours, job performance and reduced stress</li> </ul>	<p>Staff Members who are not psychologically safe experience:</p> <ul style="list-style-type: none"> <li>• demoralisation</li> <li>• sense of threat</li> <li>• disengagement</li> <li>• strain</li> <li>• perceive workplace conditions as ambiguous and unpredictable</li> <li>• Staff Members then undermine shareholder, consumer, and public confidence in the organisation</li> </ul>	<p>a. The workplace is not committed to minimising unnecessary stress at work</p> <p>b. Immediate supervisors do not care about Staff Members' emotional wellbeing</p> <p>c. The workplace does not make efforts to prevent harm to Staff Members from harassment, bullying, discrimination, violence or stigma</p> <p>d. Staff Members would describe the workplace as being psychologically unhealthy</p> <p>e. The workplace does not deal effectively with situations that can threaten or harm Staff Members (e.g. harassment,</p>	<p>a. The workplace is committed to minimising unnecessary stress at work</p> <p>b. Immediate supervisors care about Staff Members' emotional wellbeing</p> <p>c. The workplace makes efforts to prevent harm to Staff Members from harassment, bullying, discrimination, violence or stigma</p> <p>d. Staff Members would describe the workplace as being psychologically healthy</p> <p>e. The workplace deals effectively with situations that can threaten or harm Staff Members (e.g. harassment, bullying, discrimination,</p>



			bullying, discrimination, violence, aggression, stigma, etc.)	violence, aggression, stigma, etc.)
<p><b>13 Protection of Physical Safety:</b></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</p> <p>b. Staff Members do not feel safe (not concerned or anxious) about the physical work environment</p> <p>c. The way work is scheduled does not allow for reasonable rest periods</p> <p>d. All health and safety concerns are not taken seriously</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>a. The workplace cares about how the physical work environment impacts mental health</p> <p>b. Staff Members feel safe (not concerned or anxious) about the physical work environment</p> <p>c. The way work is scheduled allows for reasonable rest periods</p> <p>d. All health and safety concerns are taken seriously</p> <p>e. Staff Members asked to do work that they believe is unsafe, 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>

Victorian Department of Education; Mental Health & Wellbeing Guide, 2018