

The Family of Learning Trust

Employee Wellbeing Policy



**This policy is non contractual and may be updated or changed by the Trust
subject to consultation (if required)**

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1. Introduction

- 1.1 This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff, governors and trustees.
- 1.2 The academy is committed to promoting positive physical and mental health for every member of our staff. We pursue this aim using a whole academy approach and specialised, targeted approaches aimed at staff who are experience poor wellbeing.
- 1.3 The academy is committed to implementing a wellbeing policy for staff which includes improving the working environment through effective, supportive and sensitive management. This will enable individuals to cope successfully with the demands and pressures of work, particularly those employees whose health and wellbeing are (or may be) affected by other factors outside the workplace.

2. Policy and scope

- 2.1 This policy provides guidance on how issues relating to wellbeing will be managed within the academy by the senior leadership team and line managers.
- 2.2 This policy aims to:
 - Support the wellbeing of all staff to avoid negative impacts on their mental and physical health
 - Provide a supportive work environment for all staff
 - Acknowledge the needs of staff, and how these change over time
 - Allow staff to balance their working lives with their personal needs and responsibilities
 - Help staff with any specific wellbeing issues they experience
 - Ensure that staff understand their role in working towards the above aims

3. Promoting wellbeing at all times

- 3.1 As a Trust, we promote a healthy work life balance. We seek advice from outside support agencies such as Unions, the DfE and occupational health to ensure workloads are manageable and adjustments made where necessary.
- 3.2 We have policies and procedures to deal with bullying, harassment and stress. We actively promote positive behavior and set out expected standards for everyone in the "Our Behaviours" policy.
- 3.3 We seek opportunities to care for and improve the wellbeing of staff through the wellbeing working group looking at appropriate targeted initiatives as well as through discussions within performance appraisal reviews.
- 3.4 All staff have access to SmartClinic including an Employee Assistance Programme (EAP) that provides 24/7 telephone assistance for such things as mental health issues, family issues, financial problems. In addition the service has a useful app for support and structured how to guides to help with things like restful sleep, weight loss, management of anxiety.
- 3.5 Through the Smart Clinic staff can access 6 session of counselling or Cognitive Behaviour Therapy (CBT) if they are experiencing poor mental health, they can either self-refer or can be arranged through their manager. In addition they can

access stress management workshops, physiotherapy sessions and have access to a virtual GP. The package also includes online support and information to help with all aspects of wellbeing.

- 3.6 We have invested in training for staff and line managers to recognise the signs of poor mental health and deal with it confidently and appropriately. We have accredited mental health first aiders at all our academies.
- 3.7 We carry out regular (at least annual) staff well being surveys and analyses data to changes in trend and to identify any concerns to enable strategies to be put in place to address areas that may negatively impact upon staff wellbeing.

4. Role of all staff

4.1 All staff are expected to:

- Treat each other with empathy and respect
- Keep in mind the workload and wellbeing of other members of staff
- Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance
- Report honestly about their wellbeing and let other members of staff know when they need support
- Contribute positively towards morale and team spirit
- Use shared areas respectfully, such as the staff room or offices
- Take part in training opportunities that promote their wellbeing

5. Role of line managers

5.1 Line managers are expected to:

- Maintain positive relationships with their staff and value them for their skills, not their working pattern
- Provide a non-judgemental and confidential support system to their staff
- Take any complaints or concerns seriously and deal with them appropriately using the school's policies
- Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance
- Make sure new staff are properly and thoroughly inducted and feel able to ask for help
- Understand that personal issues and pressures at work may have a temporary effect on work performance, and take that into account during any appraisal or capability procedures
- Promote information about and access to external support services
- Help to arrange personal and professional development training where appropriate
- Keep in touch with staff if they're absent for long periods
- Monitor staff sickness absence, and have support meetings with them if any patterns emerge

- Conduct return to work interviews to support staff back into work
- Conduct exit interviews with resigning staff to help identify any wellbeing issues that lead to their resignation

6. Role of senior staff

6.1 All senior members (The SLT) of staff are responsible for ensuring the principals of wellbeing are upheld. However specific responsibility for wellbeing is delegated to Jo Lawless, HR Director. If you feel your line manager is not supporting your wellbeing please escalate to the HR Director.

6.2 Senior staff are expected to:

- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
- Manage a non-judgemental and confidential support system for staff
- Monitor the wellbeing of staff through regular surveys and structured conversations
- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
- Make sure job descriptions are kept up-to-date, with clearly identified responsibilities and staff being consulted before any changes
- Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives
- Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school
- Make sure that the efforts and successes of staff are recognised and celebrated
- Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
- Provide resources to promote staff wellbeing, such as training opportunities
- Promote information about and access to external support services
- Organise extra support during times of stress, such as Ofsted inspections

7. Role of the governing board

7.1 The specific link governor responsible for staff wellbeing is Chris Swallow at Beech Hill and at Doug Clark at Dean Field.

7.2 The governing body is expected to:

- Make sure the school is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment
- Monitor and support the wellbeing of the headteachers
- Ensure that resources and support services are in place to promote staff wellbeing
- Make decisions and review policies with staff wellbeing in mind, particularly in regards to workload

- Be reasonable about the format and quantity of information asked for from staff as part of monitoring work
- Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them

8. Managing specific wellbeing issues

- 8.1 The school will support and discuss options with any staff that raise wellbeing issues, such as if they are experiencing significant stress at school or in their personal lives. There are trained mental health first aiders for staff who are experiencing poor mental health or are in crisis. Managers the academies have also had training the spot early signs of poor mental health to help support employees.
- 8.2 Where possible, additional support will be given by line managers or senior staff. This could be through:
- Giving staff time off to deal with a personal crisis
 - Arranging external support, such as counselling or occupational health services
 - Completing a risk assessment and following through with any actions identified
 - Reassessing their workload and deciding what tasks to prioritise
 - At all times, the confidentiality and dignity of staff will be maintained.

9. Links with other policies

This policy is linked to our:

- Appraisal policy
- Capability procedure
- Code of conduct
- Mental Health First Aider Policy
- Stress Policy