



Wellbeing Policy

Version	3.0
Approved By	Trustee Board
Review Date	18.06.25
Next Review Date	June 2027

REVIEW HISTORY

VERSION NO.	DATE OF CHANGE	CHANGE SUMMARY	REF.
1.0	June 2023	Draft	
2.0	13.06.24	Added in further support	15
2.0	13.06.24	Added in sentence regarding employees' responsibilities for wellbeing	3
3.0	18.06.25	Added in links to further support	15

Wellbeing Policy Statement

This Policy covers the Trust's commitment to employee health, safety and wellbeing; the responsibilities of Trust leaders, school leaders, Line Managers and others for maintaining psychological and physical health; health promotion initiatives; communicating and training on health issues, the range of support available for the maintenance of mental health, and organisational commitment to handling individual issues.

Wellbeing is defined by the UK Department of Health as feeling good and functioning well, and comprises each individual's experience of their life and a comparison of life circumstances with social norms and values. Wellbeing can be both subjective and objective.

Every employee has a responsibility for their own wellbeing and the Trust will provide support to help them to achieve a healthy work life balance.

The Trust recognises that there is a relationship between healthier and more positive staff, pupil achievement and school improvement.

The Trust has legal obligations under health and safety legislation to manage risks to the health and safety of employees as set out in the Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Regulations 1999. The Trust will ensure that its policies and practices reflect this duty and review the operation of these documents at regular intervals.

The Trust will mitigate as far as practicable factors that could harm employee's physical and mental wellbeing, which includes work related stress. This duty extends only to those factors, which are work related, and within the Trust's control.

Responsibilities

2.1 The Trust's Senior Leaders:

- Support steps taken to develop a culture of cooperation, trust and mutual respect within their school and the wider Trust.
- Champion good management practices including establishing a work ethos within the Trust, which discourages assumptions about long-term commitment to working hours of a kind likely to cause stress and which enables employees to maintain a reasonable 'work life balance'.
- Promote effective communication and ensure that there are procedures in place for consulting and supporting employees on changes in the Trust and the schools, to management structures and working arrangements at all levels.
- Encourage initiatives and events that promote health and wellbeing.

2.2 SLT & Middle Leaders:

- Treat individuals reporting to them with dignity whilst promoting a culture of mutual respect
- Be familiar with the Trust's policies to be able to tackle behaviour that does not meet Trust expectations
- Ensure that the right people are recruited to the right jobs and that a good match is obtained between individuals recruited and job descriptions/person specifications
- Keep employees up to date with developments at work and how these might affect their job and workload
- Ensure that employees know who to approach with problems concerning their role and how to pursue issues with senior management
- Ensure that risk assessments are undertaken for roles or working practices that may give rise to work-related stress
- Encourage their staff to participate in events and initiatives undertaken by the school or Trust to promote wellbeing and more effective working

2.3 Employees:

- Raise issues of concern regarding stress or mental ill-health with their line manager, school HR Lead or utilise the Trust Employee Assistance Programmes (**Appendix 2**)
- Take responsibility for their own health and wellbeing by adopting healthy lifestyles
- In conjunction with their line manager, take responsibility for their own development skills, as one of the means to enable them to work effectively in their team and so reduce the risk of stress
- Take responsibility for working effectively in their assigned roles, thus helping to avoid causing stress for themselves and their colleagues
- Attend training as required

2.4 School HR Leads:

- Provide guidance to line managers in supporting their teams
- Liaise as appropriate with occupational health and other medical professionals, with the aim of helping employees to maintain good psychological and physical health

3. Arrangements for Implementation

3.1 Risk Assessments

Risk Assessments specifically in relation to stress at work and in the context of the HSE Management Standards will be carried out by each school as and when required.

(Appendix 1)

The HSE Management Standards, which cover the primary sources of stress at work that, if not properly managed; are associated with poor health and wellbeing, lower productivity and increased sickness absence.

These are:

- ***Demands*** – i.e., workload, work patterns and the work environment
- ***Control*** – i.e., how much say the individual has in the way they do their work
- ***Support*** – i.e. the encouragement, sponsorship and resources provided by the Trust, line management and colleagues
- ***Relationships*** – i.e. promoting positive working to avoid conflict and dealing with unacceptable behaviour
- ***Role*** – such as whether people understand their role within the Trust and their school; and whether the school ensures that they do not have conflicting roles
- ***Change*** – such as how change (large or small) is managed and communicated within the Trust

3.2 Management Practices:

The Trust's efforts will be concentrated on the promotion of health and wellbeing in the workplace. This will include deploying other Trust policies and procedures as appropriate (e.g., the policies on Absence Management, Grievance, Flexible Working Policy, etc).

The following management practices are undertaken to support health and wellbeing in the workplace:

- Fair recruitment and selection procedures with clear job descriptions and person specifications to ensure that the 'right' person is recruited for the job
- Training and development procedures to ensure that employees have the necessary skills and competencies to undertake the tasks/duties required of them
- Ensuring staff feel valued and are rewarded fairly through the Trust's Performance Development Policy

- Capability and absence management and return to work procedures to ensure that individuals are supported back into work following illness alongside suitable adaptations for disability
- Effective mechanisms for communicating with employees on the work of the school / Trust and issues affecting their work
- The quality of staff facilities and accommodation e.g., access to refreshments, adequate seating and toilet facilities

Raising a concern

If an employee believes that their work, or some aspect of it, is putting their wellbeing, or others, at risk they should, in the first instance, speak to their line manager.

The discussion should cover workload and other aspects of job demands, and raise issues such as identified training needs.

The Trust will provide support and discuss options as appropriate to the circumstances. Other measures available to support employees in maintaining health and wellbeing include:

- the Trust Employee Assistance Programmes (see **Appendix 2**);
- opportunities for flexible working in line with the Flexible Working Policy;
- support for employees with disabilities.

Appendix 1: Risk Assessment for Workplace Stress

School: Employee Name:				
Management Standard	Questions for consideration	Line manager's description of arrangements in place	Job holders' Comments	Agreed actions to be taken
DEMANDS	What resources, time and authority does the job holder have to carry out their work activities?			<i>e.g.</i> <i>Regular 1 to 1 meetings to discuss workload and priorities</i> <i>Identify blocks of time for collaborative planning</i> <i>Review quality of resources available</i>
	How is it ensured that the job holder has the capability and capacity necessary to carry out their work activities?			<i>e.g.</i> <i>Any additional training / coaching</i>
	Is the physical environment in which the job holder works comfortable and conducive to a productive atmosphere?			<i>e.g.</i> <i>Review working /classroom environment</i>
	Is the job holder likely to be exposed to physical or verbal abuse?			<i>e.g.</i> <i>Document measures in place to manage behaviour</i>

Management Standard	Questions for consideration	Line manager's description of arrangements in place	Job holders' Comments	Agreed actions to be taken
CONTROL	To what extent and how is the job holder able to determine for themselves how they complete their tasks?			<i>e.g.</i> <i>Regular 1 to 1 meetings to discuss workload and priorities</i>
	How is the job holder consulted and able to participate in decisions that may affect them?			<i>e.g.</i> <i>Have an opportunity to put forward suggestions in team meetings or 1 to 1 meetings.</i>
	How is the job holder supported in their work such that they feel able to make decisions that, if proved inappropriate, will not result in recrimination?			
RELATIONSHIPS	What are the arrangements for the job holder to report any bullying or harassment in the certain knowledge that their concerns will be treated seriously and acted upon?			<i>e.g.</i> <i>Reminder to look at Trust policies and opportunity to ask questions</i>

Management Standard	Questions for consideration	Line manager's description of arrangements in place	Job holders' Comments	Agreed actions to be taken
RELATIONSHIPS	What arrangements are in place for good, open and regular communications between the job holder and line management at all levels?			
CHANGE	How is the job holder kept informed during periods of change?			<i>e.g.</i> <i>Time out to explain what the school wants to achieve and what part the role / individual will place</i>
	What opportunities does the job holder have to comment and ask questions before, during and after change?			

Management Standard	Questions for consideration	Line manager's description of arrangements in place	Job holders' Comments	Agreed actions to be taken
CHANGE	Should the job holder be asked to change their roles how are they provided with adequate information, instruction and training?			
ROLE	How are the role holder's roles and responsibilities defined and are they understood?			<i>e.g.</i> <i>Review of job description</i> <i>Clarify individual performance objectives</i>
	Does the role holder have any expectations placed upon them that conflict with the demands of their role?			

Management Standard	Questions for consideration	Line manager's description of arrangements in place	Job holders' Comments	Agreed actions to be taken
ROLE	Does the role holder feel confident to raise any role conflict issues?			

Management Standard	Questions for consideration	Line manager's description of arrangements in place	Job holders' Comments	Agreed actions to be taken
EXTERNAL DEMANDS	<p>Work-related</p> <p>What work does the role holder carry out that is not related to their employment by the school? [E.g. other part-time employment, consultancy, own or family business].</p> <p>What demands does this place on the role holder?</p> <p>Personal / Family</p> <p>Are there any personal or family circumstances that the role holder would like to be taken into account?</p>			
Any further comments and actions:				
Date of Assessment:		Target date for implementation of remedial measures:		
Date for review of assessment:		Signature of manager: _____ Signature of job holder: _____		

Appendix 2 – Employee Assistance Programmes

Legal & General:



For Life's ups and downs

Our Employee Assistance Programme can help you with a range of personal or work issues plus wellbeing support whenever you need it.

Need support now?

Online: legalandgeneral.com/eap
Access code: **BeWellEap**



App: **Spectrum.Life**
Access code: **BeWellEap**

Phone helpline: **0800 197 0655**
or via WhatsApp and SMS:
text **Hi** to **+44 800 197 0655**
(Calls may be recorded and monitored)

Schools Advisory Service:



SAS
Schools Advisory Service

Support Your Physical & Mental Wellbeing

Confidential wellbeing support is available with SAS under our Staff Absence Insurance and at no additional cost to you or your school.



SAS
Health & Wellbeing Services

The Latest SAS Proactive Physical & Mental Health Support



4 Week, NHS Approved Mindfulness Programme



Fitness & Nutrition Guidance for at Home & Gym Environments



NHS Approved Mindfulness Audio App for Staff & Teens



Ask the Experts: Advice from Leadership & Wellbeing Experts



How to Access

Download the Wellbeing App now at schooladvice.co.uk or via the Apple/Android store. Once downloaded click onto the relevant service you require to access more information.

Download our app from...




Medical Operations Enquiries - 01773 814403

Cancer & Nurse Support Service - 01773 814404

Counselling - 01773 814402

Physiotherapy - 01773 814403

24 hour GP helpline - 0845 4031037

Pupil Wellbeing Services 01773 814 095

Pupil Wellbeing Services are also available to school pupils with SMI policies. Contact your policy administrator to request ongoing support for your pupils.

Physiotherapy, 10 Sussex Way, South Horsham, West Sussex, BN18 2JG

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Download our wellbeing app! Contact SAS for more details

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Further Support

<https://www.mind.org.uk/information-support/tips-for-everyday-living/wellbeing/>

www.leicestershire.gov.uk/adult-social-care-and-health/mental-health/get-support-with-mental-health-and-wellbeing

<https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/>

<https://www.bma.org.uk/advice-and-support/your-wellbeing/wellbeing-support-services/sources-of-support-for-your-wellbeing>

<https://www.redcross.org.uk/get-help/get-help-with-loneliness/wellbeing-support>