



BPSI

Barnet Partnership for School Improvement

Don't Lose Your Head!

A Directory of useful
resources and courses for
Headteachers

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Useful Courses

For details, of when any of the courses listed in the booklet are being held, please go to the BPSI Courses website by clicking on this link and looking on Leadership & Management Tab or use the QR Code. If the course is not advertised on the website then contact BPSI Traded Services Team (see contact details on back page) for details of when it might be organised.

www.bpsi.org.uk, then click on View & Book Courses



Becoming a Professional Friend!

BPSI intend to develop a network of Headteachers willing to become “Professional Friends”. These Heads will be available to take a call from a Head, or meet with them, when challenging issues arise or an issue needs to be explored. Professional friends will be there to listen and offer support when needed at a mutually convenient time enabling a Head, wishing to discuss a particular issue, a safe place to discuss the issue and a friendly ear to listen.

At the end of the Becoming a Professional Friend session, Headteachers will have:

- A detailed understanding of the aims of the professional friend network and how it will work
- Identified the elements of supportive and effective conversations
- Discussed how they previously might have used this type of network if available and the benefits gained
- Reflected on listening and responding effectively without the responsibility of solving the presenting problem of another Head
- Understood the importance of this scheme working with complete confidentiality.

Action Learning Set for Headteachers

Action Learning is a simple but powerful route to reflect on work problems, team working, inter-personal skills and to think through and implement solutions, active management development in practice. Each session consists of a safe reflective space for participants to review their leadership skills, explore new ways of people management, team building, managing resources, working with children, parents and guardians, the local authority, external agencies and partnership bodies in a constantly changing environment.

Participants will be able to:

- problem solve with peers
- discuss difficult issues and creative ways to bring about change
- improve teamwork
- think about organisational development
- reflect on good practice working with all communities to improve outcomes for children, young people and their families
- review and discuss leadership readings.
- Monthly sessions throughout the school year will be hosted at the schools of participants on a rota basis. This will be discussed in more depth with participants at the first session.

Effective Time Management – How to be your most productive self!

While there are definitely some undeniable advantages of the cutting-edge technology we enjoy in the 21st century, there also has never been a time when we were so overwhelmed with social media and various forms of instant communication: E-mails, text messages, instant messaging, LinkedIn, Facebook, Twitter and the list goes on...

Regular, and at times excessive use of technology on top of our existing personal and professional responsibilities currently makes it very challenging for most people to be productive.

Staff working in schools are further stretched by the recent changes such as the curriculum, assessment, Ofsted judgements, performance, data and more...all happening at the same time.

So it is crucial for us to use our time effectively! But what are the benefits of this? Here are some examples:

- We increase our productivity and efficiency
- We achieve our personal and professional goals
- We set a good example for others and help increase the productivity of the people we lead
- We reduce our stress
- We have a greater sense of accomplishment and as a result we develop increased self-confidence

On the day you will:

- Understand the reasons behind failing to manage time well
- Reflect on personal habits, behaviours and choices around 'time management'
- Gain tools to organise, prioritise and schedule your time effectively
- Acquire tips and ideas to increase your productivity
- Practise with colleagues and tap into the collaborative group wisdom and experience
- Create a personal action plan

Emotionally Intelligent Communication: Responding instead of Reacting

Why do we need to improve our communication?

For increased well being: A fifth of adults in the UK experience anxiety and depression and according to The Health and Safety Executive - "teaching" is still one of the occupations with the highest levels of work-related stress. We need to understand our emotions and learn to express ourselves better.

For increased harmony and productivity: Ineffective communication is the major reason of conflict in the workplace causing 30-40% of leaders' and managers' daily activities being devoted to dealing with disputes. This results in loss of time, money, energy and productivity. It also interrupts the harmony within the work place. We need to make an effort to better interpret the emotions and behaviours of others and respond to them appropriately.

Why Emotional Intelligence?

Emotional intelligence is a key skill in helping us manage our emotions, express ourselves more skilfully and communicating with others in a more engaging and empathetic way. An increasing amount of research suggests that the more senior and influential a person's position at work, the more they are required to rely on their emotional intelligence.

Aims of the session:

This session aims to enhance the participants' understanding of emotional intelligence, and its use to impact personal well-being and the well-being of the people they communicate with. It also aims to raise awareness around the need to use emotional intelligence to manage and influence people and to improve the quality of our relationships.

Participants will learn about/gain clarity on:

- What emotional intelligence is
- The core aspects of emotionally intelligent communication
- Personal impact on others
- How "emotional intelligence" can improve the communication in their school

Simple Strategies for Stress

Teaching has been found to be the most stressful profession in the UK (HSE research). A recent survey of teachers by the Nasuwt teaching union found that 83% reported workplace stress, with 67% saying that it adversely impacted their mental or physical health. Is it time for you and/or your staff to learn some simple ways to deal with stress.

This training session focuses on staff wellbeing and stress management. It covers the following topics:

- 5 Ways to Wellbeing and Self-Care (why prevention is better than the cure!)
- Understanding stress and the stress response
- Basic principles of stress management
- Sensory processing and links to stress
- Using the senses for stress management

Simple strategies to incorporate into daily life (no new skills required!)

At the end of the training session, participants will take away simple, practical tools for improving their wellbeing and managing stress. The techniques offered are effective, based on neuroscience and easily incorporated into daily life.

Managing conflict and difficult conversations for Headteachers, Deputy and Assistant Headteachers

Helping Heads and Deputy Heads to understand and manage areas of conflict which may arise when working with staff teams, parents, governing bodies and external agencies. Through case studies, group exercises and discussion, this programme explores different ways of dealing with difficult issues and managing conflict.

At the end of the programme, participants will have:

Reviewed why conflict occurs

Explored how difficult issues can arise in schools

Discussed the importance of school leadership dealing swiftly with difficult issues

Reflected on attitudes to different issues

Examined why conflict is often avoided

Considered the repercussions that can arise by not dealing with these issues

Learnt to recognise their own response to conflict and pondered on different responses.

Fierce Conversations

What gets talked about in a school and how it gets talked about determines what will happen. Or won't happen.

Workshop Purpose

Fierce Conversations teaches attendees how to ignite productive dialogue that interrogates reality, provokes learning, resolves tough challenges and enriches relationships. It's the place to begin, the cornerstone of great leadership, healthy cultures, intelligent strategies and whole-hearted execution.

Description

The simplest definition of a fierce conversation is one in which we come out from behind ourselves, into the conversation, and make it real. While many fear real, it is the unreal conversations that ought to concern us because they are incredibly expensive.

Once you've tasted this illusive thing called candour, served up with intelligence, passion and skill, all possibilities will expand and, when sustained, will revolutionise your culture.

Fierce is not neutral

Fierce believes that the conversation is the relationship. Careers and companies succeed or fail, one conversation at a time. Conversations are the work horses of an organisation. The central function of any team member is to engineer productive, spirited dialogue that reveals we are capable of original thought and provides clarity and impetus for change.

Services

One to One Coaching

Coaching is a means by which staff can be supported in any aspect of their professional or personal life. It offers a confidential, structured space to reflect on leadership, people management and every aspect of school life.

A professional relationship between a coach and an individual is to provide assistance in clarifying and achieving meaningful goals and making practical decisions.

Coaching helps to raise people's awareness and empower them to find their own answers through encouragement and support.

It is a type of support that focuses on

- learning from experience
- achieving positive results
- attaining goals
- improving performances
- building on success

Coaching can also impact to:-

- Develop core leadership and relationship skills
- Dramatically enhance the ability to bring out the talent of oneself and others
- Develop the ability to empower others and mitigate conflict
- Develop core competencies of emotional and social intelligence in oneself and others
- Design powerful intentional alliances with others geared towards maximising learning and results
- Encourage the shift in perspective and mindset that enables people to view themselves and others in a new light
- Supports and facilitates people to think more creatively, to act with greater confidence and clarity and to contribute in a more alive, engaging and fulfilling way

BPSI have a number of experienced coaches who can provide support – see www.bpsi.org.uk/coaching



Education Support Partnerships

Whatever you need, we're here for you 24/7. Our trained counsellors will listen to you without judgement and will help you think through the problems you are facing to find a way forwards and feel better. No issue is too big or too small.

UK-wide: **08000 562 561**

Txt: **07909 341229**

Our helpline is free and available to all teachers, lecturers and staff in education (primary, secondary, further or higher education) in England, Wales and Scotland. We're here for you 24/7, 365 days a year.

[Download a poster now for your staffroom!](#)



What happens when I call?

A member of our friendly support team will find out why you are calling and choose the best person for you to speak to.

Depending on your needs they might:

deal with your call personally and offer emotional support straight away
offer action plan support (coaching)

transfer you to one of our BACP accredited counsellors for counselling

connect you to one of our other services such as grants or information

assist with referral for long term treatment (for example, to your GP)

https://www.educationsupportpartnership.org.uk/individuals/telephone-support?gclid=CjsKDwjw0cXIBRCxjqnE3K3sHhIkAL1LezQpMUojxSVt7btRw4ijLg6h1tPiTAAf_uWHZR1DOPFGgKpwPD_BwE



Stress Management Standards

Step 1 Identify the Hazards:

The HSE categorise the major causes of work related stress into six key areas or 'risk factors' – the rationale being that if these are not managed effectively then staff are at risk of suffering work-related stress. In Step 1 it is therefore important that all employees are familiar with and understand these risk factors. Jobs are not expected to be risk assessed, because no job should itself be inherently stressful. It is the interaction of the person with their job, and their individual perceptions of this, that can result in stress. A job may be stressful for one person but not another, so the key is matching the individual to the job.

Step 2: Decide Who may be Harmed & How:

Identify which factors are a problem in the School. To do this the School could:

Use existing data such as sickness absence records and staff attitude surveys

Complete the formal stress audit questionnaire (an example is given below)

Elicit views of staff. This may involve talking to staff at team meetings or running focus groups

The School may decide to use a combination of all three methods.

Step 3: Evaluate the Risk:

Use the information assimilated in step 2 to determine how the School is performing in relation to each of the six risk factors. Identify stress hot spots and priority areas. Communicate the results of step 2 to all staff, and involve staff at all levels in finding solutions through team meetings and/or focus groups.

Step 4: Record the Findings:

The School should work with staff to decide on improvement targets and actions. Actions will depend on the information gained in Steps 2 and 3. Develop an action plan in consultation with staff and their representatives.

Examples of action taken could include:

A change in some management procedures

Increased communication channels

Management development training e.g. listening skills, effective feedback, appraisals, delegation

Personal stress management training for all staff

Providing counselling

Step 5: Monitor & Review:

Look for improvements, communicate successes throughout the School, listen to staff and tackle strategies that are not working, repeat the audit.

<http://www.hse.gov.uk/stress/standards/>



Subscriptions

School Bus

www.theschoolbus.net



Building Outstanding relationships with staff!
Personal Development Plan and Professional Growth Timeline
Manage Employee Defence Strategies
Staff Wellbeing policy
Coaching the effective way to lead teaching and Learning

Optimus-Education

www.optimus-education.com



Preventing Overwhelm for New Governors and Clerks

Useful Websites

Stress

Acas www.acas.org.uk

Information on stress, and employer and employee rights, in the workplace



Alcoholics Anonymous www.alcoholics-anonymous.org.uk

Fellowship of men and women who share their experience, strength and hope with each other to recover from alcoholism.



Carers UK www.carersuk.org The voice of carers



CBI www.cbi.org.uk

Guidance to businesses on managing stress at work



Department of Health

www.gov.uk/government/organisation/department-of-health

Information on dealing with stress and mental health problems, including the use of Cognitive Behavioural Therapy (CBT)



Disability Rights Commission www.equalityhumanrights.com

The new commission is working to eliminate discrimination, reduce inequality, protect human rights and to build good relations, ensuring that everyone has a fair chance to participate in society.



Gingerbread www.gingerbread.org.uk

Gingerbread and One Parent Families have now merged to provide better support and a bigger voice to 1.8 million lone parents and their children throughout England and Wales.



International Stress Management Organisation www.isma.org.uk
Useful help and guidance for managers and organisations on stress management



Local Government Employers www.local.gov.uk
Guidance for all councils on stress prevention and management



NHS Direct <http://www.nhsdirect.nhs.uk>
National Health Service advice and guidance on health matters



Princess Royal Trust for Carers <http://www.carers.org>
Here to improve carers' lives by fighting for equality and recognition for carers.



Relate <http://www.relate.org.uk>
UK's largest provider of relationship counselling and sex therapy.



Samaritans <http://www.samaritans.org.uk>
Worklife and business training on managing stress in the workplace



The Stress Management Society <http://www.stress.org.uk>
Non-profit making organisation dedicated to helping people tackle stress. It gives a helping hand to those who could benefit from some good advice.



Trade Union Congress (TUC) <http://www.tuc.org.uk>



Information and guidance on managing stress in the workplace
UK Stress Network: <http://www.workstress.net/>



Work Life Balance Centre <http://www.worklifebalancecentre.org>
Exists to help people restore control over their workload and working lives we enable them to cut down overworking and so make new decisions about how they spend their time.



Bullying

Acas www.acas.org.uk

Information on bullying, including information on your rights



Dignity at Work Partnership www.dignityatwork.org

Information and guidance on bullying in the workplace



Mental Health

Mindful Employer www.mindfulemployer.net

Information and guidance on managing stress and mental health in the workplace



Well Being at Work

HSE <http://www.hse.gov.uk/stress/standards/>

Information on the stress management standards



Investors in People www.investorsinpeople.co.uk

Information and guidance and tools on health and well being in the workplace



Worklife Support www.worklifesupport.com

Information and guidance on improving well being at Academy's



Useful Reading

Acas http://www.acas.org.uk/media/pdf/q/b/B18_1.pdf

Advisory booklet for employers and employees

National Social Inclusion Programme

<http://www.socialinclusion.org.uk/home/index.php> Publications on mental health available



Trade Union Congress http://www.tuc.org.uk/h_and_s/index.cfm?mins=37

Provides links to surveys you can carry out and identify WRS in the business

World Health Organisation



http://www.who.int/occupational_health/publications/en/oehstress.pdf

Publication on work organisation and stress



Barnet Contacts

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