

February 2021



Sussex Partnership
NHS Foundation Trust

Our response to Covid-19: Learning for the future

Report on staff wellbeing



Phase 3

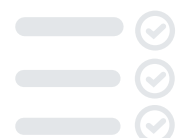
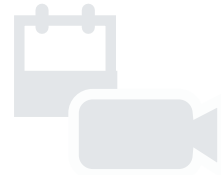
Summary

The Learning for the future project commenced in April 2020 with the aim of capturing the ongoing learning from the Trust's response to the Covid-19 pandemic.

One of the key changes identified by staff during Phase 1 of the project focused on staff wellbeing. This was not surprising as we know NHS staff experience higher levels of work-related stress than staff in other public sector organisations and that stress was likely to have been exacerbated by the pandemic.

A survey asking all staff in the Trust about their wellbeing at work was launched as part of Phase 2 in July 2020. The findings from the wellbeing survey were shared through an all-staff [webinar](#).

This document summarises findings from the survey and suggests how teams and services in the Trust might want to use the findings to support staff wellbeing.



Summary of the process

What questions did the survey ask?

Sussex Partnership Foundation Trust (SPFT) staff were asked:

- To write in their own words what helps with their wellbeing at work, both before and during the pandemic
- To write in their own words what is unhelpful for wellbeing at work, both before and during the pandemic
- To complete a validated stress questionnaire (DASS-21 stress subscale)
- To rate the extent to which work is having a greater impact than usual on physical health and emotional wellbeing since the pandemic started

Who completed the survey?

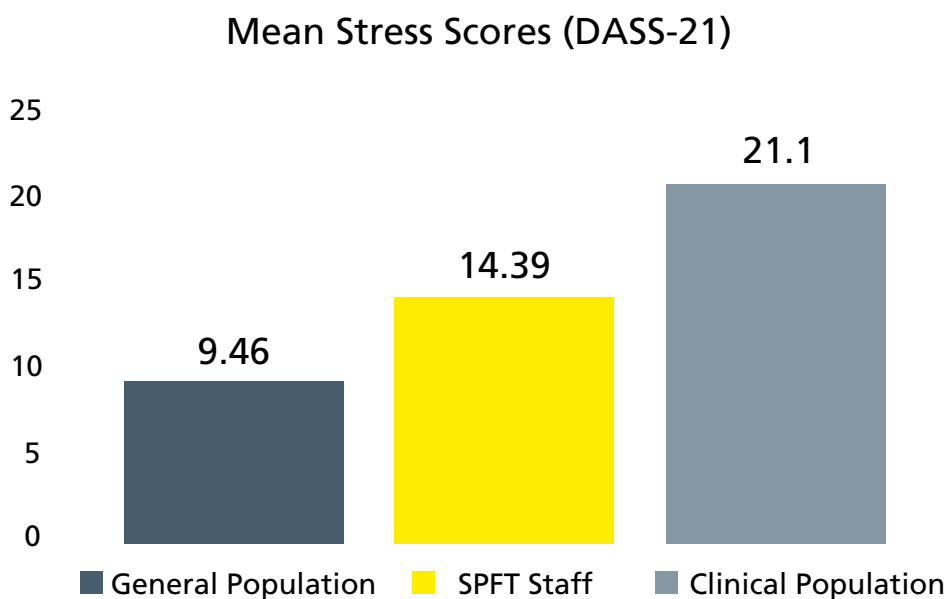
Over 10% of SPFT staff completed the survey, 544 staff in total. Staff completing the survey were largely representative of the SPFT workforce. Over 10% of staff from each professional group completed the survey (with the exception of staff from IT and healthcare/nursing assistants) and survey respondents were largely representative of the SPFT workforce in terms of gender, age, religion, LGBTQ+ identity and Agenda for Change banding. However, staff from BAME backgrounds were underrepresented in the survey (5.4% of respondents) in comparison to the SPFT workforce (12.9%) and this will need to be addressed in future surveys.

Main finding 1

Stress

Staff completed the stress subscale of the short version of the Depression and Anxiety Stress Scales, the DASS- 21 (Henry & Crawford, 2005). The stress subscale consists of 7 items (see Appendix 2) and gives a total score ranging from 0 to 42. See Figure 1 for findings.

Figure 1: Mean DASS-21 stress scores from 544 SPFT staff compared to the general and clinical populations

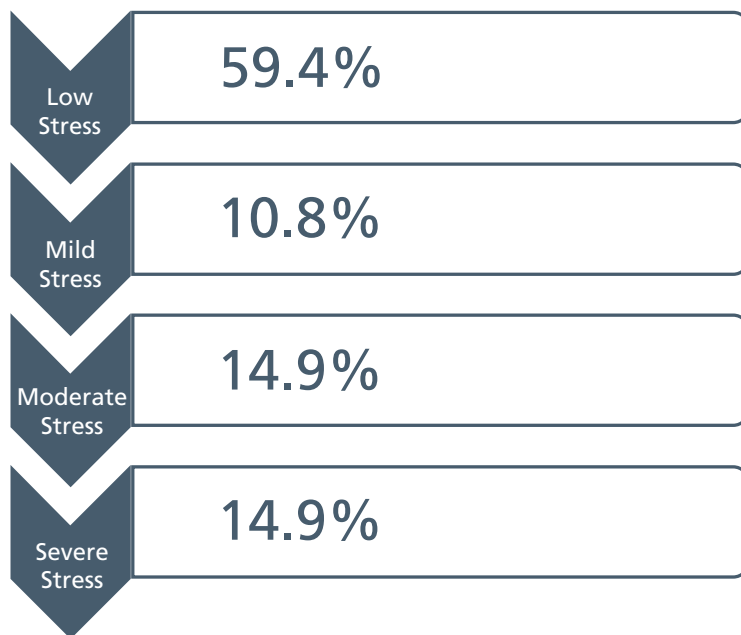


General and clinical population (pre-pandemic) norms taken from Henry & Crawford (2005) and Lovibond & Lovibond (1995).



Levels of stress reported by SPFT staff were statistically significantly higher than those found in the general population but statistically significantly lower than levels found in a clinical population (Henry & Crawford, 2005; Lovibond & Lovibond, 1995). Overall, 59.4% of staff reported a low level of stress, 40.6% of staff reported higher levels of stress, as showed in Figure 2.

Figure 2: Percentage of SPFT staff reporting stress in low, mild, moderate and severe ranges.

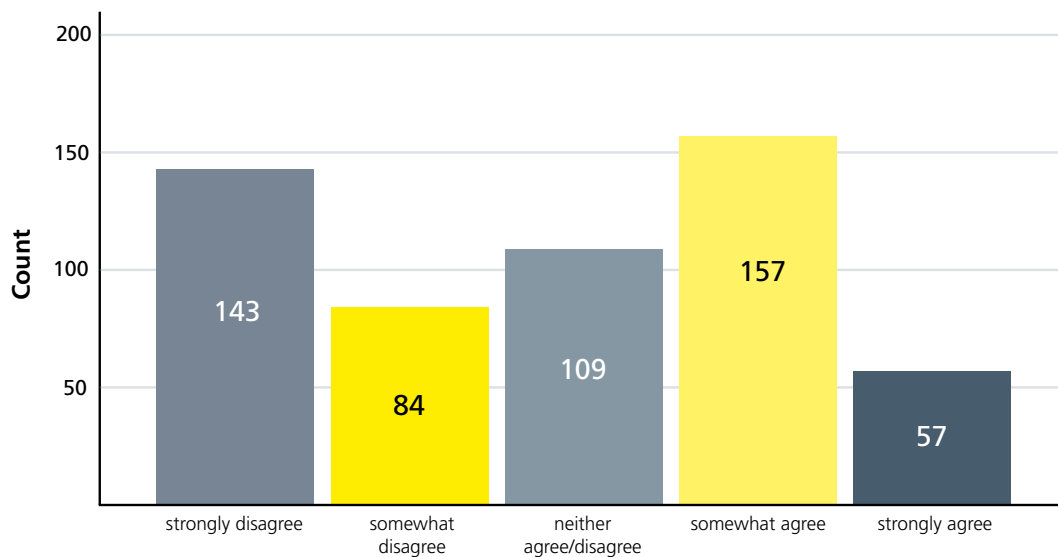


Main finding 2

Impact of Covid-19

Overall, 38.9% of staff somewhat or strongly agreed that their job had had a greater impact than usual on their physical health since the start of the pandemic – see Figure 3.

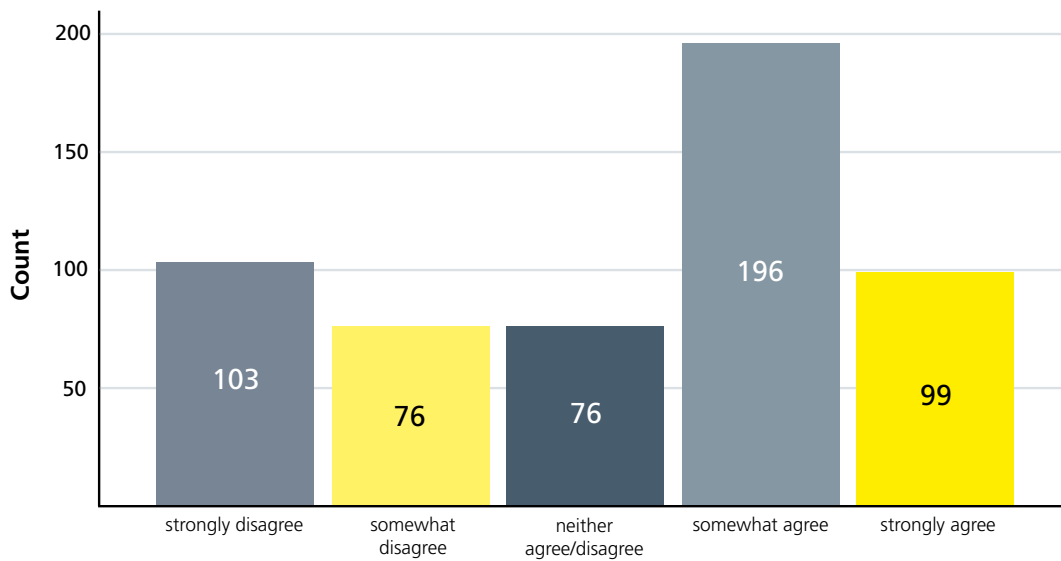
Figure 3: Staff responses to the question: 'My job has had a greater negative impact than usual on my physical health since the Covid-19 pandemic'.





In total, 53.6% somewhat or strongly agreed that their job had had a greater impact on their emotional wellbeing since the start of the pandemic – see Figure 4.

Figure 4: Staff responses to the question: 'My job has had a greater negative impact than usual on my emotional wellbeing since the Covid-19 pandemic'.



Main finding 3

Differences in stress and impact between staff groups

The physical and emotional impact of Covid-19 and levels of stress were not statistically significantly different between staff from different teams or services, between staff in different job roles or between staff on different Agenda for Change pay bands. There were also no statistically significant differences between staff of different genders, ethnicities or religions in their ratings of stress and impact and number of hours working from home was not related to stress or impact. However, some statistically significant differences were found in stress ratings; staff experiencing long-term health conditions, staff with management responsibilities, younger staff and staff with staff children reported higher levels of stress than staff not experiencing long-term health conditions, staff without management responsibility, older staff and staff without children – see Figure 5.

Figure 5: Staff groups experiencing higher levels of stress during the pandemic

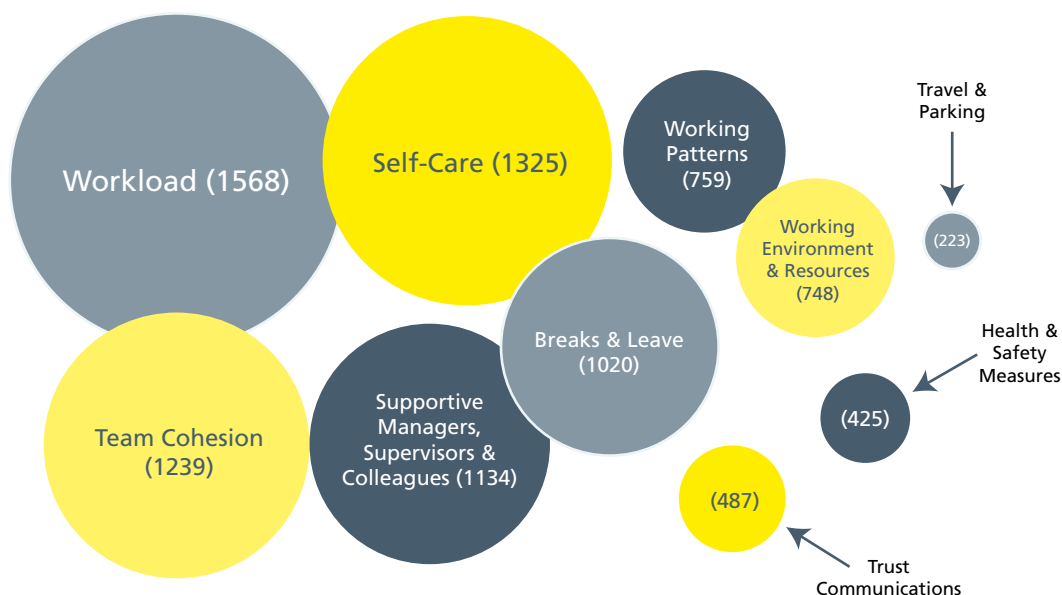


Main finding 4

What helps with wellbeing at work?

Staff were invited to write in their own words what helps and does not help with their wellbeing at work both before and during the pandemic. These findings were analysed using content analysis where comments were grouped together into themes and subthemes and counted. Figure 6 summarises the final 10 over-arching themes that were identified in the analysis.

Figure 6: What helps with wellbeing at work? Overarching themes identified in content analysis.



NB: The number in brackets is the number of comments given and the area of each circle is proportional to the number of comments.

Brief description of themes, in order of number of comments:

1. **Workload** - Comments in this theme related to workload and how it's managed, both personally (i.e. a tendency for some people to agree to take on too much work, or exceeding work hours) and by teams/services/the Trust (i.e. some people given more work to do than feels manageable in the time they have).

» This highlighted the need to discourage an excessive workload culture at all levels across the Trust and to promote and support a good work-life balance, including managers and leaders modelling this themselves.

2. **Self-Care** - Comments in this theme referred to a wide range of self-care activities, such as those provided by the Trust (e.g. mindfulness courses and drop-in sessions) and activities that staff do personally (e.g. exercising, eating well and hobbies).

» It is clear from these responses that staff self-care needs to be encouraged, supported and valued across the Trust, and managers modelling self-care themselves can be an important part of this.

3. **Team Cohesion** - Comments in this theme referred to regular contact with colleagues and feelings of cohesiveness as a team. Good contact included formal (e.g. team meetings, away days) and informal (e.g. coffee breaks, text groups) ways of connecting with others both in the office and remotely during Covid-19. Good communication within the team coupled with the absence of team conflict/friction was important to wellbeing.

» Supporting team cohesion in these ways is therefore important to supporting staff wellbeing at work.



4. Supportive Managers, Supervisors & Colleagues -
Comments in this theme encompass a range of support from others and highlighted the need to foster a supportive culture in teams, services and the Trust more broadly. Regular, high quality supervision with an approachable and available supervisor was important to staff wellbeing. Support from colleagues within a team was also highlighted as important to wellbeing including, for example, regular team check-ins (in-person or remote), opportunities for reflective practice and support to address individual staff needs (e.g. Occupational Health referrals).

- » These findings highlight how important feeling valued, listened to and supported by others is for staff wellbeing. This includes feeling valued and supported by managers and supervisors but also includes the importance of feeling valued and supported by colleagues, showing the role we all can play in supporting each other.

5. Breaks & Leave - Comments staff made in this theme expressed the importance of taking breaks both during the day (e.g. lunch breaks and breaks between meetings) and across the year (e.g. TOIL and annual leave) to support wellbeing.

- » A culture of taking breaks and annual leave needs to be encouraged and supported in the Trust including managers modelling this themselves.

6. Working Patterns - Staff reported that flexibility in work patterns, including the ability to work from home, to work flexible hours/days/locations, and to accommodate individual needs and circumstances were helpful to wellbeing and need to be supported wherever possible.

- » Supporting flexible working both in terms of working hours and work location plays an important role in supporting staff wellbeing.

7. Working Environment / Resources - This theme refers to our physical working environments in the office and at home and the resources needed to complete work effectively and comfortably. Staff commented that the availability of a workspace in a calm, clean and quiet office or a private workspace at home was important as well as access to resources such as ergonomic equipment (e.g. standing desks, comfortable chairs), good IT equipment and IT services (e.g. good connectivity).

- » Assessing and addressing staff needs in relation to their working environment and resources, whether working at home or in the workplace, should be a core part of management supervision and annual appraisals.

8. Trust Communications - This theme addressed comments regarding communications within teams, services and the Trust. It highlighted the need to avoid duplication in emails and information about Covid-19, the need to encourage two-way dialogues about changes that affect staff and an emphasis on the importance of listening to all.

- » Limiting emails – keeping emails succinct and avoiding the same email being sent twice – was highlighted as important for staff wellbeing. Giving opportunities for all staff to contribute their views and opinions when changes are being made can contribute to staff wellbeing.



9. Health & Safety Measures - Comments in this theme were in the majority, Covid-19 specific. It included practical measures such as the provision of PPE and facilitating safe working practices in wards/ office and for those working from home. It also included comments regarding risk assessments and protection for vulnerable or isolating staff and highlighted the need for staff concerns about Covid-19 to be heard and addressed promptly.

- » Ensuring Covid-19 risk assessments are completed and up-to-date for all staff will help to support staff wellbeing.

10. Travel & Parking - Comments in this theme referred to the pre-pandemic situation and concerned the amount of and need to travel (and locate parking) to and from work and within the working day.

- » The continued support of remote options for meetings following the pandemic and the reduction of unnecessary travel is important to staff wellbeing.




Evaluating your Stress, Impact and Wellbeing

As a team or service, you may want to take some time to identify levels of stress and wellbeing using some the questions used in the staff survey. This can be a good starting point for discussions and for deciding what actions might be needed.

Members of staff can be invited to complete the measures of stress, impact and wellbeing in Appendix 1.

It is important that this is voluntary, confidential and anonymous:

- Staff can choose not to complete the measures if they prefer not to,
- staff should only share their scores if they feel happy to do so, and only share with people they have chosen to share with – for many staff they may choose not to share their scores with anyone, including their line managers, and this is fine,
- staff can share their scores on measures of stress, impact and wellbeing anonymously, without putting any identifiable details (such as their name or email address) on the measures for the purpose of a whole-team/service overview.



Ideas for using the measures:

- You could use the measures to identify your own stress levels and assess where your scores sit in the ranges of minimal/low, mild, moderate, severe and extremely severe stress and in reference to the general/mental health populations (see Appendix 1). You may also wish to assess levels of wellbeing and to gauge the impact the pandemic has had on your physical and emotional wellbeing. This could be done privately, with no obligation to share scores and kept for personal reflection.
- You could identify your stress and wellbeing levels as above and discuss them informally with colleagues, such as during wellbeing or peer support groups, if this is something that would be helpful (but with no obligation to share).
- You could reflect on stress scores for individual members of staff in management supervision (with no obligation for staff to share their scores) to identify staff experiencing high levels of stress so that a stress management and support plan can be made.
- You may simply wish to use the questions in Appendix 1 to reflect on your own stress and wellbeing.

Learning-driven questions to facilitate local conversations

Questions for your personal and/or team and service reflection have been generated directly from the findings of the staff wellbeing survey. These are questions to get us all thinking about staff wellbeing and ways of reducing potential work-related stress and are related to each overarching theme from the content analysis.

The way in which you and your team/service responds to this section is up to you. There is no expectation for you to formalise answers to these questions or answer them all. It may be that you want to reflect on these questions in private/for your own reflection, it may be that you want to discuss them as part of a team meeting or more informally e.g. in peer support groups, or you may want to discuss them in management supervision or a mix of all of these ways. You may only want to reflect on questions from themes that you feel particularly affect you or are relevant to your team/service.

Given the importance of each of the 10 themes reported on pages 10-12, you may wish to reflect one theme at a time. For example, if discussed during a team meeting, you may wish to explore responses to the questions for each theme one at a time, over the course of 10 team meetings.

Please see Appendix 2 for a copy of the questions for reflection.

References

- Henry, J. D., & Crawford, J. R. (2005). The short-form version of the Depression Anxiety Stress Scales (DASS-21): construct validity and normative data in a large non-clinical sample. *The British Journal of Clinical Psychology*, 44(Pt 2), 227–239. <https://doi.org/10.1348/014466505X29657>
- Lovibond, S., & Lovibond, P. (1995). *Manual for the depression anxiety stress scale*. Sydney, Australia: Psychology Foundation.

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Appendix 1: Stress, Impact and Wellbeing Measures

DASS-21 Stress Scale (Henry & Crawford, 2005)

Over the past week:

	0 - Did not apply to me at all	1 - Applied to me to some degree or some of the time	2 - Applied to me to a considerable degree or a good part of time	3 - Applied to me very much or most of the time
I found it hard to wind down	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tended to over-react to situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt that I was using a lot of nervous energy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found myself getting agitated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found it difficult to relax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was intolerant of anything that kept me from getting on with what I was doing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt that I was rather touchy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scoring

Add up the scores for each item and then double the total score.

For example, if you score 2, 1, 3, 0, 3, 2 and 1 for the 7 items the total would be 12. You then would double this, giving you a total score of 24.

Total score (remember to double the total):

Interpretation

0-14 = minimal/low stress; 15-18 = mild stress; 19-25 = moderate stress; 26-33 = severe stress; 34-42 = extremely severe stress

General population mean = 9.46 (Henry & Crawford, 2005); Sussex Partnership Foundation Trust staff mean (July 2020) = 14.39; mental health population mean = 21.10 (Lovibond & Lovibond, 1995).

Please select the extent to which you agree or disagree with the following statements in relation to your own experiences since the Covid-19 pandemic started:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
My job has had a greater negative impact than usual on my physical health since the Covid-19 pandemic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job has had a greater negative impact than usual on my emotional wellbeing since the Covid-19 pandemic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Interpretation

See Figures 3 and 4 to compare responses with Sussex Partnership Foundation Trust staff responses in July 2020.

The Short Warwick-Edinburgh Mental Well-being Scale (SWEMWBS)

Below are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over the last 2 weeks:

	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5

Please note that this wellbeing measure was not included in the survey to reduce the overall length of the survey. However, it may be useful to use in addition to the measures above as presence of wellbeing is not simply the absence of stress.

Scoring

Total the score for each item. Higher scores indicate greater wellbeing.

Short Warwick Edinburgh Mental Well-being Scale (SWEMWBS)
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Appendix 2: Questions for Team, Service and Personal Reflection

Theme 1: Workload - Managing workload and work/life balance

Questions for Team/Service Reflection	Questions for Personal Reflection
<ul style="list-style-type: none"> • Can my team reduce the number of meetings per day? • Could we shorten the length of meetings? • Can my team discuss good practice around emails that put no pressure for staff to reply to emails that they might receive outside of working hours from a colleague? • Can my team allow staff to have more autonomy in work tasks? 	<ul style="list-style-type: none"> • Am I able to manage my workload within my contracted working hours? • Can I ask for protected time to manage aspects of my workload (e.g. for admin tasks)? • Am I able to put in boundaries for my working time, e.g. not working beyond a certain time? • Can I limit the amount of non-essential meetings I attend? • Can I organise a balanced range of work tasks over the day, e.g. space clients/calls/visits out? • Can I discuss my workload with my line manager/colleagues? • Am I able to say 'No' when asked to take on additional work? • Can I limit the amount of travel in the future if I have found that helpful to manage my workload during the pandemic? • Am I able to put in boundaries so I can switch off from work, e.g. turning off work phone/laptop in the evenings • Can I learn to acknowledge and reduce the expectation of getting everything done today?

Theme 2: Self-Care - Prioritising and valuing self-care activities

Questions for Team/Service Reflection	Questions for Personal Reflection
<ul style="list-style-type: none"> • Can my team support and encourage staff to undertake staff wellbeing courses? (for example, mindfulness staff courses) • Would my team find it helpful to offer regular short mindfulness sessions, e.g. a 5-minute mindfulness session at the beginning of team meetings? • Can my team have an allocated wellbeing time, e.g. Wellbeing Wednesdays? • Can my team offer scheduled wellbeing walks/coffee breaks? • Does my team offer safe spaces to discuss worries that are comfortable for everyone, e.g. in informal meetings or peer meetings? • Does my team have an awareness of training and programmes to support staff wellbeing, such as the Employee Assistance Programme? • Does my team take time to chat informally about hobbies and things staff love to do? 	<ul style="list-style-type: none"> • Can I make time outside of work to do hobbies/activities I like, e.g. reading, knitting, gardening? • Can I find time to move around in the day, e.g. regular walks, yoga, sitting stretches? • Can I ensure I give myself enough hours at night for sleep? • Can I make sure that I am well-hydrated and have good nutrition in my day? • Can I express my worries as they come up in a safe space with colleagues' friends or family? • Can I ask for help with my wellbeing, e.g. ask to attend a Trust staff mindfulness course? • Can I limit my time watching/reading news about Covid-19? • Do I feel able to take time for myself at some point during the day/week? • Can I accept and have compassion for low or anxious feelings and be kind to myself when I am struggling? • Can I reach out to others to reduce feelings of isolation? • Can I add things to my routine to help me switch off from work? (for example turn off laptop or have a change of scenery/walk at the end of the workday.)

Theme 3: Team Cohesion - Connecting with the Team and reducing conflict

Questions for Team/Service Reflection	Questions for Personal Reflection
<ul style="list-style-type: none"> • Does my team have a way of discussing issues that come up in the team that may be difficult/sensitive? • Can my team improve communications and develop a shared sense of responsibility between home and on-site staff? • Can my team arrange regular informal communications as a team, e.g. coffee breaks and group texts? • Can/does my team offer ways to connect/reflect together, e.g. team lunches, team away days, debriefs after incidents? • Does my team discuss and consider all staff work hours when scheduling regular meetings to ensure everyone can attend for some of them, e.g. having meetings on different days and at different times over the month? • Does my team have an updated group email to keep all staff remember informed of changes/information? • Has my team considered extra/different ways of connecting, e.g. texts groups, phone calls, virtual huddles, online peer support groups? 	<ul style="list-style-type: none"> • Can I improve communications with my colleagues who have different working arrangements to me, e.g. different days or working from home/on-site? • Can I accept that my colleagues have different views and needs and accommodate and understand those differences? • Can I arrange or take part in more regular contact with colleagues, formally or informally? • Can I ask management for updates/more information about changes in the Team? • Does my team offer and take part in webinars/showcases and other ways of sharing information?

Theme 4: Supportive managers, supervisors and colleagues - Fostering good supportive working relationships

Questions for Team/Service Reflection	Questions for Personal Reflection
<ul style="list-style-type: none"> • Does my team/management offer regular 1:1s / supervision for every member of staff? • Can my team schedule regular 'check-ins' for staff? • Does my team provide access to Trust support services (e.g. occupational health referrals, employee assistance phone service)? • Does my team acknowledge the difficulties/impact of Covid-19 on staff? • Can my team ensure every member of the team are included in team emails and provided with information for support? • Can my team show how they value staff (e.g. including acknowledgements of staffs work in weekly emails/team bulletins)? 	<ul style="list-style-type: none"> • Can I discuss my work with my manager regularly? Do I feel my manager is available? • Do I feel my supervision is regular/sufficient? • Do my colleagues and I in turn offer support to each other? • Can I facilitate, arrange or take part in peer support? • Do I feel able to speak up and discuss concerns with my colleagues? • Do I check in regularly with my team and reach out to others? • Can I ask for support from my team when I am struggling? • Do I feel pressure to go back into the office/can I ask for support for working in ways that feel comfortable to me?

Theme 5: Breaks and Leave - Taking and encouraging regular breaks in the day and over the year

Questions for Team/Service Reflection	Questions for Personal Reflection
<ul style="list-style-type: none"> • Can my team schedule meetings to be 50mins to allow breaks between meetings? • Can longer meetings have a break scheduled into the agenda? • Can my team consider an hour of protected time during the lunch period to allow for a break, e.g. no meetings scheduled in this time? • Does my team allow a culture where staff feel able to take a proper lunch break and leave their desk? • Can every team member access the Employee Online Portal to manage and request their annual leave? • Can my team give regular encouragement/reminders to arrange their annual leave? • Can my team arrange for cover for client facing roles (e.g. reception) so every staff member gets a proper break? 	<ul style="list-style-type: none"> • Have I claimed any TOIL I am due? • Have I managed and taken my annual leave this year? • Can I/do I take regular breaks in the day, e.g. eyes away from the screen every 20 minutes, or get up and move around every hour? • Do I take a proper lunch break? Can I arrange my day to ensure a proper lunch break? • Do I put in breaks between meetings, e.g. not doing meetings that would cause them to be back to back all day? • Can I establish a regular/clear break in my day when working from home? • Can I model and talk about taking breaks for others? • Do I work on days off? Can I avoid this?

Theme 6: Working Patterns - Allowing flexibility where possible

Questions for Team/Service Reflection	Questions for Personal Reflection
<ul style="list-style-type: none"> • Does my team consider working from home requests? • Can my team allow staff to alter their work patterns, e.g. compression of hours, flexible hours? • Does my team require everyone to work in the office - can more staff be supported to work from home in the future? • Can my team consider more flexibility around how and where hours are worked for all staff? • Can my team continue to support remote working options in the future? • Does my team have the IT support and resources to allow flexible working, e.g. connectivity and work laptops? 	<ul style="list-style-type: none"> • Can I request flexible working patterns to better suit my needs? • Would I like to work from home, work in the office/ward or a mix of the two in the future? • Do I want to attend meetings face to face, remotely or a mix of the two in the future?

Theme 7: Working Environment and Resources - Suitable and appropriate at home and in the office

Questions for Team/Service Reflection	Questions for Personal Reflection
<ul style="list-style-type: none"> Does my team have the appropriate equipment for staff members' working needs? Can these be requested, e.g. laptops, desks, chairs? Does the work my team does create a noisy environment that needs consideration for others in shared spaces? When appropriate, can my team create a rota/sign up for coming into the office to ensure that enough desks are available? Can my team have a bookable or allocated 'quiet' office space/area? Does my team have access to IT support and connectivity when working from home? Does my team have access to clinical rooms? 	<ul style="list-style-type: none"> Do I have access to a Trust laptop/intranet? Can I request this? Are there particular days/times in the office where it is hard to find a desk? Can I arrange my work to avoid those times? Am I able to contribute to a cleaner, tidier office space? Do I have the equipment I need to work from home/do my work? Am I able to create a comfortable quiet working space when working from home? Can I use equipment to support concentration, e.g. headphones for work that requires concentration? Can I book clinical rooms a long time in advance? Can I cancel clinical spaces I no longer need? Do I have access to required and relevant training?

Theme 8: Trust Communications - Circulation of information and listening to all

Questions for Team/Service Reflection	Questions for Personal Reflection
<ul style="list-style-type: none"> Do the managers in my team consult with the team about changes? Can consultations about major changes become formalised in our team? Does my team keep all staff informed of updates and changes in services? Do my team have a clear understanding of its service and what it does/does not offer? Does my team listen and respond to staff concerns, e.g. flatten the hierarchy so everyone's concerns are heard? Does staff wellbeing get discussed and prioritised in my team? Can a safe space be created for this? Can my team nominate/rota a person to be responsible for circulation of COVID-19 emails to avoid duplications? Can my team ensure that team emails for circulation are up to date and include new members of staff? Can my team find a way to acknowledge and thank staff for their hard work? 	<ul style="list-style-type: none"> Do I receive enough information from managers/service leads regarding changes and expectations? Do I understand my role and what is expected of me? Can I ask for clarifications from managers? Can I speak up about views/concerns I have? Can I ensure I listen and take seriously the concerns of others and take action where appropriate? Do I value and show appreciation for the hard work of colleagues and myself?

Theme 9: Health and Safety - Staying safe during the Pandemic

Questions for Team/Service Reflection	Questions for Personal Reflection
<ul style="list-style-type: none"> Does my team have a system for circulating Trust Covid-19 updates promptly and efficiently? Can my teams' office maintain proper social distancing? Has it been assessed? Can my team, where appropriate purchase and manage provision of sanitizers and PPE? Has my team got access to relevant Health & Safety Training? Can we encourage colleagues to undertake training? Does my team have a plan for phased return to work? Are all staff risk assessments up-to-date and are all staff in Covid-19 high risk groups supported to adjust their work tasks to ensure their safety (e.g. able to work from home consistently)? Can my team start/continue staff Covid-19 testing? Can my team respond to specific Covid-19 health and safety issues promptly? 	<ul style="list-style-type: none"> Can I ensure I have understood and adhere to recent Covid-19 guidelines? Do I make use of available PPE and sanitizers? Is there any Health and Safety Training I could take? Can I continue to practice social distancing and hand washing? Can I ask/encourage colleagues to social distance?

Theme 10: Travel & Parking - Avoiding excessive travel

Questions for Team/Service Reflection	Questions for Personal Reflection
<ul style="list-style-type: none"> Can my team continue to support remote working options to decrease time spent travelling to meetings/work? Can my team continue to support working from home to limit time spent commuting? 	<ul style="list-style-type: none"> Can I arrange my week to limit days with lots of driving to multiple bases? Can I consider reducing travelling/commuting by requesting working from home in the future? Do I need to plan my travel time to allow more time for parking/traffic?

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Learning for the Future Project

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**With thanks to the research assistants
supporting the content analysis:**

Roz Byles
Frankie Morrice
Becky Pfaff
Ingrid Baloc

