Diocese of Norwich Education and Academies Trust

Wellbeing Policy

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Person Responsible:	**Human Resources Director**

Our Christian Ethos and Values

All policies within the Diocese of Norwich Education and Academies Trust (hereafter referred to as "the Trust"), whether relating to an individual academy or the whole Trust, will be written and implemented in line with our Christian ethos and values.

We have high ambition for all, and we truly value the wider educational experience.

We walk and talk our Christian values. We put people at the centre of the organisation and want to see them flourish and grow. Our schools are inclusive, welcoming those of all faiths and none.

Overall accountabilities and roles

The Trust has overall accountability for all its academies and staff. Through a Scheme of Delegation for each academy it sets out the responsibilities of the Trust, its Executive Officers, the Local Governing Body and the Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Trust.

All employees of the Trust are subject to the Trust's policies.

Contents

1. Introduction 3
2. Scope and purpose 3
3. Roles and responsibilities 4
4. Managing wellbeing 6
5. Monitoring and reviewing wellbeing 7

1. Introduction

1.1 The Trust recognises that employees are their most important resource and are to be valued, supported and encouraged to develop personally and professionally within a learning and caring community. The Trust acknowledges that wellbeing and healthy workplaces support individuals to flourish and reach their potential and that there is a relationship between positive wellbeing and pupil achievement and academy improvement.

1.2 Wellbeing can be impacted by a multitude of factors which can vary from health conditions, life changes, such as menopause, stress at home or in the workplace. The Trust understands that health and wellbeing has a dynamic nature, and as such, is committed to continuously reviewing its provision and initiatives to best support its employees.

1.3 The Trust is committed to ensuring that employees feel confident in discussing wellbeing openly and are able to ask for support and adjustments in order to continue to work safely in the organisation.

2. Scope and purpose

2.1 This policy applies to employees (referred to as “employee” or “you”). This policy sets out how wellbeing is focussed on and monitored throughout the year.

2.2 The aim of this policy is to create an environment which is supportive of the wellbeing of all employees to avoid negative impacts on their mental and physical health.

2.3 To provide advice, information and further resources to employees, including empowering line managers, to provide a supportive working environment.

2.3 To acknowledge that wellbeing impacts every individual in differing ways and changes over time and set out how the Trust will ensure that conditions in the workplace do not worsen wellbeing, and that appropriate reasonable adjustments and support are put in place.

2.4 To reduce sickness absence due to wellbeing related issues and retain valued employees in the workplace.

2.5 To ensure that employees understand their role in working towards positive wellbeing aims.

3. Roles and responsibilities

3.1 Role of the Trust

The Trust has ultimate responsibility for wellbeing and ensuring its duty of care as an employer is fulfilled but will delegate day-to-day operational responsibility to the Headteacher.

The Trust will ensure that resources and support services are in place to promote employee wellbeing, make decisions and review policies with employee wellbeing in mind.

3.2 Role of Academy Leaders and Central Services

Working with support from the Trust central team, and human resources, Academy leaders will support wellbeing through the following:

- Demonstrating an ethos where all employees are valued and where respect, empathy and honesty are the cornerstones of all academy relationships.
- Provide personal and professional development such as team building, management of change, stress management, assertiveness, communication training etc. that support well-being.
- Provide a range of strategies for involving employees in academy decision making processes.
- Operate sensitive employee appraisal linked to clear job specifications.
- Provide extra support from the Senior Leadership Teams at certain times of particular stress and/or difficulty e.g. OFSTED Inspections, Child Protection cases.
- Provide a non-judgemental and confidential support system where employees have other points of contact (e.g. MHFA's or wellbeing champions) to speak with if they uncomfortable approaching their line managers
- Promote information about, and access to, supportive services.
- Ensure that, as part of the risk assessment processes of employee workload, there are robust evaluations of the risks of harm and act upon such findings.
- Provide employees, through training and building security, with a sense of safety and the confidence to deal positively with stressful incidents.
- Review the demands on teachers and support employees, the time spent on paperwork and seek practical alternative solutions wherever possible through the Academy Improvement Plan process.

- Respond sensitively and flexibly to external pressures that impact on employee lives whilst at the same time ensuring the efficient running of the academy.
- Maintain contact with employees when they are absent for long periods (by a named person).
- Maintain positive employee-pupil relationships to ensure an effective teaching and learning environment.
- Designate at least one member of the academy/Federation to undertake either wellbeing champion or Adult Mental Health First Aid programme.

Leadership and HR will work to create a culture employees can talk openly about wellbeing by:

- Providing information on wellbeing and support resources available around the office, e.g. posters and leaflets.
- Providing training for employees and line managers to achieve consistent practice.
- Promote utilising occupational health services and the employee assistance programme (EAP).

3.3 Role of Line Managers

- Maintain positive relationships with their employees and value them for their skills.
- 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 employees about their work/life balance.
- Make sure new employees are properly and thoroughly inducted and feel able to ask for help.
- Understand that personal issues and pressures may have a temporary effect on work performance, and be mindful of that during appraisal or capability procedures.
- Promote access to support services including signposting the Employee Assistance Programme (EAP).
- Help to arrange personal and professional development training where appropriate.
- Monitor employee sickness absence, and have support meetings with them if any patterns emerge in line with the Management of Sickness Absence policy.
- Conduct return-to-work interviews to support employees back into work.
- Conduct exit interviews with resigning employees to help identify any wellbeing issues that led to their resignation.

3.4 Role of Occupational Health

The role of Occupational Health is to:

- carry out a holistic assessment of the employee to ascertain whether or not the working environment may be contributing to deteriorating wellbeing.
- Discuss with the employee what adjustments would help.
- signpost to other appropriate sources of help and advice.

3.5 Role of all employees

All employees will be expected to:

- Treat each other with empathy and respect.
- Keep in mind the workload and wellbeing of other members of employees.
- Support other employees if they become stressed, such as by providing practical assistance or emotional reassurance.
- Take responsibility for their own health and wellbeing, report honestly about their wellbeing and let other employees know when they need support.
- Be sensitive to others working patterns and communications around this.
- Contribute positively towards morale and team spirit.
- Use shared areas respectfully.
- Take part in training opportunities and initiatives that promote wellbeing.

4. Managing wellbeing

4.1 The school will support and discuss options and next steps with any employees that raise wellbeing issues, for example if they are experience significant stress in their personal lives or at work.

4.2 Where possible, support will be given by line managers or senior leadership. This could be through:

- Giving employees time off to deal with a personal crisis.
- Supporting employees with accessing the Employee Assistant Programme (EAP).
- Arranging for an occupational health referral to be made for the employee.
- Completing a stress risk assessment and following through with identified actions
- Reassessing capacity and reviewing delegation of tasks
- Supporting the employee to evaluate their workload and be involved in prioritisation

4.3 Employees will be subject to standard absence monitoring and management in line with the Trust Management of Sickness Absence policy. In conjunction with advice from human resources, line managers/senior leaders may wish to review the flexibility of sickness absence triggers relating to wellbeing cases.

4.4 All requests for time off relating to wellbeing should go through the Headteacher/appropriate senior employee, via the relevant procedure outlined in the Management of Sickness Absence or Discretionary Leave of Absence policies.

5. Monitoring and reviewing wellbeing

5.1 Wellbeing initiatives will be monitored through data such as:

- Sickness absence data
- Employee turnover, including exit interviews
- Number of Occupational Health referrals
- Wellbeing surveys