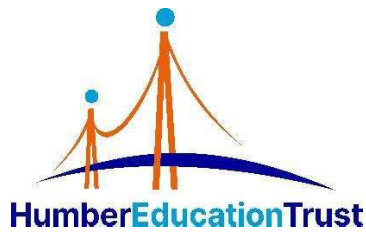




Workplace Wellbeing & Mental Health Policy

Approved by:	Trust Board
Created:	November 2022
Amended:	November 2024
New review date:	November 2026



Workplace Wellbeing & Mental Health Policy

1.0 Policy Statement

- 1.1 Humber Education Trust, and its schools, is committed to making sure that every workplace is a healthy and positive environment. As a Trust we recognise that our employees are our most important resource and are valued, supported and encouraged to develop personally and professionally with a caring, nurturing and purposeful learning community.
- 1.2 Humber Education Trust has developed a Wellbeing & Mental Health Policy to manage its obligations to promote wellbeing and positive mental health of all staff. It is part of Humber Education Trust's ongoing commitment in creating great places to work and learn. It compliments HET's Wellbeing Priorities (Appendix 1), our employee assistance programme delivered by Schools Advisory Service (Appendix 2), HET's [Wellbeing Folder](#) and Useful Links (Appendix 3) available on SharePoint and our HET Wellbeing Charter. It covers our commitment to protect the health, safety and wellbeing of our staff; the responsibilities of managers and others for maintaining psychological 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.
- 1.3 The aim of this policy is to describe the Trust's commitment to promoting positive wellbeing and mental health of staff in its broadest, holistic sense, setting out how the Trust fulfil our legal obligations, the responsibilities of different functions and specialists and the range of services available to help staff maintain health and wellbeing. The Trust recognises that wellbeing and performance are linked. Improving staff's ability to handle pressure and to balance work and home life will ultimately lead to improved performance.
- 1.4 The Trust recognises the importance of identifying and tackling the causes of work-related stress. We also recognise that personal stress, while unrelated to the workplace, can adversely affect the wellbeing of staff at work.
- 1.5 As part of its ongoing commitment to the wellbeing of its staff, Humber Education Trust has signed up to the Department of Education Staff Wellbeing Charter. The charter is a declaration of support for, and set of commitments to, the wellbeing and mental health of everyone working in education. A copy of HET's Wellbeing Charter can be found in Appendix 3
[The Education Staff Wellbeing Charter - November 2021 \(publishing.service.gov.uk\)](#).
- 1.6 Mental wellbeing is relevant for all staff, which means every member of staff can play a part in improving wellbeing in the workplace. By addressing mental health issues, the Trust can improve the general wellbeing of staff, reduce absenteeism, lower staff turnover and increase productivity.
- 1.7 Physical activity is important for all staff and the Trust will raise awareness of its importance in maintaining a healthy lifestyle. Information will be available to all staff through the shared wellbeing folder.

1.8 This procedure does not form part of any employee's contract of employment, and it may be amended at any time. We may vary any of the provision detailed within this policy without consultation. It has been formally adopted by the Trust Board.

2 Who is covered by the policy?

2.1 The procedure applies to all employees regardless of length of service. It also applies to any agency workers, casual staff, self-employed contractors/consultants and volunteers.

3 Legal Obligations

3.1 Humber Education Trust have a legal duty to take reasonable care to ensure that your health is not put at risk by excessive pressures or demands arising from the way work is organised.

3.2 This policy takes account of our obligations under the Health and Safety at Work etc Act 1974, Management of Health and Safety at Work Regulations 1999, Employment Rights Act 1996, Protection from Harassment Act 1997, Working Time Regulations 1998 and Equality Act 2010.

4 Understanding mental health

4.1 Mental health is a term used to describe our emotional, psychological and social wellbeing; it affects how we think, feel and act and how we cope with the normal pressures of everyday life. Positive mental health is rarely an absolute state since factors inside and outside work affect mental health, meaning that we move on a spectrum that ranges from being in good to poor mental health.

4.2 There is an important distinction between working under pressure and experiencing stress. Certain levels of pressure are acceptable and normal in every job. They can improve performance, enable individuals to meet their full potential and provide a sense of achievement and job satisfaction. However, when pressure becomes excessive it produces stress and undermines mental health.

4.3 Pressures outside the workplace, whether the result of unexpected or traumatic events such as accidents, illness, bereavement, family breakdown or financial worries, can result in stress and poor mental health. They can also compound normal workplace pressures.

4.4 We recognise that individuals react to similar situations in different ways and that what triggers stress and poor mental health varies from person to person.

5 Our approach to mental wellbeing

5.1 We will:

- Promote a culture of open communication by providing both formal and informal channels through which staff can raise concerns.
- Take account of mental wellbeing and stress when planning and allocating workloads. We will provide opportunities to discuss these through our appraisal processes.
- Monitor working hours and overtime to ensure that staff are not overworking and monitor holidays to ensure that staff are using their entitlement appropriately.
- Ensure risk assessments include or specifically address work-related stress.
- Facilitate requests for flexible working where reasonably practicable in accordance with our Flexible Working Policy.

- Ensure that in any workplace reorganisation our change management processes are designed to minimise uncertainty and stress.
- Implement policies and procedures to address factors that can cause or worsen stress in particular so that we can provide a workplace free from harassment, bullying and victimisation and address inappropriate behaviour through disciplinary action.
- Provide support services such as occupational health and confidential counselling for all staff.

6 Responsibilities

6.1 Employees

All staff should ensure that they are familiar with this policy and act in accordance with its aims and objectives. Staff should plan and organise their work to meet personal and organisational objectives and co-operate with support, advice and guidance that may be offered by line managers or the Central Team. Anyone who experiences or is aware of a situation that may result in work-related stress or undermine mental wellbeing at work should speak to a manager.

6.2 Line managers

All line managers have a responsibility to recognise potential issues of mental ill health work-related stress in the staff they manage. They should seek advice from their HR Consultant in the event that they have concerns. All managers should provide support to staff by working with their HR Consultant and through making appropriate referrals to the Occupational Health Department. In particular, they need to:

- Promote a culture of open communication.
- Effectively plan and provide feedback on performance.
- Ensure that staff receive necessary training and support.
- Monitor workloads and reallocate work where necessary.
- Ensure that staff understand the standards of behaviour expected of them and others, and act on behaviour that falls below those standards.

6.3 Human resources support

The Trust will engage with their HR Consultants to develop Trust-wide policies and procedures, to protect the wellbeing of employees, assist line managers in supporting individuals, and liaise as appropriate with occupational health and other medical professionals, with the object of helping employees to maintain good psychological health.

The Trust operates practices and policies that ensure staff are able to achieve a satisfactory balance between their work and other commitments and adhere to the working limits set out in the Working Time Regulations 1998.

6.4 Occupational health

The Trust has engaged occupational health professionals who will provide a comprehensive service designed to help staff stay in work, or to return to work, after experiencing health problems. This will include preparing medical assessments of individuals' fitness for work following referrals from the school/Trust, liaising with GPs and working with individuals to help them to retain employment/ engagement.

Occupational health professionals will play a critical part in developing rehabilitation plans for staff returning to work after absences related to ill health, and work with GPs and line managers on designing/amending jobs and working environments to ensure that rehabilitation is successful.

7 Training and communications

- 7.1 Line managers and staff should regularly discuss individual training needs to ensure that staff have the necessary skills to adapt to ever-changing job demands. An examination of training needs will be particularly important prior to, and during, periods of organisational change.
- 7.2 Managers and staff are encouraged to participate in communication/feedback exercises, including stress audits and staff surveys. All staff are expected to be aware of the importance of effective communication and to use the media most appropriate to the message, for example team meetings, one-to-one meetings, electronic communications and Trust-wide methods. The school/Trust will ensure that structures exist to give staff regular feedback on their performance, and for them to raise concerns.

8 Occupational health support

- 8.1 Line managers can contact the organisation's occupational health service. Staff can also speak to their line managers if they would like to be considered for support from occupational health. A comprehensive occupational health service is available, from individual health screening to the design of return-to-work plans for those rehabilitating after a period of long-term sickness absence.
- 8.2 Workplace wellbeing services provided by the occupational health team include:
 - workstation assessments;
 - pre-employment screening;
 - fitness-for-work assessments;
 - eye tests for users of visual display screen equipment;
 - post-incident support; and
 - health and safety training.
- 8.3 If staff believe that their work, or some aspect of it, is putting their wellbeing 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.
- 8.4 A referral to the occupational health team will be made if this is considered appropriate after an individual's initial discussion with their manager. Discussions between staff and the occupational health professionals are confidential, although the occupational health team will provide a report on the individual's fitness to work, and any recommended adaptations to the working environment, to the school/Trust.

9 Other services

- 9.1 Other measures available to support staff in maintaining health and wellbeing include:
 - procedures for reporting and handling inappropriate behaviour (e.g. bullying and harassment);
 - special leave arrangements;
 - opportunities for flexible working;
 - support for workers with disabilities; and
 - the Trust's grievance policy.
- Help and information can also be obtained via our [Wellbeing Folder](#) on SharePoint

9.2 If any member of staff is considered by their line manager or colleagues to be at serious risk of self-harm, or of harming others, action must be taken straight away. The matter should be referred to their line manager who will seek medical advice from Occupational Health or Schools Advisory Service if that is reasonably practicable. Every effort will be made to contact any person nominated by the member of staff as an emergency contact. Where necessary, the emergency services will be called. The wellbeing of the member of staff and those around them will always be our first concern.

10 Absence due to ill health

10.1 If you are absent due to ill health, you should follow the sickness absence reporting procedure contained in your contract and our Sickness Absence Policy.

10.2 In cases of prolonged or repeated absence it may be necessary to apply the procedure set out in our Sickness Absence Policy.

11 Confidentiality

11.1 Information about health and mental wellbeing is highly sensitive. Every member of staff is responsible for observing the high level of confidentiality that is required when dealing with information about health, whether they are supporting a colleague or because they are otherwise involved in the operation of a workplace policy or procedure.

11.2 A breach of confidentiality may give rise to disciplinary action.

11.3 However, there are occasions when information about health and mental wellbeing needs to be shared with third parties. For example:

- Where steps need to be taken to address work-related stress such as reallocating work within a team.
- Where medical advice is required on how to support a member of staff, address issues raised by ill health.
- Where allegations of harassment, bullying or other misconduct require a disciplinary investigation or proceedings to take place.
- Where a member of staff presents an immediate danger to themselves or others.

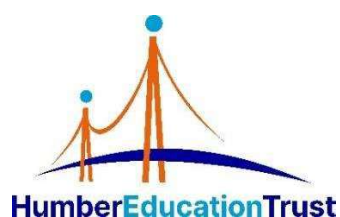
11.4 In these circumstances, wherever possible, matters will be discussed with the member of staff concerned before any action is taken.

12 Relationship with other policies

12.1 This policy should be read in conjunction with other policies and procedures covering attendance and health, including policies on staff conduct, grievance procedures, sickness management, leave of absence, flexible working, bullying and harassment, violence at work, disciplinary, equal opportunities and staff training/development.

13 Intended Impact of this Wellbeing Policy

By building our culture of a “great place” to work, Humber Education Trust will endeavour to ensure that all staff enjoy working within our Trust and thrive at our schools. The impact will ultimately be on our children, who will experience adults working at their best and making their education exciting, inspiring and life changing.



Humber Education Trust - Wellbeing Priorities



Support - All new employees will be made to feel welcome and be assigned a buddy as part of our induction process. Support for all includes counselling sessions, 24hr telephone support and peer networks. A Trust wellbeing folder provides information and signposts to professionals for further support and guidance. Maintaining a healthy physical and mental wellbeing is key.



Work life Balance - Having a strong commitment to reducing workloads and ensuring all staff have a work-life balance to allow time with friends, family and for leisure. Staff have a right to “disconnect” from emails, etc. after office hours.



Gratitude - Promotes positive thinking, supports feeling valued, decreases stress and lowers sickness absence. Saying “*thank you*” should be common practice within our Trust.



Retention - Having jobs with a clear purpose in line with the job description and person specification to ensure internal and external employees have a realistic idea of what the job entails. Pay awards will be in line with national determined pay awards for teachers and support staff, as per our Pay Policy.



Culture - Creating trust in our collective decision making with shared behaviours and values for all employees



Collaboration - Building strong, open and honest relationships within each school and within our communities. We encourage staff to be engaged within our Trust and will listen to any ideas and suggestions for improvement.



CPD - Ensuring that employees have clear expectations with recognition and professional opportunities. All staff will have an annual appraisal whereby career development opportunities will be discussed as well as general CPD opportunities. Ensuring all staff have access to responsive professional learning



FREE AND CONFIDENTIAL WELLBEING SERVICES FOR YOU

Contact our wellbeing team on:


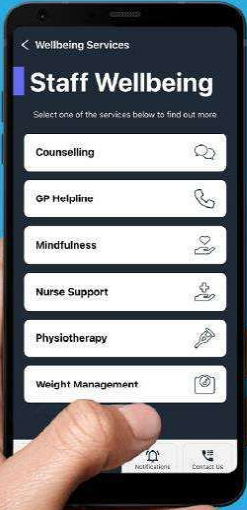
01773 814403 | nurse@uk-sas.co.uk



- **Wellbeing Telephone Support** - Confidential support from our NMC registered nursing team.
- **Cancer & Chronic Illness Support** - Support for staff if they or their family are affected by a diagnosis of a chronic, long term condition.
- **Bereavement Support** - Emotional support and guidance for navigating bereavement of a loved one.
- **Menopause Support** - Support from nurses who have attended recognised menopause courses
- **Manspace** - Support for men's health and wellbeing related queries.
- **Mindfulness with June** - Guided mindfulness & meditation evening webinar sessions.
- **Ask Andy** - One hour video call with SAS Director of Wellbeing: former NAHT President Andy Mellor to discuss how to create a wellbeing culture within the school.
- **Preparing Parents** - Support for existing or new parents/guardians.
- **SAS Gym** - App based exercise programme for all levels of abilities and experience.
- **Be A Champion Pupil Wellbeing** - Pupil mentoring programme to encourage improved mindset, sleep, healthy eating and physical activity.
- **Pupil Yoga Videos** - 10 guided video sessions aimed at Primary and Secondary aged children
- **Counselling** - Confidential, individual therapy sessions.
- **Physiotherapy** - Physiotherapy resources to assist with the treatment and management of a wide variety of conditions.
- **Complementary Services** - Therapies to assist with physical or psychological symptoms which can accompany cancer/chronic long-term illnesses.
- **Integrated GP Service** - Appointments for medical support and advice with active GPs.
- **Ask Andy Leadership Clinic** - Weekly leadership support meetings, including guidance on improving whole school wellbeing.
- **Wellbeing Governor E-module** - Supporting mental health and wellbeing across your organisation.
- **Financial Wellbeing** - A comprehensive financial wellbeing online portal for help and advice
- **Weight Management** - Weight Management programmes and Nutritional advice and support.
- **Staff Mindfulness** - A 4-week mindfulness programme for schools.



Scan here to download



You can find and request all of our Wellbeing Services through our School Wellbeing app, which you can download and use to access the extensive provision we offer. Alternatively, you can contact our in-house nursing team who can answer any queries you have and direct you to the service you need.

Contact Us
01773 814400
nurse@uk-sas.co.uk

ANDROID APP ON **Google Play**

Download on the **App Store**

Wellbeing Contact Numbers

<p>Physiotherapy 01773 814403</p>	<p>Counselling 01773 814402</p>	<p>Integrated GP Service 01773 447522</p>
<p>Wellbeing Enquiries 01773 814404</p>	<p>Cancer & Nurse Support 01773 814404</p>	

You can find more wellbeing resources by downloading our "School Wellbeing" Mobile App below.

Staff Wellbeing Information & Support Links

TO ACCESS OUR WELLBEING SUPPORT DOCUMENTS FOLDER, PLEASE CLICK THIS LINK:

[Wellbeing](#)

HET's Services

If you feel isolated and are suffering from stress and anxiety, then you are able to contact the following counselling providers direct:

- **Space2B Heard** - Quote school name and Hull City Council (we purchase this service via the Occupational Health Unit, HCC. 5 free sessions for HET employees) Tel: 01482 705023
- **Occupational Health Unit** - Emotional wellbeing telephone support service. To access, contact Tel: 01482 613333 or email occupationalhealth@hullcc.gov.uk to request a call. An appointment is then made for an OH Advisor to contact you at an agreed time.
- **Let's Talk** - NHS – Tel: 01482 247111
- **Education Support Partnership** – Tel: 08000 562 561, <https://www.educationsupport.org.uk/>

Alcohol Support

[Drinkaware Home | Drinkaware](#)

[Alcohol support - NHS \(www.nhs.uk\)](#)

[Alcoholics Anonymous](#) – Tel: 0800 917 7650 (24-hour helpline)

[Alcohol Concern](#)

[Self-Help Addiction Recovery | UK Smart Recovery](#) Free online support meetings

Bereavement

[Get support - Cruse Bereavement Support](#) Tel: 0808 808 1677 (Monday to Friday, 9am to 5pm)

Domestic Abuse

[Support For Male Victims of Domestic Violence \(mensadviceline.org.uk\)](#) Freephone: 0808 801 0327

[Information and support on domestic abuse \(womensaid.org.uk\)](#)

www.nationaldahelpline.org.uk Refuge (Live chat Mon-Fri 3-10pm), 24/7 Freephone: 0808 200 0247

Drugs Support

[Honest information about drugs | FRANK \(talktofrank.com\)](#)

[Factsheets and infographics – DrugWise](#)

Education Support – Free Helpline Support by counsellors

[Education Support helpline - free and confidential emotional support for teachers and education staff](#)

Explore by Wellness Topics – Nutrition, Mental Health, Fitness, Sexual Health, Sleep, Women's Wellness, Parenthood

[Healthline: Medical information and health advice you can trust.](#)

Finances

[Free and impartial help with money, backed by the government | MoneyHelper](#)

[Education Support: financial support to teachers & education staff](#)

Fitness & Nutrition

[Ask the PT - Fitness & Nutrition - Schools Advisory Service](#)

Gym Online

[SAS GYM - Schools Advisory Service](#)

Health Blog – Metabolism, Relax, Beat Stress

[Health Blog - Live a healthier life \(healthyworkinguk.co.uk\)](#)

LGBIQ Support

[Switchboard LGBT+ Helpline](#)

[LGBT Foundation - Home](#)

Men's Health

[MANSPACE - Schools Advisory Service](#)

[Your Body, Your Health | Men's Health Forum \(menshealthforum.org.uk\)](#)

[Andy's Man Club](#) Mental health support groups for men - groups who meet in our local areas

Menopause

<https://www.nhs.uk/conditions/menopause/>

www.menopausematters.co.uk

Mental Health Support

[MIND](#) – Tel: 0300 123 3393 (Monday to Friday, 9am to 6pm)

Mindfulness

[Mindful Movements - Schools Advisory Service](#)

[Headspace for Educators](#) - This is a free service offering meditation, support for stress, sleep deprivation, guides to focus/quick resets as well as mini-workouts/cardio that you can do on the go.

The screenshot shows the Headspace website for educators. At the top, it states: "Headspace is a benefit provider for anyone working in a school environment and is FREE TO JOIN! Improving the health and happiness of the world, one educator at a time." Below this, it describes the service: "Headspace teaches you the essentials of meditation and mindfulness with over 30 courses of themed meditations, mindfulness exercises, and animations on specific topics like stress and sleep. You'll have complete access to the Headspace library including exercises designed to add more mindfulness to your day, super-short mini meditations, sleep sounds that help ease the mind into a restful night's sleep and more!" There are logos for "Health + Wellness" and "Humber Education Trust". A URL is provided: <https://www.headspace.com/educators>. The navigation bar includes "THE SCIENCE BLOG FOR WORK HOW TO MEDITATE HELP LOG IN" and a "Start free trial" button. The main heading is "Welcome to Headspace for Educators". Below this, it says: "Headspace offers free access to K-12 (primary-secondary) teachers and supporting staff in the US, UK, Canada, and Australia." A paragraph follows: "Whether you're feeling inspired to connect more with your students or you're looking for a new way to bring calm to your classroom, Headspace can help students build healthy habits that last a lifetime. Better focus, less stress, and happier thoughts are just a few minutes away." The next section is "Start your free subscription" with a note: "Please select your state or country below. You must be 18 years of age, or the age of majority in your province, territory or country, to sign up as a registered user of the Products." At the bottom, there is a dropdown menu labeled "SELECT SCHOOL LOCATION".

Physio Exercises

[Ask Mike - Physiotherapy Support - Schools Advisory Service](#)

Relationships

[Relate](#) – Relationship support for everyone

Relaxation Support

[SAS - The Relaxation Room • A podcast on Spotify for Podcasters](#)

[Relaxation exercises - Mind](#)

Stress / Anxiety / Panic

[Get help with stress - NHS \(www.nhs.uk\)](#)

[Samaritans](#) Confidential support for distress/despair. Tel: 116 123 (free 24-hour helpline)

[Anxiety UK](#) – Tel: 03444 775 774 (Monday to Friday, 9.30am to 10pm; Saturday to Sunday, 10am to 8pm)

[No Panic](#) – Tel: 0300 772 9844 Support with panic attacks and obsessive-compulsive disorder (OCD).

Suicide Prevention

[I'm struggling | Campaign Against Living Miserably \(CALM\)](#) Tel: 0800 585858 Helpline (5pm – midnight)

Support for Carers

[Caring for someone else - Mind](#)

Supporting Someone Else

[Helping someone else - Mind](#)

Victim Support

[Get help - Victim Support](#) Tel: 0808 168 9111 (free 24-hour helpline)

Women's Health

[Women's Health Concern \(womens-health-concern.org\)](#) Factsheets and helpful resource

Department for Education Education Staff Wellbeing Charter

Prioritise staff mental health

In adopting the Department for Education Charter

We commit to:

- **Tackle mental health stigma** within the organisation, promoting an open and understanding culture.
- **Give the same consideration and support to mental health as physical health**, including in the management of staff absence.
- Fulfil our legal duty to **control the risks associated with work-related stress** in the education setting so far as is reasonably practicable.
- **Channel support to individuals whose role is known to have a significant emotional component**. This might take the form of peer support, supervision, and/or counselling.
- **Ensure that staff understand the real benefits that sensitive pastoral support can have, while also recognising where their limits are as non-specialists**. We will therefore ensure there are opportunities to **increase joint working in support of pupils**, as well as routes to refer for specialist support.

Examples of what we currently do

We have:

- Provide an **Employee Assistance Programme (EAP)** with the Schools Advisory Service (SAS), including 24/7 GP support.
- Provide weekly **Mindfulness** sessions, **relaxation webinars** and a **4 week mindfulness course**
- Provide **Counselling sessions** and support for all staff through Occupational Health and our EAP.
- Trained **Wellbeing Champions and Qualified Mental Health First Aiders** across the Trust.
- **Stress management procedures** in place in all schools support our staff.

Wellbeing development commitments 2025 - 26

We will:

- Review the **Absence Policy** to ensure mental health is included as well as physical health.
- Provide **signposting** for schools to accredited supervision providers via the Central Team.

Give staff the support they need to take responsibility for their own and other people's wellbeing

In adopting the Department for Education Charter

We commit to:

- **Empower staff to take ownership of their own wellbeing and look out for the wellbeing of others.** This will include ensuring that all staff are familiar with the different dimensions of wellbeing, including **mental health, financial wellbeing and physical wellbeing.**
- Ensure that staff **know how to access appropriate guidance, support and tools,** and that their use is encouraged throughout the organisation.

Examples of what we currently do

We have:

- All staffrooms have wellbeing boards advertising our **Employee Assistance Programme (EAP)** and **Headspace**
- Provide summary of **wellbeing offer on SharePoint.**
- Share a folder of wellbeing links and resources on SharePoint on **physical and mental health, finance, fitness and nutrition.**
- Ensure **induction** process has full details of wellbeing offer for new staff.

Wellbeing development commitments 2025 - 26

We will:

- Redevelop our staff **SharePoint** area to provide clearer access to our Employee Assistance Programme (EAP) and wellbeing links and resources.

Give managers access to the tools and resources they need to support the wellbeing of those they line manage



In adopting the Department for Education Charter

We commit to:

- **Work to provide managers with tools, resources and training to support their staff.** We will not, however, expect managers to provide professional wellbeing support for which they have no professional training, and will ensure that there are clear routes in place to escalate for further support.



Examples of what we currently do

We have:

- Ensure Heads/School Business Managers/HR teams have access to resources to support staff through the **SharePoint & HR folders as well as signposting staff to the Employee Assistance Programme (EAP).**



Wellbeing development commitments 2025- 26

We will:

- Further develop **Staff Handbook** to include a **Staff Wellbeing** section
- Work towards developing a **handbook for managers** to support those they manage.

Establish a clear communications policy

In adopting the Department for Education Charter

We commit to:

- Provide clear guidance to all stakeholders (internal and external) on remote and out-of-school hours working, including when it is and isn't reasonable to expect staff to respond to queries. This should not necessarily include preventing staff from accessing email at 'unsociable' hours if it suits them personally.

Examples of what we currently do

We have:

- Ensure leaders have an email signature stating there are **no expectations for staff to answer emails out of hours**.
- **Email protocols** included in the **Staff Handbook** for only emailing 8am-6pm, Monday - Friday

Wellbeing development commitments 2025 - 26

We will:

- Consider whether there is a need to **introduce further communications protocols** to support all colleagues in switching off after working hours, reflecting changes in the **Workload Charter**.

Give staff a voice in decision-making

In adopting the Department for Education Charter

We commit to:

- **Constantly strive to improve the ways in which the voice of staff is included in the decision-making process across the school.** (This may also include engagement with key stakeholders, such as recognised trade unions and others). In particular, we will proactively seek to draw upon the experience of those with mental health issues and/or of discrimination, ensuring that they are able to share their experience confidently and safely.

Examples of what we currently do

We have:

- **Good relations with our trade unions**, having regular and additional adhoc JCC meetings.
- **Survey colleagues regularly** for their input and feed back results to the Staff Wellbeing Group and all schools via their Staff Wellbeing Group Noticeboard.

Wellbeing development commitments 2025 - 26

We will:

- Continue to survey staff at school level on their thoughts and ideas, **acting where possible on suggestions received.**

Drive down unnecessary workload

In adopting the Department for Education Charter

We commit to:

- **Work proactively to drive down unnecessary workload**, making use of available tools (such as the Workload Reduction Toolkit for schools).

Examples of what we currently do

We have:

- Ensured we **welcome challenge** as this promotes positive change.
- Ensured we **support our leaders and staff** when dealing with change.
- Worked collaboratively on new **initiatives and training** to reduce the workload burden for all.

**Wellbeing development commitments
2025 - 26**

We will:

- Continue to **listen to staff voice** through our staff questionnaires and feedback.
- Review **Workload Charter** to ensure a **fair and reasonable workload for all**.

Champion flexible working and diversity

In adopting the Department for Education Charter

We commit to:

- Work to create a **supportive culture around flexible working**. We will agree an approach that not only recognises employees' legal right to request flexible working but acknowledges that for some staff working flexibly can be a key means of protecting and enhancing their personal wellbeing. We will work to **promote diversity – eliminating discrimination, and advancing equality of opportunity**.

Examples of what we currently do

We have:

- Ensure our **Flexible Working Policy** is clear and accessible to all staff requiring adjustments to their contracted working hours and patterns.
- **Supported colleagues with leave to attend significant events**, e.g. to attend their children(s) graduation ceremonies/wedding of near relative/close friend.
- Embedded our **Equality, Diversity & Inclusion Policy** and implemented this from advertising of vacancies through to employment of our colleagues.
- Introduced compulsory **equality, diversity and inclusion training** for all staff.

Wellbeing development commitments 2025 - 26

We will:

- Ensure all staff are aware of their **entitlements** and **how to apply** for flexible working.
- Review flexible working requests centrally to **ensure fair application** of the policy.

Create a good behaviour culture

In adopting the Department for Education Charter

We commit to:

- Working with staff and pupils to maintain and implement a **school-wide Behaviour Policy**. All staff and pupils will have a shared understanding of how good behaviour is encouraged and rewarded, and the sanctions that will be imposed if pupils misbehave. We will support staff to create calm, safe and disciplined environments, which allow teachers to teach and pupils to learn. Our approach will go hand-in-hand with understanding and supporting pupil mental health and SEND issues.

Examples of what we currently do

We have:

- Produced a **template Behaviour Policy** setting out the culture, rewards and sanctions for each school to support good behaviour.
- Ensured **positive links with sector experts** for advice, guidance and support.
- Supported schools with **managing challenging behaviour** and **implementing structures and systems** for the benefit of all staff and pupils.

Wellbeing development commitments 2025 - 26

We will:

- Provide staff with **additional CPD** to help them meet the needs of all pupils, including those with SEND.

Support staff to progress in their careers

In adopting the Department for Education Charter

We commit to:

- Ensuring that **staff are able to pursue professional development without adversely impacting their own or other people's workload**. In schools, we will ensure that any professional development activity is aligned to the Standard for Teachers' Professional Development.

Examples of what we currently do

We have:

- **Run a wide variety of CPD opportunities** including promoting the full range of NPQs.
- **Run a Teaching and Learning Ambassador Programme** for internal progression of teaching staff.
- Provided a trust-wide **Teacher Development Programme** to support all teachers to meet the Teacher Standards.
- Provided support staff with **training, regular updates and networking opportunities**.
- Encouraged colleagues to make themselves available for development, secondment and promotion by internally **advertising all vacancies on SharePoint**.
- **Supported apprenticeships** for existing colleagues and new joiners.
- Implement a **new apprenticeship training scheme for Teaching Assistants** who wish to undertake specific training in SEND.

Wellbeing development commitments 2025 - 26

We will:

- Deliver a **development programme for 'Aspiring Headteachers'**.
- Provide a range of **CPD to teaching assistants** to support their classroom pedagogy.

Include a sub-strategy for protecting leader wellbeing and mental health

In adopting the Department for Education Charter

We commit to:

- Ensuring that all those with strategic decision-making responsibility (including where governors and trustees) should collaborate to **develop a sub-strategy specifically for protecting leader mental health**. This should include access to confidential coaching where needed.

Examples of what we currently do

We have:

- Provided confidential **counselling** through the Employee Assistance Programme Scheme (EAP) for all colleagues.
- Provided confidential **counselling** through our Occupational Health service.
- Provided **external coaching** for leaders within the Trust.
- Delivered **resilience training** for Headteachers.
- Created a **culture of shared responsibility and collaborative working**.

Wellbeing development commitments 2025 - 26

We will:

- Continue to provide **'supervision' for all school leaders** in managing the demands of their roles.

Hold ourselves accountable, including by measuring staff wellbeing

In adopting the Department for Education Charter

We commit to:

- **Measure the wellbeing of staff** using recognised tools and metrics and be transparent about results. We will monitor trends over time, and act in response to changes.
- Further, we will work with staff and relevant stakeholders (this might include parents, recognised trade unions and others) to **agree an approach to organisational accountability on our commitments**, giving due consideration to workload.

Examples of what we currently do

We have:

- Tracked and analysed **staff absence trends**, implementing **support and change** where needed.
- **Collected feedback from staff regularly** on topics such as wellbeing and workload.
- Maintained a **Wellbeing Working Group** to work on behalf of schools in developing trust policies and procedures.
- Developed and implemented a **Workload Charter**.

Wellbeing development commitments 2025 - 26

We will:

- **Develop further survey questionnaires** for colleagues to explore workload and wellbeing culture.
- Refresh the **Wellbeing Charter**.
- Continue to **report to governors and trustees on workload and reduction measures**.