

	ATLAS Multi Academy Trust
Employee Wellbeing and Workplace Stress Policy	
Trust Sub-Committee: Standards Committee	
Co-ordinator: Mrs M Quinn	
Last Reviewed: Spring 2023	Next Review: Spring 2025
St Albans Girls' School. Beech Hyde Primary School and Nursery. The Adeyfield Academy	
	
Signed by: Margaret Chapman <i>Executive Head Teacher</i>	Signed by: Rachael Kenningham <i>Chair of ATLAS Board of Directors</i>

In this policy the Headteacher or Principal will be referred to as the Headteacher.

1. RATIONALE	
1.1	<p>This policy covers the Trust's commitment to employee health, the responsibilities of Trust leaders and others for maintaining identifying, promoting and 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.</p> <p>This policy sets out how the Trust fulfils its legal obligations, the responsibilities of different functions and specialists and the range of services available to help employees maintain health and wellbeing. The Trust recognises that wellbeing and performance are linked. Improving employees' ability to handle pressure and to balance work and home life will ultimately lead to improved individual and organisational performance.</p> <p>This policy applies to all employees of the Trust. It does not form part of any employee's contract of employment and it may be amended at any time.</p>
2. RESPONSIBILITIES	
2.1	<p>TRUST</p> <p>The Trust recognises its legal duty of care to employees to promote health at work. The Trust will ensure that its policies and practices reflect this duty and create a working environment where potential work-related stressors, as far as reasonably practicable are avoided, minimised or mitigated through good management practices.</p>

2.2	<p>LEADERS</p> <p>Leaders should ensure that employees understand their role within the team and receive the appropriate information and support to do their job. Leaders should also familiarise themselves with the Trust's policies on diversity and tackling inappropriate behaviour in order to support staff.</p> <p>In particular, leaders are expected to ensure that they take steps to reduce the risks to employee health and wellbeing by:</p> <ul style="list-style-type: none"> • ensuring that the right people are recruited to the right jobs and that a good match is obtained between individuals recruited and job descriptions/specifications; • keeping employees in the team up to date with developments at work, including changes to their roles/responsibilities, and how these might affect their job and workload; • ensuring that employees know who to approach with problems concerning their role and how to pursue issues with senior management; • making sure jobs are designed fairly and that work is allocated appropriately between teams; • ensuring that work stations are regularly assessed to ensure that they are appropriate and fit for purpose.
2.3	<p>SENIOR LEADERSHIP TEAM/GOVERNING BODY/BOARD OF TRUSTEES</p> <p>Leaders in liaison with the governing body/ board of trustees will develop Trust-wide policies and procedures to support the wellbeing of employees. Leaders will assist managers in supporting individuals and liaise with occupational health (OH) as needed, with the objective of helping employees to maintain good psychological and physiological health.</p>
2.4	<p>EMPLOYEES</p> <p>Employees must take responsibility for managing their own health and wellbeing, by adopting good health behaviours (for example in relation to diet, exercise and not smoking) and must raise concerns with their manager if they feel that there are work issues that are causing them stress or having a negative impact on their wellbeing. Employees must take responsibility for developing their own coping strategies as one of the means to enable them to work effectively in their team and so reduce the risk of stress.</p>
2.5	<p>OCCUPATIONAL HEALTH</p> <p>The Trust subscribes to an OH service, Innovate. OH professionals will work with Trust leaders to provide a comprehensive service designed to help employees stay in work or to return to work. This will include preparing medical assessments of individuals fitness for work following referrals from the Trust, liaising with GPs and working with the Trust to help employees to retain employment.</p>
3. HEALTH PROMOTION INITIATIVES	
3.1	<p>From time to time the Trust may develop and run a range of health promotion initiatives designed to raise awareness of health and lifestyle issues affecting mental health and wellbeing.</p> <p>Employees will also be encouraged to establish clubs and groups designed to foster well being, for example lunchtime walking or dancing clubs, which create a sense of community and inclusion for all. Where possible these initiatives should take place out of core hours and employee working time.</p>

	<p>Other measures available to support employees in maintaining health and wellbeing include:</p> <ul style="list-style-type: none"> • an employee assistance programme with Legal & General; • a mental health first-aid programme and the training of staff mental health first aiders; • procedures for reporting and handling inappropriate behaviour; • a health and wellbeing portal with digital gym, healthy recipes, webinars and podcasts; • a stress management/handling pressure guidance and support; • special leave arrangements; • opportunities for flexible working; and • support for workers with disabilities.
4. TRAINING AND SUPPORT	
4.1	<p>Managers and employees should regularly discuss individual training needs to ensure that employees have the necessary skills to adapt to changing job demands, this will usually be focused on internal support, often relatively simplistic in nature and most commonly developed to cover all staff as new initiatives are introduced.</p> <p>Managers and employees are encouraged to participate in communication/feedback exercises, including stress audits and staff surveys. All employees are expected to be aware of the importance of effective communication and to use the communication tool most appropriate to the message, for example departmental/team meetings, one-to-one meetings, electronic communications and organisation-wide methods. The Trust will seek to ensure that structures exist to give employees regular feedback on their performance, and for them to raise concerns.</p>
5. OCCUPATIONAL HEALTH SUPPORT	
5.1	<p>If employees believe that their work, or some aspect of it, is putting their wellbeing at risk they should, in the first instance, speak to their manager. The discussion should cover workload and other aspects they find to be a struggle; this may lead to the identification of training/support needs.</p> <p>A referral to the occupational health team may be made if this is considered appropriate after an employee's initial discussion with their manager. Discussions between employees and the occupational health professionals are confidential, although the occupational health team will provide a report on the employee's fitness to work. This report will contain any recommended adaptations to the working environment, for consideration by the referring manager.</p>
6. THE EDUCATION STAFF WELLBEING CHARTER	
6.1	<p>The Education Staff Wellbeing Charter, which was co-created by the Department for Education, Ofsted and various other interested parties, is a declaration of support for, and set of commitments to, the wellbeing and mental health of everyone working in education. All state funded schools and colleges are invited to familiarise themselves with the charter, and to sign, as a shared commitment to protect, promote and enhance the wellbeing of their staff. It is voluntary and there is no deadline to sign up. ATLAS has signed up and the Trust uses the charter (Appendix 4) to:</p> <ul style="list-style-type: none"> • show staff that their wellbeing is taken seriously • open a conversation with staff about their wellbeing and mental health • create a wellbeing-focused culture

7. MANAGING WORK RELATED STRESS	
7.1	<p>Employers have a legal duty to manage the risks to employees' health and safety, including the risks arising from stress. Addressing workplace stress has numerous benefits - from a healthier and more engaged workforce to a reduction in staff turnover and sickness absence.</p> <p>The purpose of this guidance is to:</p> <ul style="list-style-type: none"> ● raise awareness of the organisation's duty of care to employees; ● provide managers with an understanding of workplace stress and potential causes; ● guide managers in addressing causes and considering relevant measures to control any risk to health from workplace stress; ● promote practical steps in supporting employees who are experiencing workplace stress.
7.2	<p>WHAT IS WORKPLACE STRESS?</p> <p>Stress is defined by the Health & Safety Executive (HSE) as "the adverse reaction people have to excessive pressures or other types of demand placed upon them".</p> <p>This definition does not portray stress and pressure as one and the same. It is widely recognised that pressure has a positive influence on performance and wellbeing if managed correctly, whereas excessive pressure can be detrimental to the mental and physical health of an employee.</p> <p>Both the organisation and the employee should identify at what point pressure may become excessive and implement reasonable measures to address any detrimental impact on the health of their employees.</p> <p>It is reasonable for managers to assume that in any workplace there will be periods that are more pressured than others and that in an educational setting:</p> <ul style="list-style-type: none"> ● employees should anticipate periods of increased pressure at defined times during the normal academic cycle, for example around exams; ● Most employees are psychologically capable of withstanding reasonable pressures at work; ● sustained and excessive work pressures may lead to anxiety, depression and a poor work-life balance.
7.3	<p>POTENTIAL CAUSES OF WORKPLACE STRESS</p> <p>Stress is determined by a person's perception of a situation or stressor and therefore causes of stress differ between individuals. The HSE identifies six factors which, when spoken about openly and honestly, can help uncover the real causes of workplace stress: Demands; Control; Support; Relationships; Role; Change.</p>
7.4	<p>DEMANDS</p> <p>Do employees perceive they are able to cope with the demands of their jobs? This includes issues such as workload, work patterns and the work environment. The impact of high demands can be reduced if the employee is able to have a high level of control over their work.</p>
7.5	<p>CONTROL</p> <p>Do employees perceive they receive adequate information and support from their colleagues and managers? Consider how much say the person has in the way they do their work. The impact of high demands and low control can be reduced by having high levels of support, either from colleagues or from you as their manager.</p>

7.6	<p>SUPPORT</p> <p>Do employees perceive they receive adequate information and support from their colleagues and managers? Support can range from a simple conversation to an occupational health referral or a signpost to the organisation's employee assistance programme.</p>
7.7	<p>RELATIONSHIPS</p> <p>Do employees perceive they are subjected to unacceptable behaviours at work? This includes promoting positive working to manage conflict and deal with unacceptable behaviour. Relationships can be one of the biggest sources of stress, especially where there are perceptions of bullying and harassment.</p>
7.8	<p>ROLE</p> <p>Do employees perceive there to be a lack of understanding around their own role and responsibilities? This could include whether or not the employee understands their role, how they fit into the team and how they contribute to the wider business. Taking time to have a simple conversation often leads to clarification and a greater understanding of both the perceived problem(s) and the expectations of management.</p>
7.9	<p>CHANGE</p> <p>Do employees have a perception of disengagement from organisational change? Consider how organisational change (large or small) is managed and communicated. Change does not have to be at an organisational level to have an impact on individuals or teams: staff turnover, new managers or changes in the type of work or technology used by the team can be equally as stressful.</p> <p>The HSE website offers an Education Talking Toolkit to help employers take the first step in starting conversations with employees about stress and mental health. Conversation templates are provided covering each of the above causes of workplace stress. This is also available on the MIND Gateway:</p> <p>https://campaigns.hse.gov.uk/go-home-healthy/work-related-stress/stress-in-education/ https://www.hse.gov.uk/gohomehealthy/assets/docs/StressTalkingToolkit.pdf https://www.mentalhealthatwork.org.uk/toolkit/workplace-stress-fulfilling-your-responsibilities-as-an-employer/</p>
8. RECOGNISING SYMPTOMS OF STRESS	
8.1	<p>Symptoms of workplace stress are many and varied depending on the individual and their circumstances. The below non-exhaustive list of common symptoms provides a guide to help in identifying workplace stress and general mental health conditions.</p>
8.2	<p>THE WAY AN EMPLOYEE ACTS</p> <ul style="list-style-type: none"> ● taking more time-off work ● arriving at work later than usual ● appearing nervous and agitated ● underperforming in their role ● distracted or preoccupied behaviour that is out of character
8.3	<p>THE WAY AN EMPLOYEE FEELS:</p> <ul style="list-style-type: none"> ● withdrawn ● isolated ● loss of motivation ● loss of appetite/overeating ● emotional reactions – crying, tearful

<p>8.4</p>	<p>WHAT ACTION TO TAKE</p> <p>As a manager, if you have specific concerns about an individual's wellbeing or you recognise possible signs and symptoms of workplace stress, it is important that these are addressed at an early stage. Hold a one-to-one meeting or have an informal discussion with your employee to open up the conversation. The following tips will guide you (see appendix 2 for words to use):</p> <ul style="list-style-type: none"> • meet in a private, confidential setting • be clear about confidentiality, and that you have a duty as a manager to disclose information if you suspect the employee could cause harm to themselves (or others) • use open questions when talking to the employee to help them open up. A good starting point is to simply ask them how they feel • listen to what the employee says: do not make judgements or assume everyone deals with stress in the same way • ask the employee whether there are any problems at work (or outside of work) impacting upon their wellbeing that they wish to talk about • consider and discuss a referral to Occupational Health if you feel further advice is required, • particularly where mental health issues have been disclosed or are apparent • signpost the employee to interventions which can offer further support, encouraging them to make contact and obtain further support <p>The following tools used either before or during the meeting can help to open up conversation or help you frame and focus the conversation:</p> <ul style="list-style-type: none"> • Ask the employee to consider and complete the Individual Stress Assessment form (appendix 1) to help them think about what is causing them stress at work. Use this form to have a conversation about the issues and agree solutions • Use the HSE's Education Talking Toolkit to open up the conversation as above • Use the Mental Health First Aid England (MHFA) Address Your Stress toolkit https://www.mentalhealthatwork.org.uk/resource/address-your-stress-toolkit/?read=more to allow the employee to view stress as a natural part of working life and to focus on which parts need to be addressed specifically. MHFA England also provides a range of training to empower people to care for themselves and others so you may consider investing in this.
<p>8.5</p>	<p>ROLES AND SUGGESTED RESPONSIBILITIES</p> <p>Employee:</p> <ul style="list-style-type: none"> • apply reasonable management of their own emotional wellbeing at work • collaborate with line managers and Occupational Health professionals to agree appropriate support and reasonable management action • raise concerns with line managers, actively proposing realistic solutions and remedies whilst applying consideration to the needs of the business • use the individual stress assessment form (appendix 1) to list and qualify concerns <p>Manager:</p> <ul style="list-style-type: none"> • support individuals who submit a completed Individual Stress Assessment form (appendix 1) to report workplace stress. Ask relevant questions to identify and discuss stressors. Support early resolution where possible through short term measures such as reasonable adjustments • complete a wellbeing action plan (appendix 3) in liaison with the employee, to record workplace stressors and document what action is already being taken to reduce the risk of stress, including what further action is required • implement reasonable management strategies identified by the wellbeing action

	<ul style="list-style-type: none"> plan continually review wellbeing action plan as appropriate consider implementing reasonable adjustments recommended by Occupational Health professionals ensuring that they are realistic and do not cause long-term detriment to school
8.6	<p>SUPPORT AVAILABLE</p> <p>Employee Assistance Programme: Employee Assistance Programme (EAP) is an employee benefit scheme available to employers. It is intended to help employees deal with personal problems that might adversely impact their work performance, health and overall wellbeing. EAP includes 24-hour telephone support for employees, trauma management, short-term face to face counselling sessions and a selection of wellbeing workshops.</p> <p>Confidential Support and advice services: Mind is a mental health charity providing advice and support to anyone experiencing a mental health problem. The Mind website provides supportive and reliable information to anyone and aims to empower people to understand their condition and the choices available to them. Mind offers an Infoline which provides callers with confidential help - http://www.mind.org.uk/</p> <p>Mental Health at Work is an online gateway, developed by Mind, that provides employers with advice and tools needed to support the mental health of staff. The site brings together resources, toolkits, blogs and case studies into one place. https://www.mentalhealthatwork.org.uk/</p> <p>Mind in Mid-Herts provides a one-stop shop to improve emotional and physical wellbeing and has 4 offices across Hertfordshire (Stevenage, St Albans, Hertford, Welwyn Garden City). The centres offer a range of services, including self-help groups, training courses and exercise programmes https://mindinmidherts.org.uk/about-us/</p> <p>Rethink Mental Illness is a network of local groups and services and expert information challenging attitudes and helping people living with conditions like schizophrenia, bipolar disorder, personality disorders http://www.rethink.org/</p> <p>Depression Alliance has 40 years' experience working closely with healthcare professionals and government agencies to improve local services and to ensure a healthier, happier life for those affected by depression http://www.depressionalliance.org/</p> <p>Time to Change is England's biggest programme to challenge mental health stigma and discrimination http://www.time-to-change.org.uk/</p> <p>Education Support Network – provides support to all those working in the education sector, recognising that many of the issues faced in education are universal: workload, stress, student behavioural problems, work life balance. As well as a website there is a telephone helpline (08000 562 561) for crisis situations http://www.educationsupport.org.uk/</p>
	<p>9. MENOPAUSE GUIDANCE</p> <p>This guidance is provided to help highlight the rights of employees experiencing menopausal symptoms and outlines ways in which the Trust may take steps to support them.</p>

9.1	<p>WHAT IS MENOPAUSE?</p> <p>Menopause is a natural event in most women's lives during which they stop having periods and experience hormonal changes such as a decrease in oestrogen levels. It usually occurs between the ages of 45 and 55 and typically lasts between four and eight years. However, each woman's experience will differ, and menopausal symptoms can occasionally begin before the age of 40. Perimenopause, or menopause transition, begins several years before menopause. Women may start to experience menopausal symptoms during the final two years of perimenopause.</p>
9.2	<p>SYMPTOMS</p> <p>While symptoms vary greatly, they commonly include:</p> <ul style="list-style-type: none"> ● hot flushes ● night sweats ● anxiety ● dizziness ● fatigue ● memory loss ● depression ● headaches ● recurrent urinary tract infections ● joint stiffness, aches and pains ● reduced concentration ● heavy periods <p>Each of these symptoms can affect an employee's comfort and performance at work. The Trust has a duty to provide a safe working environment for all employees and therefore should ensure that reasonable adjustments and additional support are available to those experiencing menopausal symptoms. For many women symptoms last about four years, but in some cases can last longer, up to 12 years.</p>
9.3	<p>AVAILABLE SUPPORT</p> <p>The Trust should encourage an open, understanding working environment.</p> <p>It is important to encourage employees to inform their line manager that they are experiencing menopausal symptoms at an early stage to ensure that these are treated as an ongoing health issue rather than as individual instances of ill health. This can also help the Trust decide upon the suitable support to address an employee's individual needs. It is encouraged that the Trust be adaptable to who an employee feels comfortable discussing the issue with given the sensitivity of such a matter. In instances where menopausal symptoms cause an ongoing health issue it may be appropriate to consider support from Occupational Health.</p> <p>Employees can also contact the Employee Assistance Programme with Legal & General on 0800 197 0655. There is also support provided within the Health and Wellbeing portal. In addition, employees and managers can access further information as below:</p> <ul style="list-style-type: none"> ● <u>Menopause Matters</u>, which provides information about the menopause, menopausal symptoms and treatment options ● the <u>Daisy Network</u> charity, which provides support for women experiencing premature menopause or premature ovarian insufficiency ● the <u>Menopause Café</u>, which provides information about events where strangers gather to eat cake, drink tea and discuss the menopause.

9.4	<p>REASONABLE ADJUSTMENTS</p> <p>Temperature control:</p> <p>In so far as is reasonable the Trust will attempt to provide comfortable working temperatures for employees. This may include flexibility with the application of any dress code in place however this should still be balanced against reasonable requirements the Trust has such as health and safety considerations regarding footwear.</p> <p>The provision of accessible chilled water, ensuring that windows can open safely, ensuring that there are blinds that work, and the provision of desk fans may be adaptations the Trust can reasonably implement.</p> <p>Flexible working:</p> <p>It may be necessary for the Trust to discuss the possibility of making a flexible working request. This would potentially help support a number of the common symptoms of the menopause. Requests for flexible working could include employees asking for:</p> <ul style="list-style-type: none"> • a change to the pattern of hours worked; • a reduction in working hours; or • more frequent breaks. <p>Depending on the circumstances, requests may be approved on a permanent or temporary basis.</p>
10. RELATIONSHIPS WITH OTHER POLICIES	
10.1	<p>This employee wellbeing policy should be read in conjunction with other policies, procedures and guidance we share covering: health and attendance; special leave; flexible working; bullying and harassment; and the management of work-related stress.</p>
11. LINKS TO EXTERNAL ORGANISATIONS	
11.1	<p>ACAS booklet on health and wellbeing that sets out the components for a healthy workplace https://www.acas.org.uk/health-and-wellbeing</p> <p>MIND gateway Mental Health at Work: your first stop for better mental health at work https://www.mentalhealthatwork.org.uk</p>
12. MONITORING	
12.1	<p>ATLAS Trust monitors and reviews its policies and procedures on a regular basis to ensure that there is compliance.</p>

Appendix 1

Individual Stress Assessment Form (employees)

Consider the statements and tick the answer that matches how you feel.



		Never	Rarely	Sometimes	Often	Always
1	I am clear what is expected of me at work					
2	I can decide when to take a break					
3	Different groups at work demand things from me that are hard to combine					
4	I know how to go about getting my job done					
5	I am subject to personal harassment in the form of unkind words or behaviour					
6	I have unachievable deadlines					
7	If work gets difficult, my colleagues will help me					
8	I am given supportive feedback on the work I do					
9	I have to work very intensively					
10	I have a say in my own work speed					
11	I am clear what my duties and responsibilities are					
12	I have to neglect some tasks because I have too much to do					
13	I am clear about the goals and objectives for my department					
14	There is friction or anger between colleagues					

15	I have a choice in deciding how I do my work					
16	I am unable to take sufficient breaks					
17	I understand how my work fits into the overall aim of the organisation					
18	I am pressured to work long hours					
19	I have a choice in deciding what I do at work					
20	I have to work very fast					
21	I am subject to bullying at work					
22	I have unrealistic time pressures					
23	I can rely on my line manager to help me out with a work problem					
24	I get help and support I need from colleagues					
25	I have some say over the way I work					
26	I have sufficient opportunities to question managers about change at work					
27	I receive the respect at work I deserve from my Colleagues					
28	Staff are always consulted about change at work					
29	I can talk to my manager about something that has upset or annoyed me about work					
30	My working time can be flexible					
31	My colleagues are willing to listen to my work related problems					

32	When changes are made at work, I am clear how they will work out in practice					
33	I am supported through emotionally demanding work					
34	Relationships at work are strained					
35	My line manager encourages me at work					

If you have any additional areas of concern not covered by this form please note them here:

Appendix 2



Conversations About Workplace Stress and Mental Health

Questions to ask	Phrases to Avoid
How are you feeling at the moment?	You're clearly struggling
I've noticed you don't seem to be your usual self; you seem to be a bit down / upset / under pressure / frustrated / angry etc. Is everything OK?	You need to drop this mood; it's affecting others within the team.
I've noticed you've been late (quite) a few times recently, is everything OK?	Your timekeeping is poor; I'll be keeping my eye on things going forward.
I've noticed your books haven't been marked in a while and you're usually great at keeping on top of this. Is everything OK?	Your performance is unacceptable at the moment.
What would you like to happen? How? Is there anything I can do to help?	What do you want?
What support do you think you might need?	We're all in the same boat here. Who do you expect to pick up the work you can't manage?
Have you spoken to your GP or looked anywhere else for support?	What do you expect me to do?

As per the Disability Discrimination provision of the Equality Act 2010, it is important to note that the employee is not required to tell you about a health condition or disability; however you can put it to them that should they not disclose a problem, it is hard for you to make workplace adjustments around it.

It should be further noted that if you break confidentiality this could be a breach of the Disability Discrimination provision of the Equality Act 2010.

If you have concerns about your skills in handling these difficult conversations, then consider developing these skills as part of your professional development. Check the HfL website for further information on Training and Events

Wellbeing Action Plan

Use this form to assess the level of stress to individuals whilst carrying out their day to day role or following a period of intensive activity or change within the school or establishment. Review and tailor the contents of this generic wellbeing action plan to meet your setting's individual circumstances.

Record what action you are already taking to reduce the risk of stress and what further action is required. Record any other significant findings and actions required to reduce risk further where existing controls are insufficient, assigning the actions to an appropriate manager.

NB – if an individual advises that they are suffering from stress or has a period of ill health absence due to stress a separate occupational health assessment should be carried out.

Establishment:	Assessment by:	Date:
Employee ref:	Manager Approval:	Date:

What are the hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Action by who	Action by when	Completed
Are there excessive job demands? Workload, work patterns and work environment Dealing with bad behaviour	Staff Ill health may result: anxiety, depression. Illness may lead to absence from work	Performance management process in place Regular meetings with staff, both team meetings and one to one/ performance management which would discuss and anticipate workload. Ensure that skills and abilities are correctly matched to job (person spec and job description)				


Ofsted inspections		<p>Head / Managers monitor sickness absence data and staff turnover rates</p> <p>Work environment concerns, e.g. temperature, ventilation, noise, are taken seriously and investigated</p> <p>Times and lengths of meetings agreed and adhered to. A limit to after-school meetings as far as reasonable</p> <p>Staff have an opportunity to take a genuine break at lunch time</p> <p>Ensure teachers and middle leaders in particular maintain a reasonable work life balance</p> <p>Governing bodies have considered how they can support the headteacher in terms of work-life balance, new models of leadership, leadership time, career coaching and professional development opportunities</p>				
Control – how much say a person has in the way they do their work	Employees Ill health (depression, anxiety) leading to absence from work.	<p>Staff encouraged to use their skills and initiative to do their work</p> <p>Staff are encouraged to develop new skills to help them. Undertaken new and challenging pieces of work</p> <p>Staff consulted over their work patterns or changes to their work patterns</p>				

		<p>Consideration of the workload impact of each new initiative before it is introduced</p> <p>PPA time in operation, reliable and can be completed offsite</p> <p>Scope for flexible working arrangements considered</p>				
Support – includes the encouragement and resources provided	Employees Ill health (depression, anxiety) leading to absence from work.	<p>Employees are supported through school policies and procedures</p> <p>Regular team meetings / one-to-ones to discuss emergent issues</p> <p>Staff are aware of the support that is available to them</p> <p>Staff receive regular constructive feedback as part of their performance management</p> <p>Identification of any training needs conducted through performance management</p> <p>Staff can access CPD on a fair and equitable basis</p> <p>Mentoring and coaching available where necessary</p> <p>Schools have the option of buying into the Employee Assistance Programme provided by PPC ·</p>				

		<p>Worldwide (Positive People Company). It offers online, telephone and face to face counselling on a range of personal and professional themes</p> <p>Headteacher support service – confidential support service provided for headteachers</p>				
Role – whether people understand their role and the school ensures there are not conflicting roles	<p>Employees</p> <p>Ill health (depression, anxiety) leading to absence from work.</p>	<p>Staff understand their role and are suitably trained</p> <p>Performance management used to help individuals clarify their role and priorities</p> <p>Standards of performance agreed</p> <p>New employees receive adequate induction into their role and objectives</p> <p>Recruitment process in place with Job Descriptions and Person Specifications</p> <p>Effective system of induction for new and supply staff</p>				
Change – how organisational change (large or small) is managed and communicated	<p>Employees</p> <p>Ill health (depression, anxiety) leading to absence from</p>	<p>Staff made aware of why change is happening and key steps for change</p> <p>Realistic timetable set out for change</p> <p>Individuals directly affected are involved in the change process</p>				


	work.	<p>Regular communication and consultation with all those affected</p> <p>'open door' policy to help individuals who have concerns</p> <p>Training provided for new / changed roles</p>				
Relationships – promoting positive working to avoid conflict and dealing with unacceptable behaviour	Employees Ill health (depression, anxiety) leading to absence from work.	<p>The school promotes positive behaviours: School behaviour policy robust and adhered to</p> <p>Discipline, grievance and bullying/harassment procedures in place and accessible to staff</p> <p>Managers are encouraged to deal with and staff encouraged to report unacceptable behaviour</p> <p>Training provided to help staff deal with difficult situations</p> <p>Identify ways to celebrate success</p> <p>Explore team building exercises</p> <p>Whole school / departmental activities / events held</p>				
Undetected / poorly managed stress Failure to recognise signs leading to more	Employees Ill health (depression, anxiety) leading to	<p>All incidents of potential / actual workplace stress reviewed</p> <p>Advice from HR and/or Occupational Health sought</p>				

<p>serious ill health</p> <p>Repeated ill health through poor management</p>	<p>absence from work.</p>	<p>Sickness absence policy in place and adhered to, return to work</p> <p>Interviews held remedial action taken as appropriate</p> <p>All staff encouraged to proactively raise issues / concerns with their manager / head</p> <p>Staff awareness of available support improved e.g. counselling, occupational health, GP, employee assistance programmes etc.</p> <p>School has participated in the wellbeing programme for schools or undertaken HSE survey tool</p> <p>Exit interviews held</p>				
<p>Assessment review date usually within one year, or earlier in the event of an incident, a change in conditions or if more frequent review is warranted</p>			<p>dd/mm/20yy</p>			



STAFF WELLBEING CHARTER

The Senior Leadership Team and Governing Body are committed to the wellbeing of all staff and pupils at The Adeyfield Academy.



OUR COMMITMENTS

Our overarching principle is that we trust our staff to deliver high quality lessons and to provide high quality care, support and guidance for all of our learners. Designing a fair wellbeing and workload charter has helped us to agree what each of these intentions should look like in practice. It has been developed to promote and foster wellbeing and workload across the school.

WELLBEING OVERVIEW

TEACHING & LEARNING	BEHAVIOUR	ASSESSMENT & REPORTING TO PARENTS	PROFESSIONAL LEARNER	MENTAL HEALTH & WELLBEING
<ul style="list-style-type: none"> Adopting the '5 minute lesson plan' model Middle leaders were empowered to tailor the marking policy clarifying what will and won't be marked. The policy is based upon research evidencing practices that have been demonstrated to raise achievement. It is underpinned by the 3 Ms; Meaningful, manageable and motivational. 	<ul style="list-style-type: none"> Detentions are centralised to alleviate departments and facilitate restorative conversations Consistency of 3 warnings system to encourage high quality behaviour for learning to reduce behaviour incidents A robust behaviour for learning policy so students expectations are clear in the premise that staff are supported with intended outcome of reducing behaviour incidents The rewards and recognition policy enhances positive culture and facilitates positive relationships The Middle and Senior Leadership Team is visible and supports colleagues 	<ul style="list-style-type: none"> Meaningful, manageable and motivational Live marking and verbal feedback encouraged Limited to 3 data drops per year 	<ul style="list-style-type: none"> Faculty development time will not run beyond 16:30. Staff twilights will be agreed and not run beyond 17:30, once a half term. Staff briefings will be kept to a minimum, on a Monday and Friday. Comprehensive support for ECTs and new staff - 'Make a difference' Every ECT has a mentor as their go to for advice and support 	<ul style="list-style-type: none"> Principal's open door policy every Friday afternoon No expectation of answering emails outside of working hours beyond 18:00 Staff are regularly surveyed to ensure we are listening to opinions and suggestions Strategic overview of school calendar to take into consideration to reduce pinch points Wellbeing champions visible to ensure staff's mental health and wellbeing remains high on the agenda

The Adeyfield Academy is committed to protecting the health, safety and welfare of staff. Preventing stress is a major factor in ensuring staff wellbeing. We do this by providing a supportive workplace culture, ensuring a fair and reasonable workload, ensuring clear and consistent information sharing and providing high quality training and professional development.

STAFF WELLBEING OPPORTUNITIES

At the Adeyfield Academy we have a supportive ethos and the Senior Leadership Team build a culture of trust where school staff feel valued, where staff can be open about their health and wellbeing and know how to access support if they need it.

Together as a school we have set up the following staff wellbeing opportunities:

- Less than 1265 hours
- Occasional Day
- Coffee Vans
- Car Wash on site
- Free Health Checks
- Flu Jabs
- Centralised Detentions
- Thank You Friday
- On Call Support
- Free Milk
- INSET Food
- Returning back to classrooms post-COVID
- No meeting weeks
- Cake from the canteen
- Wellbeing week
- Staff quizzes
- Seasonal events to promote wider school community spirit, Christmas Jumper Day and World Book Day
- Employer Assistance Programme - telephone and online support



Department
for Education

St Albans Girls' School

Education Staff Wellbeing Charter

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1034032/DfE_Education_Workforce_Welbeing_Charter_Nov21.pdf

Charter Criteria	Evidence at STAGS
<p>Prioritise staff mental health</p> <p>We will:</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Whole school approach to mental health of students pervades through to staff.• Rigorous absence management including return to work meetings and monitoring of triggers.• Workload Working Party in place and SLT monitoring of workload via Line Management.• Pastoral staff provide support to their peers through weekly meetings and supervision by staff member experienced in delivering mental health services• Significant whole school focus on the benefits of pastoral support. This is also seen in the CPD offered to staff in removing barriers to protecting their own mental health and how to support others. Routes for support with students behaviour and mental health within school and externally are clearly signposted.• Staff Wellbeing Weeks to promote positive wellbeing• Staff Mental Health First Aiders who support other staff members with mental health concerns.
<p>Give staff the support they need to take responsibility for their own and other people's wellbeing</p> <p>We will:</p> <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• A staff Wellbeing booklet is available that details what we offer at STAGS focusing on workload, mental, financial, physical and mental wellbeing. This includes contact numbers and website links to external sources of support• Wellbeing speakers as part of CPD Day• The Employee Assistance Programme and Health and Wellbeing portal are available and publicised for all staff, e.g. posters in staff toilets and staff rooms.

<p>wellbeing. We will ensure that staff know how to access appropriate guidance, support and tools, and that their use is encouraged throughout the organisation.</p>	<ul style="list-style-type: none"> ● Staff Wellbeing and sources of support are promoted at induction. ● A mentor/buddy programme is in place for all staff new to role/STAGS ● A probationary period where close monitoring is evident and in place for support staff.
<p>Give managers access to the tools and resources they need to support the wellbeing of those they line manage We will:</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Managers given the opportunity to train as Mental Health First Aiders for their peers. Supervision is provided by HR Manager ● Managers provided with manager training on a variety of topics to ensure their teams are fully supported.
<p>Establish a clear communications policy We will:</p> <ul style="list-style-type: none"> ● Provide clear guidance to all stakeholders (internal and external) on remote and out-of-school/college 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 	<ul style="list-style-type: none"> ● STAGS wellbeing policy (tackling workload to improve wellbeing) ● Why work at STAGS document refers to 'Safeguarding your time' ● Staff briefing reinforces wellbeing messages.
<p>Give staff a voice in decision-making We will:</p> <ul style="list-style-type: none"> ● Constantly strive to improve the ways in which the voice of staff is included in the decision-making process across the college or 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, as per commitment, they are able to share their experience confidently and safely. 	<ul style="list-style-type: none"> ● Staff Voice meeting held every term ● Union rep meeting with Head Teacher ● Confident that we provide an environment for people to raise issues with their manager, Head Teacher and HR.
<p>Drive down unnecessary workload We will:</p> <ul style="list-style-type: none"> ● Work proactively to drive down unnecessary workload, making use of available tools (such as the Workload Reduction Toolkit for schools). 	<ul style="list-style-type: none"> ● Workload Working Party to continue to find ways to manage work ● Workload reduction toolkit for schools delivered to staff

<p>Champion flexible working and diversity We will:</p> <ul style="list-style-type: none"> • Work to create a supportive culture around flexible working. We will agree to 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. 	<ul style="list-style-type: none"> • There are a range of flexible working patterns across all staff. • ESS get opportunities to work from home • Teachers get gained time after exams when they apply for it • Generous CPD / time off • iHASCO equality and diversity course being rolled out as part of induction
<p>Create a good behaviour culture We will:</p> <ul style="list-style-type: none"> • Work 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 teachers 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 issues.⁴ 	<ul style="list-style-type: none"> • Behaviour policy in place which is well supported and behaviour is good. • Staff Code of Conduct and reinforcement of 'professional standards'
<p>Support staff to progress in their careers We will:</p> <ul style="list-style-type: none"> • Ensure 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. 	<ul style="list-style-type: none"> • ECT 'cradle to grave' career framework • Solid examples of growth with x2 members of SLT joining as NQT's • Opportunities for CPD are numerous with cover funded • Grow our own. Numerous people have TLR's /UPS and find it hard to hire people who are happy to remain at the main pay scale. Culturally there is an assumption that people will want to progress.
<p>Include a sub-strategy for protecting leader wellbeing and mental health We will:</p> <ul style="list-style-type: none"> • Ensure that all those with strategic decision-making responsibility (including as appropriate governors and trustees) should collaborate to develop a sub strategy specifically for protecting leader mental health. This should include access to confidential counselling and/or coaching where needed. 	<ul style="list-style-type: none"> • Leaders are encouraged to exercise self-care on the premise that you cannot pour from an empty cup • Leaders take support from one another at times of stress

<p>Hold ourselves accountable, including by measuring staff wellbeing</p> <p>We will:</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Introduction of Absence Management system to help manage sickness cases ● Absence management policy and return to work meetings offering support. ● Staff Wellbeing Survey to all staff to understand current need and to inform future practice and actions
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