

Wellbeing, Health and Benefits Policy

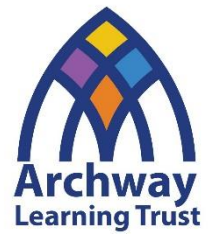


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Responsible Officer: People Strategy Director

Trust Ethos, Mission, Vision and Values



Our Trust believes in the transformational power of education for each individual and that this is enhanced through collaborative working between our academies.



Working together, transforming lives

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Where the word 'Trust' is used in this document it refers to Archway Learning Trust.

Where the word 'Advisory Board' is used it refers to the Academy Advisory Board (AAB) of an individual academy within our Trust.

Where appropriate the AABs of individual academies will publish details of the procedures and practices to implement Trust policies.

The term 'Trust Executive Leadership Team' (ELT) is comprised of the Chief Executive Officer, Deputy Chief Executive Officer, Education Director, Chief Finance Officer, Corporate Affairs Director, Operations Director, Safeguarding Director and People Strategy Director.

Where the word 'users' is used it refers to staff, future staff issued with ICT access and/or hardware, AAB members, volunteers and regular visitors.

Where the phrase 'Senior Leader' is used, this refers to the ELT, Principals, Headteachers or Business Services Director within the Trust.

Where the phrase 'Principal' is used, this also refers to Headteachers.

Related Policies and Procedures

- Code of Conduct
- Disciplinary Policy
- Equality and Diversity Policy (Staff)
- Family Friendly Policy
- Flexible Working Policy
- Health, Safety and Security Policy
- Policy and Procedure for Managing the Sickness Absence of All Employees
- Special Leave of Absence Policy
- Teacher Standards

1. Policy Statement

- 1.1. Archway Learning Trust is committed to the health and wellbeing of all employees and aims to take steps in promoting a healthy and balanced lifestyle whilst supporting employees in being responsible for maintaining their own health and wellbeing.
- 1.2. We are committed to providing a working environment and management practices which promote employee wellbeing and good health.
- 1.3. We seek to make a balanced lifestyle possible for staff and to create an environment in which employees feel they are able to discuss health and wellbeing issues in the work place.
- 1.4. We recognise that healthy and well-motivated employees can have a positive impact on the effectiveness of the education that we provide as an organisation. As such, we are committed to providing and funding schemes and initiatives, including the engagement of an appropriate Occupational Health Advisor, access to an appropriate benefits platform and other chargeable services.

2. Scope & Principles

- 2.1. This policy applies to all staff who are employed by our Trust.
- 2.2. Separate policies and procedures exist to deal with different aspects of health and wellbeing and should be read in conjunction with this policy as appropriate.
- 2.3. We aim to promote good practice in relation to both physical and mental health by actively promoting wellbeing activities and sharing success and best practice across our Trust.
- 2.4. The aim of our Trust's Wellbeing strategy is to ensure that health and wellbeing is embedded throughout the organisation through management policies and procedures, support services, information networks and health promotions.
- 2.5. Our Wellbeing Champions will aim to drive and support the wellbeing work of our Trust to ensure that it is integral to business operation.
- 2.6. This policy does not form part of any employee's contract of employment and it may be amended at any time following consultation with staff and recognised trade unions.

3. Responsibilities

- 3.1. *Senior Leadership Team (Trust-wide and Individual Academy)*
 - 3.1.1. It is the responsibility of the Senior Leadership Team to ensure that this policy is adhered to and to ensure that good working practices are promoted throughout our Trust to encourage positive health and well-being of all employees.
 - 3.1.2. The Senior Leadership Team will take responsibility for creating an open culture to ensure that staff feel they are able to raise their ideas and concerns with regards to improving and promoting the health and wellbeing of our employees.
 - 3.1.3. It is important that the Senior Leadership Team ensure the engagement of management at all levels across the organisation in the importance of managing staff health and wellbeing.
 - 3.1.4. The Senior Leadership Team will ensure that the identified proactive initiatives, behaviours, systems and policies are embedded in the culture of our organisation.

3.1.5. Wellbeing Champions will be elected in each academy and will support the delivery of Wellbeing strategies and initiatives.

3.2. *Line Management*

3.2.1. It is acknowledged that line managers play a significant role in the health, wellbeing, motivation and organisational commitment of our employees and so it is expected that line managers will acknowledge and deliver their role as a leader in this regard.

3.2.2. Line managers are responsible for:

- engaging with our Wellbeing strategies and initiatives, ensuring that all staff within their faculties and/or teams are made aware of the steps being taken to ensure a healthy workplace;
- promoting personal responsibility of employees to manage their own positive health and wellbeing;
- ensuring that the Wellbeing, Health and Benefits Policy and supporting procedures are followed and seeking appropriate advice when necessary;
- treating individuals reporting to them with consideration and dignity, and promoting a culture of mutual respect in the teams they manage. They will not permit unacceptable behaviour and will take decisive action when issues are brought to their attention;
- encouraging employees to participate in events and initiatives undertaken by our Trust and individual academies to promote well-being and more effective working.

3.3. *Employee Responsibility*

3.3.1. While we take ownership for our obligations towards employees for supporting and maintaining a healthy workplace and wellbeing, employees too are responsible for taking care of their own health and wellbeing. It is expected that employees will:

- take reasonable care of their own health and wellbeing, ensuring that they are taking all necessary steps to secure full engagement with this policy;
- be mindful of their colleagues' health and wellbeing, ensuring that they do not knowingly or willingly do anything which may have an adverse health and wellbeing impact on others;
- take advantage, when necessary, of appropriate provision for health and wellbeing programmes which may include counselling, Occupational Health support and participating in training and other activities which are encompassed within our Trust's health and wellbeing strategy.

3.4. *Human Resources*

3.4.1. The Human Resources Team (the HR Team) will be responsible for providing advice and guidance on the wider health and wellbeing strategy and also on individual employee relations cases.

3.4.2. The HR Team will also be responsible for supporting the Senior Leadership Team in driving and implementing our Wellbeing strategy, ensuring that a healthy working environment is promoted at every opportunity

3.4.3. The HR Team will also play an active role in supporting and driving the work of the Wellbeing Champions.

4. Trust Values

- 4.1. Our Trust's vision and ethos are set out in this policy and are integral to the organisation's commitment to staff health and wellbeing. The vision and ethos are also intended to provide a framework and purpose to all of our employees and to support them to achieve the common goals and aims across the Trust.

'The Trust believes in the transformational power of education for each individual and that this is enhanced through the collaborative working between schools'.

- 4.2. We seek to offer pastoral and personal support to employees in an inclusive, faith based environment.

5. Health & Safety

- 5.1. We recognise the obligations we have as an employer in accordance with health and safety law and our duty to take reasonable care to ensure the health and safety of our employees. We have implemented the **Health, Safety and Security Policy** which acknowledges those obligations and our approach to ensuring the safety of all staff.

6. Family Friendly

- 6.1. We recognise that a supportive approach in relation to employees managing work and family life is important in maintaining good employment relationships and staff wellbeing and retention.

- 6.2. We also recognise the importance of making it possible for all employees to have a balanced lifestyle which is safe, healthy and productive and ensures that it complies with statutory obligations underpinning employees managing their work and family life.

- 6.3. To support our family friendly ethos we have our **Family Friendly Policy** which outlines the approach we take relating to matters such as:

- Maternity leave
- Paternity leave
- Adoption leave
- Shared parental leave
- Parental leave
- Breastfeeding
- Foster parents
- Surrogacy arrangements

- 6.4. In addition to this, we have a separate **Flexible Working Policy**, which enables all employees in line with statutory entitlements to follow our procedures in applying for flexible working. We are committed to providing equality of opportunity in employment and to developing work practices and policies that support a balanced lifestyle. We hope that in helping employees balance work and personal lives, morale can be raised, absenteeism will be reduced and also hope that retention of employees is achieved.

- 6.5. For those employees who are pregnant, line managers, with the support of our HR Team, will carry out a maternity risk assessment. This risk assessment will cover reviewing the workspace of the individual and usual working arrangements to ensure that the working environment and role is conducive to maintaining a healthy pregnancy.

- 6.6. We also recognise that many employees combine working lives with the responsibilities of raising a family, caring for a dependent/elderly relative and other domestic commitments and understand that there will be occasions when urgent domestic, personal and family matters compete with work responsibilities. We also recognise that employees need time off work for other duties such as jury service, attendance at court or training with the armed forces. Due to such circumstances, we have determined a clear approach to these matters set out in the **Special Leave of Absence Policy** which is written in accordance with relevant statutory entitlements.
- 6.7. With regards to personal circumstances that may give rise for requests for special leave of absence or cause sickness absence, we will take all reasonable steps to support employees where possible, while also keeping in mind the importance of the delivery of high quality education to our students and business operation.

7. Stress/Anxiety/Depression

7.1. Definitions

Stress – the Health and Safety Executive (HSE) defines stress as ‘*the adverse reaction people have to excessive pressures or other types of demand placed on them*’

Anxiety – is defined by www.nhs.co.uk as a feeling of unease, such as worry or fear that can be mild or severe

Depression – is defined by www.nhs.co.uk as a serious illness with it being very different from the common experience of feeling unhappy, miserable or fed up for a short period of time. Feelings relating to depression range from unhappiness and hopelessness, to losing interest in the things you used to enjoy and feeling very tearful. This not being an exhaustive list.

- 7.2. We take our obligations very seriously in maintaining a healthy workplace and therefore aims to follow the advice and guidance of the HSE with regards to the six management standards for stress.

- 7.3. The table below outlines the our approach:

HSE Management Standard	HSE Definition	Trust Approach
Demands	This includes issues such as workload, work patterns and the work environment.	The Senior Leadership Team provide an open forum for staff to discuss issues such as workload and work environment either via an open door mechanism, staff feedback sessions or via their Wellbeing Champion. The Trust also provide Staff Suggestion Boxes on each site for staff to provide feedback. Policies in place to support this include Flexible Working , Whistleblowing and the Health, Safety and Security Policy

Control	How much say the person has in the way they do their work.	Staff are provided with appropriate autonomy. Employees are supported to develop their own initiative and independence, enabling them to make decisions as to how to undertake their role effectively.
Support	This includes the encouragement, sponsorship and resources provided by the organisation, line management and colleagues.	Resources are provided and produced at every level of the organisation. The Trust encourage employees to share best practice and also invests in support staff resources such as Admin, Classroom Support teams, IT, HR, Finance and Estates to support staff in undertaking their roles effectively and delivering high quality education. Support programmes are available to support specific staff experiencing difficulties in fulfilling their roles which include the provision of additional training, advice and coaching as appropriate.
Relationships	This includes promoting positive working to avoid conflict and dealing with unacceptable behaviour	All employees are expected to act in a highly professional manner at all times. We expect teaching staff to abide by the Teacher Standards and all staff are expected to adhere to the Trust's Code of Conduct . Training is available to promote standards of behaviour which would be conducive to positive working relationships with colleagues and stakeholders. Other policies relating to dealing with behaviour include the Disciplinary Policy, Bullying & Harassment Policy, Grievance Policy and Whistleblowing Policy . Section 4.0 details the Trust ethos and mission statement that aims to provide employees with clarity in reaching the common goal of providing high quality education to our students.
Role	Whether people understand their role within the organisation and whether the organisation ensures that they do not have conflicting roles.	Job descriptions define the specific role an employee is appointed to deliver. Staff appraisals afford opportunity for the specific role to be discussed and dialogue to take place between the employee and line manager about their own professional

		<p>development and that of their specific role within the organisation.</p> <p>All staff are expected to share best practice across the Trust and act within the remit of their job role to support the development of those around them and to raise any concerns as appropriate.</p>
Change	How organisational change (large or small) is managed and communicated in the organisation.	<p>The Trust is committed to managing change in an open, fair and transparent way, ensuring staff feel informed and aware of any proposed change and the associated process.</p> <p>The Trust recognises the benefit of staff consultation and will endeavour to consult with affected staff in relation to change management, either on an informal or formal basis as appropriate.</p>

Reference: www.hse.gov.uk/stress/standards/index.htm

- 7.4. We will take any concerns raised by employees that they are suffering from stress caused by the workplace very seriously and will seek to address those concerns via the support mechanisms available within the organisation and the processes contained in the **Management of Sickness Absence Policy** as appropriate.
- 7.5. We will always endeavour to maintain positive communications with employees in relation to any (work and non-work related) stress, anxiety, depression-related absences and expect employees to maintain communications for the duration of their absenteeism.
- 7.6. Where necessary we will carry out a Workplace Stress Risk Assessment (**Appendix 1**) to ensure that all necessary risks have been identified and where possible, appropriate actions and solutions identified to support the employee in eradicating workplace stress.
- 7.7. For an employee who cites stress/anxiety/depression-related illness (work or non-work related), it may be necessary to refer the individual to our Occupational Health advisors to seek medical advice as to how we can best support the employee and any steps which the employee can take to aid their own recovery.
- 7.8. For those employees who are suffering with stress/anxiety/depression-related illnesses (work and non-work related) we will endeavour to offer support where possible. Employees are also expected to, as with any other type of illness, take steps to manage their own health and any relevant issues and seek medical help where necessary. Further advice and signposting to appropriate support is provided by the HR team.
- 7.9. We also invest in an appropriate Employee Assistance Programme (EAP) that provides all employees with free, impartial and confidential advice, support and counselling. Details of our Trust EAP can be obtained from the HR team.

- 7.10. We recognise the important role line managers play in maintaining good communication with employees particularly when individuals may be experiencing stress/anxiety/depression-related illnesses. Therefore we will provide training for line managers and supervisory staff to promote good management practice with regards to managing absences.

8. Workload

8.1. Teacher Workload

- 8.2. The Teacher Workload Review Groups set up by the government, published in March 2016 acknowledged three concerns in relation to teacher workload, these being:

- marking
- planning and resources
- data management

- 8.3. It is also recognised that support staff roles within our Trust can entail high levels of workload pressure and conflicting demands. Therefore, we commit to reviewing working practices regularly for both teaching and support staff and encourage line managers to always look for new and efficient ways of working to support a balanced lifestyle within their teams.

9. Drug and Alcohol Abuse

9.1. Health and Safety at Work Act 1974:

- We have a general duty to ensure the health, safety and welfare of our employees as outlined in section 5.0. The Act states that if an employer knowingly allowed an employee under the influence of alcohol or drugs to continue working and this placed the employee or others at risk, the employer could be liable to charges. We take these legal obligations very seriously.
- Employees are also required to take reasonable care of themselves and others who could be affected by what they do. They, too, could be liable to charge if their alcohol consumption or drug-taking put safety of themselves or others at risk.

- 9.2. While we regard its obligations to employees of real importance, the first priority is the safety and education of our students. It is expected that all staff act responsibly in order to support us in delivering high quality and safe education, therefore we hold a zero tolerance approach with regards to alcohol and drug abuse by our employees.

- 9.3. If employees appear to present in the workplace under the influence of drugs or alcohol, we will likely deem this to be a breach of the **Code of Conduct** and professional conduct expectations of all staff and it may be dealt with in line with our **Disciplinary Policy**.

- 9.4. We will also take reasonable steps to support employees who acknowledge that they have a drug and alcohol abuse problem. A referral to the Trust's Occupational Health advisors may also be appropriate.

- 9.5. It is expected that staff take responsibility for their own health and wellbeing and take all steps possible to ensure they are able to act in a professional capacity at all times and

present fit to undertake their duties and role model the professional conduct which we seek to inspire in our students.

10. Obesity

10.1. The Health & Safety Executive (HSE) recognises that obesity is a modern public health issue, with implications for the workplace. With regards to obesity we will:

- Take steps to promote a healthy active lifestyle, encouraging a well-balanced diet.
- Sell food in Academy canteens that encourage health eating and role modelling for our students – all meals produced in Trust’s canteens falls in line with the DfE School Food Standards (<https://www.gov.uk/school-meals-healthy-eating-standards>).
- Via the Wellbeing Champions, seek to implement and encourage gym membership, exercise programmes and classes and encourage employees to exercise.
- Continue to build on the relationship with Nottingham City Council to offer our employees discounts on gym, swimming and group exercise discounts.

11. Smoking

11.1. It is against the law for employees to smoke on Trust premises or vehicles. Furthermore, in discharging their responsibilities to act as positive role models to students, we request that employees who smoke are mindful of when and where they do so, particularly in relation to areas around Trust premises where they can be visible to students.

11.2. In situations where employees are found to be smoking on Trust premises we will undertake disciplinary action in line with our **Disciplinary Policy**.

11.3. It is Trust policy that the above rules also apply to e-cigarettes, personal vaporizers (PVs), and electronic nicotine delivery systems (ENDS).

12. Equality

12.1. Our **Equality and Diversity Policy** sets out the organisation’s approach to secure equality for all staff. It aims to provide an environment that will promote equality of opportunity for all of employees including:

- eliminating unlawful direct and indirect discrimination;
- ensuring that no-one receives less favourable treatment on grounds of their ethnic origin, disability, creed, marital status, nationality, race, religion, culture, gender or sexual orientation;
- eradicating bullying, harassment, prejudice, human stereotyping and unfair discrimination;
- embracing, valuing, celebrating and learning from the diversity of students, staff and stakeholders.

13. Sickness Absence

13.1. Our **Policy and Procedure for Dealing with the Sickness Absence of All Staff** sets out the way in which we seek to manage the ill health of employees. It places emphasis on proactive support for staff in the event of ill health difficulties. We wish to be both sympathetic and

consistent in our management of absence and recognise that, within a consistent framework, each case must be treated individually.

- 13.2. In circumstances when sickness absence occurs, or where employees are presenting in the workplace with ill health, we may at any point take the decision in the interests of the employee and in the interests of ensuring that the working environment is a safe place make a referral to our Occupational Health advisors for advice and guidance and in serious cases where necessary, consider Ill Health Suspension.

14. Wellbeing Champions

- 14.1. Each academy within our Trust has at least one Wellbeing Champion. Where possible, our Wellbeing Champions will be in a diverse range of roles, both teaching and support roles.
- 14.2. Wellbeing Champions meet on a half termly basis and meetings are attended by at least 1 Wellbeing Champion from each academy.
- 14.3. Wellbeing Champions aim to:
- bring matters of wellbeing to the attention of the Senior Leadership Team/Executive Leadership Team.
 - encourage, support, develop and implement the Wellbeing strategy.
 - provide a discussion forum for staff to raise their concerns, suggest new ideas and be actively involved in implementing agreed actions.
 - promote positive health and wellbeing of all employees across our Trust.

A copy of the role descriptor for our Wellbeing Champions can be found at Appendix 3.

15. Useful Resources

- 15.1. The HR team can signpost employees to useful resources which can provide information, advice and guidance in relation to a range of issues.
- 15.2. Internal communications from the HR Team are provided regularly and will also signpost staff to relevant resources, updates and initiatives.
- 15.3. In addition, we have a long history of working in partnership with local trade unions. Some trade unions offer practical support in the form of training courses, advice and member benefits, including confidential financial and welfare support. We regularly meets and consults with recognised trade unions and supports trade union membership amongst our staff.

Appendix 1 – Stress Risk Assessment Form and Guidance

To be completed by the line manager, with support from HR, when there is a (potential) issue identified. This form must be completed in consultation with the employee. Please see accompanying guidance notes for further information.

Employee Name				
Job title				
What are the potential hazards and stressors in relation to the following hazard categories?		What control measures can be put in place? (see guidance notes for examples)	Priority action	Action taken By whom/ by date
HAZARD CATEGORY (HSE Management Standards Approach)	SPECIFIC ISSUES IDENTIFIED (if no issues relating to specific hazard category please leave blank)		High – immediate action Medium – within 3 months Low – within 6 months	
Demands (inc. excessive workload, competency and physical/psychological environment)				
Control				
Support				

Relationships				
Role				
Change				

Line manager signature: _____ Date: _____

Employee signature: _____ Date: _____

Date of review	Outcome of review and follow-up action
Review 1 Date: (7-14 days after initial assessment) To review and ensure High priority control measures have been actioned.	

<p>Review 2 Date: (1 month after initial assessment) To review and ensure High priority control measures have been actioned, and discuss implementation of medium priority control measures.</p>	
<p>Review 3 Date: (3 months after initial assessment) To review and ensure High and medium priority control measures have been actioned, and discuss implementation of Low priority control measures.</p>	
<p>Review 4 Date: (6 months after initial assessment) To review all control measures and determine if further action is required.</p>	

Line manager signature: _____

Date: _____

Employee signature: _____

Date: _____

Guidance for Managers

Tackling stress is an essential part of the effective management of health and wellbeing in every workplace. Stress is the predominant cause of work-related illnesses in the education sector, and results in thousands of days lost to absence each year.

A stress risk assessment is a tool used to identify “stressors” impacting the employee and how these can be mitigated or managed. Wherever possible stress risk assessments should be completed in conjunction with the employee, and regularly reviewed to ensure effectivity.

FAQs

Q) Who should complete the stress risk assessment?

The employee’s line manager should complete the stress risk assessment with the staff member. If the line manager is not confident in doing so another senior leader may assist, or they can seek support from the HR team.

Q) When is it appropriate to offer a staff member a stress risk assessment?

Whenever a staff member has stated, or their behaviour has indicated, that they are stressed.

Stress Risk assessments should also be offered to staff members returning to work after any absence relating to work related stress or other related conditions. However, you should not wait until a staff member is absent and / or returning from a period of absence before offering a stress risk assessment. A Stress Risk Assessment can be used as a proactive preventative tool to support a staff member who may have otherwise had a period of absence from work.

Q) How do I recognise that a staff member is feeling stressed?

The following may be indicators that a staff member is feeling stressed;

- A sudden change in behaviour
- A change in how the person interacts with others
- Changes to their work quality/output
- Increase in absenteeism
- Poor appetite or overeating
- Increased smoking/drinking
- Appearing withdrawn or anxious
- Becoming “emotional”

If you perceive these changes try to talk to the staff member – tell them that you have noticed a change, that you are concerned for their wellbeing and ask them how they are feeling. They may not wish to discuss this with you at the time, in which case make them aware that you are available for them should they wish to talk. If they do wish to talk, listen to what they have to say, offer comfort and suggest a stress risk assessment may provide practical support.

Q) How do I complete a stress risk assessment?

1. Once a staff member has agreed that they would like a stress risk assessment you should arrange a suitable date/time to meet in a private place free from interruptions.
2. Encourage the staff member to open up by asking open questions to explore what is causing them to feel stressed and what support they may need. Listen to what they are saying and if needed make notes.
3. Consider what the staff member has said and which of the six hazard categories apply (it may be more than one). See appendix 2 for examples.
4. Discuss each point the staff member has raised, and where possible identify a control measure(s).
5. Allocate a priority for each control (high, medium or low), a timescale and a person responsible.
6. Sign the risk assessment and agree a time/place for the next review. There should be at least 4 reviews, or more if required.
7. Ensure that if other persons are responsible for any of the control measures that these are communicated to them, and that the timescales are explained and are achievable.

Q) How do I decide the priority for each control measure?

Ask the staff member what they perceive the most critical issues to be and consider which issues have the most impact - these should be high priority. Measures that are simple to action immediately should also be high priority.

High Priority (fix first) – These should be actioned immediately, certainly before the first review meeting.

Medium Priority – These should be actioned after high priority, within 1 - 3 months.

Low Priority - These should be actioned after high and medium priority, ideally no later than 6 months after initial assessment.

Q) How often does risk assessment require reviewing?

The risk assessment should be reviewed at least 4 times. The intervals for the reviews are explained on the Stress Risk Assessment form.

Reviews are an essential part of the Risk Assessment process. It is vitally important that once control measures are agreed they are implemented within the timescales agreed. If for any reason this is not possible it should be explained and recorded at the review meeting.

Furthermore, once a staff member has been identified as experiencing stress at work, it is important that they are properly supported, and receive regular opportunities to discuss their issues and receive feedback and support. In order to be meaningful and have a positive impact on staff wellbeing the risk assessment should be viewed as a plan of action. If actions are not implemented it is likely to have a negative impact on the staff member who may experience increased stress and form a view that management are not willing to help them. This is likely to result in a rise in absenteeism and employee dissatisfaction.

Appendix 2 - Examples of Issues and Control Measures

Please note these lists are not exhaustive, but are intended to provide suggestions as to the types of issues and control measures which may be appropriate. Every Stress Risk Assessment will be unique and should be tailored to meet the needs of the individual.

Demands - The employee indicates that they are unable to cope with the demands of their job. There can be a multitude of reasons for this including excessive workloads, competencies and the physical and psychological work environments.	
Issues Identified	Example Control Measures
Workload <ul style="list-style-type: none"> Working in excess of contractual hours missing deadlines / perceive deadlines to be unreasonable believe management expectations are unreasonable/unrealistic unable to take breaks and/or holidays inadequate staffing working under excessive pressure 	<ul style="list-style-type: none"> Developing personal work plans to ensure that the employee understands what their key tasks are Holding weekly team meetings to discuss the anticipated workload of the coming week (and to deal with any planned absences) Holding regular (frequency to be specified) individual meetings to discuss workload and anticipated challenges, and review deadlines as appropriate Ensuring sufficient resources are available to employees to complete required tasks (ie. time, equipment) Providing training (formal and informal) to help staff prioritise, or provide information on how they can seek help should conflicting priorities arise (ie discussions with line manager). Putting processes in place to ensure staff member takes necessary rest breaks/holidays and works in accordance with contractual hours Redistribute work / set different priorities where possible
Competency <ul style="list-style-type: none"> feeling ill-equipped or inappropriately qualified for the job feeling unable to cope with key aspects of the role 	<ul style="list-style-type: none"> Ensuring training records are kept up to date and regularly reviewed to identify areas for training/development Identifying areas for development, and providing training (formal / informal) / mentorship in relation to these to improve competence and confidence. Use of one to one meetings to develop better understanding of role and improve competence

<p>Physical and psychological working environment</p> <ul style="list-style-type: none"> • Poor temperature control / inadequate ventilation • Poor lighting • Badly placed / designed workstation • Excessive noise • Threat of aggression/violence • Dealing with angry/distressed students/parents/members of the public 	<ul style="list-style-type: none"> • Use of “buddying” with other staff in similar roles to provide on the job training and share good practice. • Ensure risk assessments for physical hazards are undertaken and updated (liaise with Site team) • Where the employee uses a computer, ensure a DSE workstation risk assessment has been undertaken • Allow regular breaks when work is complex or emotionally demanding • Where work is required to take place in noisy areas, identify alternative quieter spaces available to the employee to undertake specific tasks, away from their usual working area • Provide training (formal/informal) on handling challenging situations • Advise staff member to report incidences of aggression/violence to line manager • Provide advice on local policy/expectations as to how the staff member should handle these situations • Signpost staff member to Employee Assistance Helpline for advice
<p>Control - <i>The employee indicates that they feel they have no/little control over the demands of their role</i></p>	
Issues Identified	Example Control Measures
<ul style="list-style-type: none"> • Unable to balance the demands of work and life outside work • Struggling to adhere to rigid work patterns and breaks • Fixed deadlines occurring in different parts of the year causing “pressure points” • Lack of control over work • Conflicting work demands • Lack of opportunities for development and progression 	<ul style="list-style-type: none"> • Providing training (formal and informal) to help staff prioritise, or provide information on how they can seek help should conflicting priorities arise (ie discussions with line manager). • Putting processes in place to ensure staff member takes necessary rest breaks/holidays and works in accordance with contractual hours • Redistribute work / set different priorities where possible • Where possible, adjusting work practices/patterns to cope with “busy” periods – (eg. Working from another location/area, moving tasks to a different time of day, introducing new systems of work to streamline processes)

	<ul style="list-style-type: none"> Consider whether staff member should make application for Flexible Working to alter working hours/days (see Flexible Working Policy) Seek to empower staff to take control, by ascertaining their views and ideas on changes they wish to make. This may be via one-to-one conversations or larger team meetings. Discuss opportunities for CPD
Support – Staff member indicates that they are not receiving adequate information and support from their manager(s) and/or colleagues	
Issues Identified	Example Control Measures
<ul style="list-style-type: none"> Lack of effective return to work system and/or non-compliance with sickness and absence management policy Lack of managerial support through emotionally demanding work Lack of support post disciplinary, grievance or suspension proceedings Inadequate inductions Lack of adequate training 	<ul style="list-style-type: none"> Ensure adherence to policies, including sickness absence policy Agree how (and when) staff member can access their line manager, this may include holding regular (frequency to be specified) one to one meetings Use of “buddying” with other staff in similar roles to provide on the job training and share good practice. Assess training needs and discuss opportunities for CPD, including refresher training where required Ensure staff member is aware of support available internally (eg. Access to line manager, mental health first aiders, HR team) and externally (occupational health, employee assistance helpline) as required Introduce ‘work related stress/emerging pressures’ as a standing agenda item at Team Meetings / one to ones Provide constructive and supportive advice during Performance Development Reviews/Professional Conversations
Relationships – Staff member indicates that they are subject to unacceptable behaviours (eg. Conflict with colleagues, bullying at work)	
Issues Identified	Example Control Measures
<ul style="list-style-type: none"> Poor relationships with others Staff complaints or rising absence trends Perception of bullying or confrontational communications styles from others Bullying, or any type of discrimination/harassment 	<ul style="list-style-type: none"> Identify who the employee can talk to should they feel they are experiencing challenging relationships with their colleague. Ensure staff are aware of, and adhere to the Code of Conduct, Anti Harassment and Bullying and Equal Opportunities Policies. Provide training/refresher training if required – discuss with HR if required.

<ul style="list-style-type: none"> • Lack of support or fear culture from management and co-workers 	<ul style="list-style-type: none"> • Provide information to staff member in regards to raising a grievance if they feel they wish the matter to be dealt with formally • Discuss problems openly with the individuals in non-confrontational manner • Consider if mediation would be beneficial. • Where bullying, discrimination and/or harassment is alleged, report these to SLT/ELT for immediate further investigation and seek advice from HR. • Encourage positive and supportive interactions between colleagues by holding regular team meetings and seek opportunities to celebrate success
Role – Staff member indicates that they don't understand their role and responsibilities, or how they align with the organisational structure.	
Issues Identified	Example Control Measures
<ul style="list-style-type: none"> • Lack of understanding of their job role and/or purpose of key duties • Lack of understanding of wider organisational processes or targets • Lack clear lines of accountability and responsibility • Lack of communication 	<ul style="list-style-type: none"> • Ensure staff member has an up to date job description and if required meet with staff member to discuss job description and define work objectives • Developing personal work plans to ensure that the employee understands what their key tasks are • Use of “buddying” with other staff in similar roles to provide on the job training and share good practice. • Review induction procedures • Ensure staff member receives ALT / school newsletters, updates and memos • Hold team meeting/issue memo to communicate clear lines of accountability and responsibility amongst team. • Utilise Performance Development Meetings / Professional Conversations to give clear direction on targets/objectives and how these relate to wider organisational aims.

Change – Staff member indicates that organisational change is not / has not been communicated and managed effectively.

Issues Identified	Example Control Measures
<ul style="list-style-type: none"> • Fears about job security / grading • Poor communication – uncertainty about what is happening • Not enough time allowed to implement change • Inexperience/fear of new technology • Lack of skills for new tasks • Not enough resources allocated for change process • Other personal fears relating to change (eg. Financial pressures, relocation) 	<ul style="list-style-type: none"> • Ensure staff member understands the reasons and rationale for the change. Define and explain the key steps, timescales and how this will impact on the individual. • In case of larger reorganisation - Ensure staff member knows who to discuss concerns with (usually Principal and/or HR) as part of consultation process • Agree how the employee wishes to have information shared with them (ie. Face to face, via email, etc) • Wherever possible involve the staff member in the planning process. • Establish regular (frequency to be specified) team meetings to provide forum for concerns and solutions to be discussed. • Consider training needs, and develop training plan / review CPD opportunities • Consider other resources which may be required as a result of the change (eg. Additional ICT resources, etc)

Appendix 3 – Wellbeing Champion role descriptor

Purpose of role:

To develop and support Archway's wellbeing strategy by promoting activities within the Academy, encourage colleagues to access relevant health and wellbeing opportunities, provide mental wellbeing support to colleagues and form part of a supportive Trust-wide network.

Key responsibilities:

- The implementation and support of wellbeing related activities and initiatives in the Academy. This will include leading/delivering programmes that raise awareness of health and lifestyle issues affecting mental health and wellbeing (examples may include; stress management, workload reduction, handling violent and traumatic events in the workplace, disability awareness, mindfulness, bereavement, menopause, financial wellbeing and physical activity/fitness)
- Promoting Trust-wide health and wellbeing related campaigns and initiatives (through poster displays, emailing colleagues, distributing leaflets and providing updates at staff meetings)
- Organising wellbeing group and social events (for example, lunchtime walk, hobby groups, end of term functions)
- Signposting colleagues to relevant services (eg. Employee Assistance Helpline, HR, other national Helplines) and sharing information about Archway's wellbeing strategy
- Reporting trends and common themes identified when speaking to colleagues in order to design appropriate wellbeing initiatives/interventions, whilst maintaining individual's confidentiality
- Providing information related to wellbeing activities and engagement to the HR team on a termly basis.
- Role modelling and promoting a healthy culture within the workplace
- Attending termly meetings with other Wellbeing Champions across the Trust to discuss initiatives and share best practice
- Attendance at any relevant training events and keeping updated on local and national wellbeing initiatives (CPD)
- Involvement in Archway events, working collaboratively with other Wellbeing Champions across the Trust

Person Requirements:

- An enthusiasm for, and interest in wellbeing, improving the working environment and supporting engagement with wellbeing activities
- Personable, approachable and willing to help
- Innovative and enthusiastic, with the ability to manage the projects you are passionate about
- Positive, with a forward-thinking attitude