



Employee Wellbeing Policy

Date policy issued	June 2020
Policy review date	June 2021
Policy updated	
Policy owner	TKAT HR

PLEASE NOTE THAT ONCE PRINTED THIS IS NO LONGER A CONTROLLED DOCUMENT. PLEASE REFER TO THE INTRANET FOR THE MOST UP TO DATE VERSION.

Contents

1. Introduction	2
2. Scope.....	2
3. Roles and responsibilities	2
4. Sources of support	4
5. Annex 1 – Useful resources	5
6. Annex 2 – Sample wellbeing survey questions	7

1. Introduction

The aims of this Policy are:

- 1.1 To develop a healthy, motivated workforce who are able to work effectively towards individual and organisational objectives,
- 1.2 To enable Headteachers and other managers across the Trust to promote and support the health and wellbeing of employees in their school or team,
- 1.3 To encourage and support individual employees in managing their own health and wellbeing, by providing information about self-care and about sources of support that they may wish to access,
- 1.4 To provide clarity and consistency in addressing any concerns arising in relation to employee wellbeing.

2. Scope

- 2.1 The term “wellbeing” can be used to describe our overall state of health, including our physical, mental and emotional health. Good levels of wellbeing will generally enable individuals to cope with most day to day challenges, and these levels are likely to fluctuate from time to time throughout life, as circumstances and states of health change.
- 2.2 This policy applies to all employees of TKAT, and the same principles extend to casual workers, agency workers and volunteers who are engaged to work in any capacity within the Trust and its academies.
- 2.3 This policy is intended to reflect and complement other TKAT policies that promote and support the Health and Wellbeing of employees including, but not restricted to:
 - [TKAT Health & Safety Policy](#)
 - [TKAT HR Policies](#)
 - Individual schools’ Employee Handbooks

3. Roles and responsibilities

3.1 All employees will:

- Take responsibility for managing their own health and well-being by adopting a healthy lifestyle, which might include factors such as:
 - Healthy eating
 - Taking regular exercise
 - Getting enough sleep
 - Avoiding excessive consumption of alcohol
 - Cutting down or stopping smoking
- Follow any medical advice received in relation to maintaining good overall health,

- Learn to recognise their own triggers of stress with a view to developing a range of strategies for coping with the day-to-day pressures of life and work,
- Raise any concerns they may have regarding their personal wellbeing with a manager, at an early stage, to seek guidance and support.
- Promote a supportive working culture through their own professional conduct, treating others with consideration and respect.

3.2 Headteachers and other Managers will:

- Demonstrate good practice by managing their own health and well-being, as set out above,
- Foster a supportive work environment, operating in a fair, respectful and consistent manner,
- Follow TKAT Health & Safety and HR policies, seeking relevant advice as needed,
- Communicate regularly with members of the school/team, both informally and as part of the performance review process, identifying any areas of support that may be needed,
- Promote a culture of mutual respect within the school/team, setting clear expectations of professional behaviour and addressing areas of concern promptly,
- Encourage employees to identify and discuss any concerns they may have relating to their wellbeing (e.g. stress triggers, sources of anxiety, health concerns),
- Support line managers to build their confidence in discussing issues of mental health with their team members,
- Encourage employees to participate in events and initiatives offered by the School/Trust to promote well-being and more effective working.

3.3 School Wellbeing Champions will:

- Share information relating to employee wellbeing within their school, ensuring that appropriate signage exists within the school, for example the DAS employee helpline poster.
- Attend meetings for Wellbeing Champions, where possible, to share good practice,
- Promote and encourage participation in employee well-being activities and initiatives offered by the Trust/School.
- Conduct school-based Wellbeing Surveys and provide feedback to leaders in order to create an action plan relating to any areas identified for improvement.
- Raise the profile of positive mental health in school.

3.4 At trust-level, the Director of Wellbeing and TKAT HR team will:

- Ensure that this policy is aligned with and supports the implementation of the TKAT Mental Health and Wellbeing Strategy.
- Review this policy regularly, in consultation with internal stakeholders and Trade Union representatives.
- Advise managers in relation to any aspects of this policy and other management practices that support health and wellbeing at work. (e.g. Absence Management, Flexible Working)
- Monitor employee wellbeing as part of regular trust-wide Staff Surveys.

4. Sources of support

4.1 General practitioners (GPs)

Where employees have concerns about their own health and wellbeing, the first point of contact is often the G.P. who will ask questions to understand the source of the concern and how it may be best addressed. The G.P. may also recommend simple lifestyle changes that could improve health and wellbeing, or they may refer to another medical specialist where appropriate.

4.2 Occupational Health

The Trust works with a number of Occupational Health providers, who offer appointments for employees to meet with a qualified medical practitioner, in confidence, to discuss any health issues affecting them at work. This can be helpful in supporting employees who are returning to work after a period of long-term absence but can also be arranged in order to receive advice about how to support an ongoing medical condition in the workplace. The Occupational Health physician will provide a written report for the employee and their manager to discuss, with recommendations to support the employee and facilitate his/her work. Managers are encouraged to contact TKAT HR to discuss referrals, as needed.

4.2 Employee Counselling Helpline

All TKAT employees can access a free, confidential telephone counselling helpline run by DAS, a specialist provider of helpline services. The service is available 24-hours a day, operated by professionally trained counsellors. The helpline number is 0117 934 2121.

4.3 Mediation

Disputes and working difficulties between employees can have potentially damaging effects on individuals' well-being, team morale and productivity. The situation, if not addressed, may cause stress or absence. Mediation is a voluntary process by which a neutral third party (mediator) facilitates a confidential, informal discussion between individuals in order for them to explore and address any sources of dispute and to reach a mutually agreeable way forward. Managers are encouraged to contact TKAT HR for further details.

4.4 Trade Unions

TKAT recognises a number of Trade Unions, who offer individual advice and support to their members. Employees may, if they wish, join a Trade Union at any time.

Annex 1. Useful resources

Acas <https://www.acas.org.uk/>

Information on employer and employee rights, in the workplace

Action Your Potential <https://www.actionyourpotential.org/>

Offers wellbeing guidance and development programmes

Alcoholics Anonymous www.alcoholics-anonymous.org.uk

Fellowship of men and women who share their experience, strength and hope with each other to recover from alcoholism.

Anna Freud booklet 'Supporting Staff Wellbeing in Schools)

<https://www.annafreud.org/media/7026/3rdanna-freud-booklet-staff-wellbeing-final.pdf>

Carers UK www.carersuk.org

The voice of carers

Department of Health [www.gov.uk/government/organisation/departments-of-health](http://www.gov.uk/government/organisation/departments/departments-of-health)

Information on dealing with stress and mental health problems, including the use of Cognitive Behavioural Therapy (CBT)

Education Support Partnership <https://www.educationsupport.org.uk/>

A UK charity dedicated to improving the health and wellbeing of teachers, teaching assistants, headteachers, lecturers and support staff in schools.

The Equality and Human Rights Commission www.equalityhumanrights.com

The commission is working to eliminate discrimination, reduce inequality, protect human rights and to build good relations, ensuring that everyone has a fair chance to participate in society.

HSE <http://www.hse.gov.uk/stress/standards/>

Information on the stress management standards

Local Government Employers www.local.gov.uk

Guidance for all councils on stress prevention and management

Mentally Healthy Schools mentallyhealthyschools.org.uk

MIND <https://www.mind.org.uk/information-support/>

Advice and support for anyone who is experiencing, or support another person with, a mental health problem.

NHS 111 <http://www.nhs.uk/111>

National Health Service advice and guidance on health matters

NHS Five steps to mental wellbeing

<https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/>

Relate <http://www.relate.org.uk>

UK's largest provider of relationship counselling and therapy.

Samaritans <http://www.samaritans.org>

Offers confidential, non-judgemental support to individuals.

Schools in Mind annafreud.org/whatwedo/schoolsinmind

Annex 2. Sample wellbeing survey questions

These are some survey questions and statements that you may wish to include in your School's survey using a numerical rating scale (e.g. from 'Strongly agree' to 'Strongly disagree').

Headteachers and TKAT leaders have the discretion to select a survey structure and content that is most suited to the context of their school or team.

Using Google Forms is recommended, as responses are collated on an ongoing basis.

Repeating the survey periodically will enable you to measure any changes over time, for example to assess the impact of any wellbeing initiatives introduced.

About the individual respondent:

- (multi-choice) I would describe my role as mainly a) teaching b) leadership c) school-based support d) other professional role.

Other demographic information such as gender and/or age-ranges could be included, but it is important that respondents are not identifiable by their responses to these questions. Demographic questions could be set as *optional*.

About the employee's health and lifestyle:

- On a scale of 1-10 (10 being the best) how would you rate your physical health?
- On a scale of 1-10 (10 being the best) how healthy is your lifestyle in relation to your diet and exercise routines?
- On a scale of 1-10 (10 being the best) how would you rate your emotional/mental health?

About wellbeing at work – your role:

- I am clear about the objectives that I need to achieve
- I am provided with the support and tools necessary to do my job effectively
- I am clear about the scope of my role, and have been provided with a clear and accurate job description
- My role allows me to make use of my skills and experience
- My work offers me challenges to advance my skills
- I have enough time to carry out my job effectively
- I am given enough authority to carry out my job effectively
- I can make decisions about the way I carry out my work
- The work that I do makes me feel like I am adding value, and gives me a feeling of personal achievement

About wellbeing at work – your manager and colleagues:

- I feel that my manager values and listens to my opinions
- My manager provides me with constructive feedback about my work
- My manager demonstrates a commitment to supporting my wellbeing

- At a difficult time, I would approach my manager for support
- I have good working relationships with my colleagues
- I feel that my contribution is valued

About wellbeing at work – your workplace:

- Employees in my workplace have a voice and are able to air their concerns
- My workplace demonstrates a commitment to employee wellbeing
- I feel safe at work

Coping with pressure at work:

- I feel able to cope with pressure at work to complete tasks within given deadlines
- I feel able to cope with challenging situations at work
- On a scale of 1-10 (10 being the highest/worst) how would you rate your stress levels on most of your working days, over the last six months?
- My workplace offers information or other resources to help me cope with stress at work

Work-life balance:

- I have a good work/life balance
- I find it relatively easy to switch-off after I leave work
- I rarely worry about work outside of my usual working hours

Sources of support:

- I am confident that I can source personal support at work, should I feel worried or anxious about my work or personal circumstances.
- I am confident that I can source personal support outside work, when I need to (e.g. from family, friends or others).

A final open (text response) question:

- Please describe any additional information, resources or personal support that you would like, that might improve your wellbeing at work?