



Staff Wellbeing Policy

This Staff Wellbeing policy outlines the school's local approach to wellbeing. This is shared with all staff so that colleagues understand the measures and supports available to them and are clear in respect of how the school pro-actively supports staff wellbeing.

1. INTRODUCTION AND BACKGROUND

We recognise that supporting positive staff wellbeing provides significant benefit for our colleagues, but also can more widely support school objectives. Improving staff wellbeing can help reduce and prevent stress and increase motivation, creating positive working environments where the individual and school can thrive. Wellbeing is important as it can deliver mutual benefit to our colleagues, our organisation, and wider communities.

The purpose of this policy is to promote a clear focus around improving staff wellbeing and develop approaches which are best suited to meet the needs of our colleagues and local environment.

2. OUR WELLBEING COMMITMENT

This policy describes our core commitments to staff wellbeing. It sets out how we intend to support wellbeing across our school.

Aside from the benefits wellbeing programmes provide to our colleagues, we recognise there is a link between improved wellbeing and wider performance. This is supported by numerous studies which highlight health and wellbeing as a core enabler of employee engagement and organisational performance. Organisations who invest in wellbeing report a clear correlation between improved wellbeing practices and higher productivity; better performance; improved customer satisfaction; improved employee commitment and engagement; as well as lower turnover.

It is clear that supporting staff wellbeing has benefits for the individual but also benefits for us all. Simply, helping those around us be better, helps us all become better, both personally and in respect of the contributions we make to our work.

We share a clear commitment which focuses upon supporting staff wellbeing. Assistance and support to enable this is provided by Head Office, who share this commitment.

All our schools should put in place measures to prevent and manage employee wellbeing challenges, together with appropriate training, individual support, and feedback mechanisms which assist us to continually improve. We should also seek to foster healthy culture by promoting awareness of mental health and offering guidance, support, and knowledge, which provide our colleagues with the tools to develop awareness and better manage their mental health and wellbeing.

3. GUIDING EXPECTATIONS FOR WELLBEING

To support our wellbeing commitment, Orbital has developed a number of consistent expectations for wellbeing.

These expectations are based upon best practice initiatives and approaches to wellbeing, which have been shown to be consistently effective in improving the wellbeing of employees and teams.

- i) All schools should implement **wellbeing working committees/focus groups**. There should be a mechanism for feedback from the wellbeing committee to the school SLT (or an alternative arrangement for open feedback to SLT) which supports communication and assists identify opportunities for continuing improvement. Groups should reflect a cross section of employees at the school.



- ii) Basic **mental health First Aid training** is available to colleagues across our schools, which supports increased understanding of mental health difficulties and promotes improved management of personal challenges and stressors to increase individual resilience. Initial training and resource are available via the Orbital CPD Hub (and via EduCare), with delivered training to individuals available upon request.
- iii) Wellbeing training and resources are also provided to all colleagues, to support the same purpose.
- iv) An **annual wellbeing survey** will be conducted to gauge morale and engagement and identify opportunities to improve, either as part of the annual Orbital one or as a separate follow up.
- v) We will adopt a suite of **wellbeing initiatives** which respond to local wellbeing challenges and staff feedback specific to their school environment. The following list is not exhaustive, but school-based initiatives may include:
 - the use of Wellbeing Champions to assume responsibility for leading initiatives and providing feedback;
 - workload reviews, to reduce working pressures though **exploring opportunities** for more effective working;
 - ensuring wellbeing practices are implemented into **day-to-day operations**, with processes to support increased communication and opportunities for personal contact eg *wellbeing focus as an agenda item in all LM*;
 - consistent approaches from **leaders to act as role models** and ensure day to day awareness and focus on staff wellbeing;
 - initiatives which encourage workplace health promotion and support employees to take responsibility for their own health and wellbeing;
 - a calendar of **social/group events** which support wellbeing and team building;
 - defined work and communication **expectations**;
 - defined school arrangements in respect of **protected PPA**.
- vi) The school's Employee Wellbeing policy should contain a statement outlining how the school is seeking to work towards wellbeing accreditation. Once wellbeing accreditation is obtained, the policy should be updated to reflect this and detail how accreditation is maintained.

POLICY REVIEW

This policy is to be reviewed every two years although any suggestions and/ or amendments will be considered on their merits.

Drafted and Adopted: June 2021

To be reviewed: June 2023