



INSPIRE EDUCATION TRUST
WELLBEING POLICY
October 2020

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1. Aims

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

2. Promoting wellbeing at all times

In promoting wellbeing of all staff employed at Inspire Education Trust The trust has a Wellbeing Group that is representative of staff across all of our schools to enable us to have an open and honest dialogue with staff.

As part of our new initiatives to support all staff the group is currently monitoring the introduction and development of wellbeing champions and mental health leads.

2.1 Role of all staff

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

2.2 Role of line managers

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

2.3 Role of senior staff

The Chief Executive Officer assisted by the Head of Operation and the HR Manager (Blue Coat CoE School) will review and monitor the effectiveness of communication channels, policies, systems and structures in place that support the wellbeing and welfare of staff. This will also include providing opportunities for staff to make constructive comments that are health and safety (wellbeing) related.

Senior leaders within our schools will oversee the day-to-day operations in their schools providing feedback to the Trust's Executive Team and Wellbeing Group as part of the monitoring and development process.

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

2.4 Role of the board of directors

An associate director is a member of the wellbeing group who not only supports and contributes to the work of the group, but can also report directly to the board of the work and progress the Trust is making in ensuring the wellbeing and welfare of staff is continuously reviewed and developed.

The Board of Directors will take responsibility for monitoring the wellbeing of the Chief Executive Officer and will support the Chief Executive Officer in monitoring the wellbeing and welfare of the executive team.

The governing board is expected to:

- Make sure the Trust 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 Chief Executive Officer and 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

3. Managing specific wellbeing issues

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.

Where possible, 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.

4. Monitoring arrangements

This policy will be reviewed every two years by Jane Durkin, Head of Operation. At every review, it will be approved by the Board of Directors.

5. Links with other policies

This policy is linked to our:

- Appraisal policy
- Behaviour policy
- Capability procedure
- Staff code of conduct
- Dignity at work

Date of approval: 21st October, 2020



**Lois Whitehouse
CEO**



**Malcolm Tyler
Chair of Directors**