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Introduction

Working in further education (FE), sharing your skills with learners and inspiring the next generation comes with a great sense of achievement.

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XYFKK NX QT\JW YMFS YMFY TK YMJ LJSJWFQ UZGQ

What is psychological safety?

Okay, sounds good! But how will it look on a practical level?

9MJWJ FWJ F SZRGJW TK +* TWLFSNXFYNTSX YMFY
YT\FWIX UX^HMTQTLNHFQQ^ XFKJ JS[NWTSRJSYX Bri
in wellbeing support for staff with initiatives including its menopause cafe
and dedicated staff wellbeing spaces. '^ HWJFYNSL UM^XNHFQ XUF
HFS RJJY FSI INXHZXX NXXZJX 'WNILJSI FWJ XJSIN
YT IT XT 9MNX XJSXJ TK XFKJY^ NX FS JXXJSYNFQ
UX^HMTQTLNHFQQ^ XFKJ HZQYZWJ

8YFKK <JQQGJNSL &I[THFYJX MF[J ZSIJWYFPJS 2JSY
JVZNU YMJR \NYM YMJ YTTQX YT MJQU XUJHN*H XN
FI[THFYJX MF[J FQXT GJJS XYWFYJLNHFQQ^ INXYWN
YT JSXZWJ KFRNQNFV FSI XZUUTWYN[J KFHJX TK \J
XY Fik Legend College also a

Practical tools and approaches

Mental Health and Wellbeing Charter

Mental Health and Wellbeing Charter

We recognise that our college has a responsibility to our students and staff that promotes student and staff mental health and that proactively supports students and staff mental health.

As a college, we will:

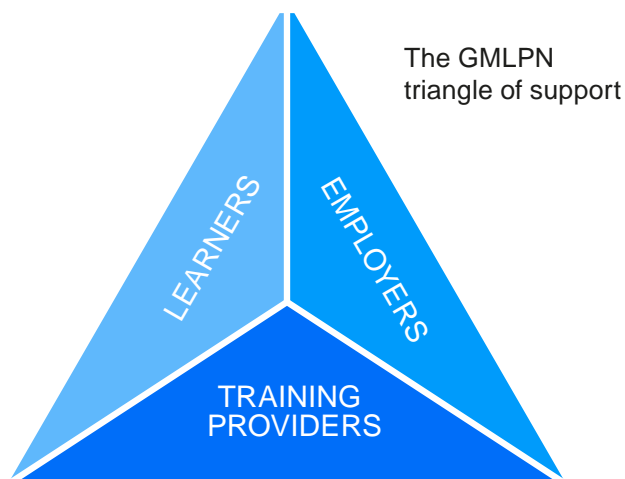
- Ensure that wellbeing and mental health work is led by a senior manager supported by a member of staff with particular responsibility for mental health
- Have a wellbeing and mental health action plan which is monitored regularly and reviewed annually
- Create an open and inclusive college ethos which includes respect for those with mental ill health
- Promote equality of opportunity and challenge mental health stigma in curriculum teaching and also promote wellbeing through tutorial programmes
- Provide appropriate mental health training for staff
- Encourage and collaborate with the Student Union and other student representative bodies
- Provide targeted individual mental health support where appropriate or alternatively signpost to external support services
- Provide relevant information to parents and carers
- Establish effective links with local health and voluntary sector mental health groups
- Promote the benefit that physical activity and sport has on mental wellbeing.





Greater Manchester Learning Provider Network Self-assessment Toolkit

,WJFYJW 2FSHMJXYJW 1JFWSNSL 5WT[NIJW 3JY\TWP
assessment tool FSI RJRGJWXMNU XZW[J^ YT *SI TZY YMJ
YWFNSNSL UWT[NIJWX MF[J UTQNHJX FSI UWTHJIZV
FSI UWT[NIJWXc XYFKK \MT FWJ NS UTXNYNTS YT XZ
9MJ FNR TK YMJ UWTOJHY NX YT establish a triangle of support b
apprentice/trainee, the training provider and the employer, so that mental
health issues can be supported from all sides 9MJ YTTQPNY LN[JX YW
UWT[NIJWX WJXTZWHJX XNLSUTXYNSL JKKJHYN[J C
WJ+JHY TS YMJNW T\S UWFHYNHJ



Health & Safety Executive's Talking Toolkit

9MJ -JFQYM FSI 8FKJY^ *]JHZ YNF[X c @ J a S i n g T o o l k i t N * H F Q C
KTW JIZHFYNTS YT MJQU KTX YJW UX^HMTQTLNHFQQ

Approach every conversation as a learning-point

>TZ QJFWS RTWJ KWTR GJNSL \WTSL 'J XZWJ YT GF
NSYJWWCtildyBuilds knowledge but interrogation builds barriers.

Let your team see you understand

When your people know you care enough to understand and consider their point of view they experience psychological safety. >TZ HFS FQXT XMT\
ZSIJWXYFSINSL \NYM GTI^ QFSLZFLJ 3TI ^TZW MJFI
JSLFLJRJSY 'J F\FWJ TK ^TZW KFHNfq JJUWJXXNTS
ZSMFUU^ JRUQT^JJX STYNHJ

Build trust by avoiding blaming and shaming

9T GZNQI FSI RFNSYFNS UX^HMTQTLNHFQ XFKJY^ NS
.SXYJFI TK f<MFY MFUUJSJI FSI \M^\$g FXP f-T\ HFS
GJYYJW SJJY YNRJ\$g 3TYNHJ YMJ KTHZX TS YMJ HT
RFPJ XZWJ YMNX LTJX XRTTYMQ^ SJJY YNRJ\$ 'We' stater
responsibility into a group effort, rather than singling out an individual for a mistake.

Build positive workplace relationships

5TXNYN[J WJQFYNTSXMNUX FWJ PJ^ YT JRTYNTSFQ
Coaching & mentoring will only work if staff members feel they are able to
take risks and fail intelligently. .K XYFKK FSI JS[NWTSRJSYX IT S
YMWTZLM F QFHP TK YWZXY TW UTXNYN[J WJQFYNT
NWWJQJ[FSY 9FPJ YNRJ YT JSXZWJ YMJ HZQYZWJ T
QJFIJWX FSI XYFKK RJRGJWX YT XMT\ [ZQSJWFGNQ
WJQFYNTSXMNUX \NYM ^TZWâYJFR

But how can you deofv Y QP Sa t hk è Q TP À PŠ3 [N J [k>7.3 <00545<002 Td [<

Other tips to consider:

- Be more open



Getting started — try this: [ve minute Psychological T6 \(c\)4.2 \(](#)

