

# Research Study

★ We need you ★

Could you help us learn more about what helps and hurts when working with children in residential children's homes?



# WORKPLACE WELLBEING

IN RESIDENTIAL CHILDREN'S HOMES

Children in Care Research Group  
Manchester Metropolitan University  
CCRG@mmu.ac.uk @InCareResearch



DR SARAH PARRY & TRACEY WILLIAMS

INTRODUCTION TO THE WORKFORCE WELLBEING RESEARCH & PRESENTATION OF KEY FINDINGS



CREATING AN ENVIRONMENT THAT PROMOTES WELLBEING



+ PRODUCTIVELY SUPPORTS POSITIVE HEALTH FOR ALL

## WELLBEING CHARTER

- ★ WELLBEING IS NOT AN EXTRA!
- ★ ESSENTIAL TO SERVICE DESIGN & DELIVERY



## OUR RESEARCH

- ★ STRESS NOT REPORTED
- ★ STAFF TURNOVER HIGH
- ★ THERAPEUTIC RELATIONSHIPS ESSENTIAL

### PHASE 1

★ LONG HOURS, LOW PAY



★ CHALLENGING CONDITIONS



★ LACK OF PROFESSIONAL SAFETY NET

★ WORKERS OVERLOOKED

★ HIGH STRESS LEVELS = BURNOUT = NOT AVAILABLE EMOTIONALLY

### WHY WORKFORCE WELLBEING?



### PHASE 2

## ONLINE SURVEY FOR WORKERS

- ★ SECONDARY TRAUMATIC STRESS -
- ★ PROFESSIONAL QUALITY OF LIFE
- ★ ADVERSE CHILDHOOD EXPERIENCE



- ★ CHILDHOOD EXPERIENCES RELATED TO SECONDARY TRAUMATIC STRESS
- ★ ANXIANT COPING IS RELATED TO BURNOUT
- ★ IMPORTANCE OF SELF COMPASSION - INCREASES WITH AGE - REDUCES BURNOUT/STRESS

- ★ SELF COMPASSION
- ★ COPING STRATEGIES



MORE RESEARCH REQUIRED QUESTIONNAIRE STILL OPEN

★ DRIVING CHANGE WITH DATA



## 5 FACTORS INSTRUMENTAL IN IMPLEMENTING TRAUMA INFORMED CARE

A COMMITMENT FROM SENIOR LEADERSHIP

STAFF SUPPORT

AMPLIFYING THE VOICES OF YOUNG PEOPLE



TRAUMA INFORMED POLICY

★ SARAH PARRY ★ TRACEY WILLIAMS  
@DRSARAH.PARRY @TRACEYLOU

IMAGISTIC.CO.UK

## CHILDREN'S RESIDENTIAL WORKFORCE WELLBEING CHARTER

We recognise that our profession faces a unique set of challenges alongside immense potential to improve the lives of vulnerable young people through organisational and individual efforts. Collectively, we have a responsibility to create an environment that promotes wellbeing and that proactively supports positive health for all now and in the future.

**As an organisation, we will:**

- Create a nurturing and inclusive organisational culture, which respects individual differences, diversity and collaborative collegial practices.
- Provide therapeutically informed supervision that nurtures belongingness, hope and professional pride, ensuring how supervisors are, rather than what they have done - checking in, rather than checking on.
- Nurture the health of our staff through senior leadership and organisational initiatives to promote their wellbeing and enable them to be emotionally available and attuned to the needs of the children.
- Recognise that the emotional and physical wellbeing of our staff are affected by and essential to their working role.
- Promote equality of opportunity and proactively challenge stigma, discrimination and threats to wellbeing.
- Recognise the skills, knowledge and expertise within the workforce and the benefits of peer-led mentorship and support.
- Perceive learning as an ongoing process, providing appropriate training and reflective spaces for staff to access tailored trauma-informed training and opportunities for peer-led experiential learning and support.

**As a practitioner, I will:**

- Employ reflective and supportive practices to proactively contribute towards a culture of resilience, belongingness and hopefulness.
- Identify stressors and threats to my wellbeing in relationships with colleagues and those in my care, with a view to taking preventative action.
- Engage in protected time initiatives for reflective practices with colleagues to enhance wellbeing and professional practices.
- Moderate my own wellbeing following incidents and communicate my needs clearly and quickly to a senior manager, who will discuss a support plan.
- Communicate my needs, concerns and possible solutions with regards to my physical and emotional health, promoting my overall wellbeing.
- Give myself the care and support I would provide others to be comfortable and healthy by myself, recognising my personal qualities are an essential part of what bring to my working role and the part of what bring to my vulnerable children's care for
- Recognise the value of and need for restorative practices, such as reflection, emotional space to talk freely and professional pride to myself and my colleagues.

# Please take part here

