



**Wellington Place**  
**Primary School**  
Learn, Lead, Achieve, Succeed

# Wellbeing Policy

This policy outlines Discovery Schools Academy Trust aim to provide a working environment and apply management practices which promote the wellbeing of colleagues.

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<b>Applicable to</b>	This policy applies to all employees of Discovery Trust, including casual colleagues and contractors.

## Document History

Version	Version Date	Author	Summary of Changes
V0.1	15.5.18	Director of Operations	New policy prepared following Wellbeing review.
V0.2	30.5.18	Paul Stone - CEO	Inclusion of Trust PPA expectations and clarifications of roles and expectations
V0.3	1.6.18	Director of Operations	Updated following CEO comments and included appendices for PPA and Headship time.
V1.0	28.6.18	Helen Stockill – Head of Governance	Approved by the Board
V1.1	15.8.18	Director of Operations	Added additional benefit details linked to Legal and Generals Employee Assistance Programme – (EAP) .
V2.0	15.8.18	Director of Operations	Schools to adopt locally and update to the local setting
V2.1	10.8.22	Director of Operations	Review of policy – wording tweaked and updated throughout to make current.
V2.1	23.8.22	Director of Operations	Policy consulted on by Trust Central SLT at Strategy Day meeting – minor changes made.
<b>V2.1</b>	<b>21.9.22</b>	<b>Director of Operations</b>	<b>Policy consulted on by Headteachers at briefing held on 21<sup>st</sup> September 2022</b>
V3.0	02.11.22	Director of Operations	Approved by HR Committee

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## 1. Rationale

At Discovery, we recognise that our colleagues are our most important resource and are valued, supported and encouraged to develop personally and professionally within a caring, purposeful learning community.

We recognise that there is a direct correlation between the wellbeing of our colleagues and the wellbeing of our pupils, and that the culture and ethos of a school are determined by the extent to which colleagues work towards a shared vision.

We believe that it is essential that everyone feels part of a valued team, have the opportunity to express their views and are supported to manage their workload within a culture that promotes a healthy work-life balance.

Discovery Trust Bridge to success: Our culture and beliefs



This policy links to the Trust strategic plan and vision to utilise effective partnerships that reduce workload and inspire innovation. To ensure we embrace the many local practices that support colleague health and wellbeing, to minimise the harmful effects of stress and ensure that there is cohesion in working towards health and wellbeing for all. It outlines some of the ways in which we commit to maintaining colleague wellbeing and it recognises that each colleague and their circumstances are different but provides an overview of the basis on which everyone can contribute and expect to be treated.

*“Investing in employee wellbeing can lead to increased resilience, better employee engagement, reduced sickness absence and higher performance and productivity.....To gain real benefit, employee wellbeing priorities must be integrated throughout an organisation, embedded in its culture, leadership and people management”. CIPD 2022<sup>1</sup>*

## 2. Aims

<sup>1</sup> [Wellbeing at Work | Factsheets | CIPD](#)

We aim to ensure that our trust:

- creates an ethos, policies and behaviours that support mental health and resilience that everyone understands,
- 
- supports colleagues' mental health and wellbeing
  - creates action plans that focus on developing resilience to help minimise possible stress – (see appendix A)
  - helps colleagues understand work responsibilities have a good understanding of how their role fits into the wider organisation to help keep a healthy work-life balance
  - ensures colleagues feel valued
  - recognises and promotes the importance of a happy team
  - involves colleagues in decision making
  - takes account of equality implication
  - provides leaders with guidance and support to better assist their direct reports
  - celebrates and promotes a positive culture to work in

We also recognize the role that stigma can play in preventing understanding and awareness of mental health issues and aim to create an open and positive culture that encourages discussion and understanding of mental health issues. We aim to be a 'talking Trust' with an 'Open Door Policy'

### 3. Roles and responsibilities

Senior leadership teams within Discovery will work towards an ethos where everyone is valued, where respect, empathy and honesty are the cornerstones of all relationships and where health and wellbeing are held central to work practice. We expect all colleagues to show respect and empathy for each other, and to treat confidential information sensitively and according to Trust policy.

*"We believe that authenticity is the mark of a true leader, and that leadership starts with honesty and integrity. Our leaders create leaders. Building high-quality relationships at all levels is a fundamental part of excellent leadership. They arm their colleagues with the skills and experiences they need to succeed, then step out of the way. Leadership is about understanding the strength of humility, we connect with our values and ask ourselves: How can we be better?" Culture Book V10 2022<sup>2</sup>*

**The Trust Executive Team is responsible for:**

- fulfilling its duty of care as an employer
- developing a supportive Appraisal policy
- providing robust central services support to headteachers to focus on core tasks intrinsic to their role, including HR, Finance and IT Support.
- monitoring the workload of headteachers
- receiving any concerns from colleagues if they can't be directed to the headteacher, taking action as appropriate.

- ensuring schools have a purposeful wellbeing action plan in place which meets the needs of colleagues in the local setting (appendix A)
  - ensuring that the resources are in place to keep colleagues' workload at healthy levels
  - ensuring that other school policies and procedures take account of colleague wellbeing
  - overseeing that change management is sustainable and operated in a transparent and reasonable way
  - providing advice and guidance for personal development opportunities
  - ensuring support services are made available or signposted on behalf of members of colleagues where additional specialist support is needed (appendix D)
- 

- conducting risk assessments for work-related stress
- providing personal and professional development such as team building, line Management training, management of change, stress management and more.
- where possible, ensuring deadlines and work demands give reasonable time for completion
- reviewing the Wellbeing Policy every two years to ensure it continues to develop and support the Trust People Strategy.
- conducting an annual colleague satisfaction survey and acting on colleagues voice sharing and disseminating results across the Trust

**The headteacher is responsible for:**

- ensuring that demands are not placed on individual colleagues that take them away from their core task focus areas or that interfere unfairly with their work-life balance
- providing a non-judgmental and confidential support system such as coaching, mentoring and pastoral support for colleagues
- considering how colleagues are treated and valued
- monitoring the workload of colleagues and being alert to signs of stress
- listening to the views of colleagues and providing a range of strategies for involving colleagues in school decision making processes
- share results of the annual satisfaction survey and act on any findings
- creating a school specific well-being action plan (appendix A)
- ensuring that the efforts and successes of colleagues are acknowledged and celebrated
- acting as gatekeeper and prioritizing reforms and innovations that support wellness and wellbeing
- ensuring that colleagues are equipped with the right training to do the job confidently
- ensuring that colleagues feel valued and supported and wellbeing is discussed in appraisal meetings
- providing meeting guidelines that are agreed upon and followed
- planning the year's timetable considerably bearing in mind colleagues' commitments
- ensuring that there are effective methods of communication
- ensuring support services are made available or signposted on behalf of colleagues where additional specialist support is needed
- maintaining contact with colleagues during long term absences
- providing appropriate protected time for meetings, professional development time (teaching colleagues) headship time (see appendix B) and PPA (see appendix C), time for reports etc.

All senior leaders will implement these responsibilities with the support and guidance of appropriate colleagues in the organisation, who all strive to be positive role models through their own work practice.

#### **Colleagues are responsible for:**

- treating one another with empathy, respect and kindness
- taking care of their own health and safety at work and communicating with key colleagues where they need support. This includes understanding that a good relationship requires communication from both parties and so it's important that issues are raised at the earliest possible moment so that effective strategies can be put in place to manage workloads.
- being committed to the ethos of wellbeing and keeping in mind the workload and wellbeing of all colleagues
- sharing concerns with senior leaders about colleagues who may be facing challenges
- valuing all colleagues in the school and acknowledging the important role that everyone takes
- contributing to the ethos and social aspects of school life where possible to build morale and effective team spirit
- developing and respecting shared areas where possible so that there is space to relax as well as appropriate workspaces.
- making themselves aware of the Trust's policies on Capability, Dignity at Work, Leave of Absence, Whistleblowing, Colleagues Attendance etc
- applying for any requests for leave of absence in advance and be honest about sickness absence leaves
- only copy colleagues into emails when appropriate and create a positive email response structure which encourages a 48 hour turn round time unless the matter is of an urgent nature (pick up the phone and talk and use Teams chat)

#### **4. Governance responsibilities**

**HR Committee** • Policy approval and monitoring its impact through key performance indicators.

##### **Advisory Board**

- Local Policy adoption
- Reviewing annual satisfaction surveys and the actions following analysis of results supporting and challenging senior leaders as appropriate.
- In contributing to the development of the school vision and strategic priorities, ensure that colleagues wellbeing is considered.

All those involved in the governance of the Trust, commit to understanding their roles and remit and not intervening in the day to day running of the school/trust.

## 5. School specific wellbeing strategies

Wellington Place Primary School will provide the following strategies that support staff wellbeing:

- Providing tea/coffee as part of normal working practices
- Carrying out team-building exercises as part of staff CPD
- Celebrating staff achievements
- Promote the trust benefits
- Provide pastoral services – drop ins and confidential sessions

## 6. Support in specific circumstances

The Trust will provide support and discuss options as appropriate to specific circumstances. In some cases, it may be necessary to seek external services, but the Trust will continue to support even when external services are involved. The HR Manager is the first point of contact for support in these situations.

Colleagues are encouraged to arrange medical appointments outside of school hours. Where this is not possible, support will be given on an individual basis.

Where possible, colleagues are supported with their work-life balance and wellbeing outside the school. This could be through providing colleagues with paid leave for special events and celebrations, or time off to deal with specific family circumstances or crisis. These will be agreed on a case-by-case basis by line manager. Further guidance and leave request forms can be found in the Discovery Leave of Absence Policy

## 7. Procedures for handling issues of wellbeing

Leaders must encourage the creation and maintenance of an atmosphere where all colleagues feel comfortable asking for help or raising concerns. Leaders should be sensitive to any problems which may cause the employee stress-related issues and should act in a professional, fair, consistent, and timely manner when a concern arises.

Where additional, professional advice is required, the Trust has contacts with Occupational Health Professionals and other experts and these avenues should be utilised.

Where necessary and/or appropriate, colleagues should be encouraged to use the Employee Welfare Service for confidential counselling, details of which can be found in the Colleagues Handbook or intranet. This self-referral service provides colleagues with serious concerns to obtain advice and support outside of the workplace.

The Trust will provide support to any employee facing high-levels of stress in the workplace, as well as other work-related issues which are having/have the potential to have a negative impact on the colleagues health and wellbeing. The various options for dealing with such issues should be discussed with colleagues where appropriate. In some cases, this may include external support such as counselling through the Employee Welfare Service. Additionally, confidential mental health and wellbeing support can also be accessed online from the Employee Assistance Programme (EAP) appendix E and the [Educational Support Partnership](#) charity.

During this time, the Trust will ensure that *at all times* the colleagues privacy and dignity is respected. This means maintaining confidentiality, upholding the employee's rights and dealing with the employee with tact and sensitivity.



## 8. Actions to support new colleagues

### 8.1. Practical actions to support new colleagues:

- All colleagues will be given a school orientation by their line manager or a delegated individual.
- All new colleagues will receive an induction programme and handbook. The handbook will be updated annually and will include all important policies and information relating to their workplace, their employment and the wider Trust.
- All colleagues will be made to feel welcome and given as much support as required.
- All colleagues are issued with a “name badge and lanyard” on arrival on their first day.
- At the end of the first week of employment, new colleagues will have a review with a line manager or SLT member.
- All new colleagues will have a 3-month review interview with their line manager.
- Support Staff will have additional reviews linked to the probation procedure.
- The Appraisal process will include a review of their job expectations and role and discussion will include wellness and wellbeing.

### 8.2 Practical actions to support new roles:

- Decide who will be the supporting person for the new role.
- Schedule a programme of events for the induction and include it in leadership diaries
- Hold an initial discussion of roles.
- Hold visits to school/class or environment of new role • Establish a pattern of coaching.
- Hold an end-of-first-week review with supporting person.
- Provide 1:1 support for new tasks.
- Hold a 3-month review interview with supporting person.

## 9. Related policies

This policy should be read in conjunction with trust policies for:

- equal opportunities
- appraisal
- capability
- dignity at work / grievance
- health and safety
- attendance management and procedures
- whistleblowing.

## 10. Review

This policy will be reviewed every two years to assess its effectiveness and will be updated as necessary. Significant changes will be presented to the HR Committee for approval.

11. Appendix A – Template wellbeing plan

**Colleagues Wellbeing Plan – [enter school and date]**

(a)	Vision	All Discovery colleagues feel supported and enthused to carry out their roles and feel that Discovery is a great place to work		
(b)	Mission	To ensure all schools have a clear plan and strategy to ensure colleagues are well supported and workload is reasonable.		
(c)	Goals	[add local detail ]		
(d)	Action	<p><b>Determine ways to develop better <u>RESILIENCE IN COLLEAGUES</u></b></p> <p><i>“Investing in employee wellbeing can lead to increased resilience, better employee engagement, reduced sickness absence and higher performance and productivity”</i> CIPD 2022</p>	<p><b><u>PERSONAL EFFECTIVENESS (PE)</u>- what strategies can be encouraged to make PE more efficient?</b></p> <p><i>“Complex changes in the world of work mean that people now face other organizational and wider environmental pressures”</i> CIPD 2022</p>	<p><b><u>Empower COLLEAGUES, develop QUALITY &amp; build CAPACITY</u></b></p> <p><i>“The primary challenge is to help people develop a set of practices that keep their dreams whole while cultivating an awareness of the current realities around them”</i></p>
(e)	Metrics			
(f)	Target			
<b>Other local setting Actions</b>				

## 12. Appendix B – Principles and protocols for good practice in dedicated headship time

### What is Dedicated Headship Time?

Discovery recognize that head teachers and leaders have an entitlement to receive a reasonable amount of uninterrupted dedicated headship time during school sessions to enable them to undertake their role effectively.

### Guiding Principles to Support The Effective Use Of Dedicated Headship Time

- Provision of dedicated headship time equates to a maximum of 10% of 1,265 hours each academic year (approximately half a day per week)
- Head teachers must make provision for deputation of their day-to-day leadership duties in advance of taking any dedicated headship time
- Head teachers should use their dedicated headship time to work without interruption upon strategic responsibilities of school leadership
- Head teachers may choose when and where to take their dedicated headship time.
- Dedicated headship time may be taken as full days or part days.
- If a head teacher wishes to take dedicated headship time during the same day each week, or for an accrued period of more than one full day, permission must first be gained from the Director of Primary / Deputy CEO (SEND)
- A HR record must be kept in each school's management information system of all periods of dedicated headship time taken
- Head teachers must communicate and evaluate the impact of their use of dedicated headship time with Director of Primary / Deputy CEO (SEND) and use Teams for reflection as appropriate.

### 13. Appendix C – Principles and protocols for good practice in PPA time

#### What is PPA time?

10% of weekly taught time is allocated as non-contact time to teachers in all Discovery schools to support them to undertake Planning, Preparation and Assessment activities within the school day. 10% of taught time (time in which teachers teach their class) – this excludes assemblies, registration times, break times, NQT noncontact time and PPA time - and amounts to around 2 hours per teacher each week.

School leaders do not prescribe the work each teacher must undertake within their PPA time, however teachers are accountable for the outcomes of its use and may be held to account for this. School Leaders will support teachers to get the best out of their PPA time in line with DSAT's Well-being Policy for Trust colleagues.

#### GUIDING PRINCIPLES to SUPPORT the EFFECTIVE USE of PPA TIME

##### For Teachers

- Teachers should plan the use of their PPA time to undertake Planning, Preparation and/or Assessment activities, prioritising the work they need to complete
- Teachers should focus on the work they need to complete during PPA time and should avoid distractions
- If teachers share their PPA time with colleagues, they should be on time for planned meetings
- PPA time should be taken on site unless special arrangements have been made in advance with the Headteacher

##### For School Leaders

- PPA must be made available to each teacher in the school
- Appropriate cover must be provided for each class during teacher PPA time
- PPA cover colleagues should follow the school's schemes of work
- Marking and assessment of outcomes of learning during PPA time should be completed by the member of colleagues responsible for cover. School Leaders should ensure that provision is made for this.
- A defined quiet space, as free as possible from interruptions, should be provided for the use of teachers during their PPA time
- Space allocated for PPA time should have secure and reliable internet links
- Teachers should have access to appropriate ICT hardware and software for use in PPA time
- There should be no organisational expectations placed on a teacher during their PPA time
- There should be no expectation that a teacher returns to dismiss his/her class when a PPA session coincides with the end of morning or afternoon school
- On occasions when a teacher misses PPA time due to training, colleagues absences etc. the time should be reimbursed to the teacher at a mutually agreeable time by negotiation with School Leaders

##### For Other School Colleagues and Pupils

- Except in the case of emergencies, other colleagues and children should not interrupt a teacher's PPA time

## 14. Appendix E – Employee Assistance Programme

Discovery employees have access to an Employee Assistance Programme (EAP) through Legal and General and Health Assured. The EAP is aimed to be a positive, preventative programme of information, advice, training and services that help employees deal with events and issues in their everyday work and personal life. The EAP supports the psychological and emotional health and wellbeing of all employees.

Key benefits include:

### Telephone support

- An independent, confidential and unlimited 24/7 service, handled by experienced counsellors and advisers,

who will offer support and information in a friendly, non-judgemental manner. Specialist professionals offer practical advice on stress, anxiety, finance and many more issues. Telephone support is also available to the immediate family of the employee we're covering. Immediate family members include spouse, partner, registered civil partner and children aged 16 to 24 in full-time education, living in the same household.

### Immediate Crisis Intervention

- Qualified counsellors are on hand 24/7, 365 to provide support in coping in the aftermath.

### Telephone based Bereavement counselling

- Specialist professionals can help with grief and related stress, plus help with legal issues such as wills, power of attorney, state benefits, debt management and dependant care. Immediate family can also access this service for bereavement counselling.

### Online Support

Access to factsheets, legal guides, manager guides, links and podcasts on how to cope with life events such as buying a house, giving up smoking or coping with stress.

Website address: [legalandgeneral.com/eap](https://legalandgeneral.com/eap)

Access code: **worklifeeap**

Password: **worklifeeap**

### Manager consultation / coaching

- A free service where line managers can discuss difficult or challenging situations and receive help on how to deal with them. Various information sheets are also available online.

### Legal information service

- Free information and links to legal guidance on many aspects such as debt management, lawsuits, consumer or property disputes. Please note this service does not give legal advice.

### Medical information

- Recommendations, practical information and advice on medical or health related issues from qualified professionals.

### Mobile App

- Access to a wealth of information on your iOS or Android device. Search 'My Healthy Advantage' in the App Store or Google Play.

Code: workliffeap

Once personally signed up, you will be able to log in and then access the application at any time.

### Health risk assessment tool.

- A tool that enables employees to set and track goals to improve their health.

To access the Employee Assistance Programme, please call:



**0800 197 0655**

(Calls may be recorded and monitored)

Legal and General EAP is supplied by Health Assured. Health Assured's EAP is accredited by the British Association for Counselling and Psychotherapy (BACP) as well as the Employee Assistance Professionals Association (EAPA).