



**Kings Langley School**

Unlocking Potential for Life

# Employee Wellbeing Policy

Date Agreed – November 2023

Review Date – November 2024



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## 1. Rationale

This policy exists to provide a framework for supporting our stated aim of “ensuring the happiness of every individual in our community”, to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing "strong character"

## 2. Character Development Commitment to Equality and Diversity

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an inclusive school community where:

- People are treated with dignity and respect
- Inequalities are challenged
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.
- We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.



### 3. Introduction & Scope

This policy covers the school's commitment to employee health, the responsibilities of school leaders and others for maintaining psychological health, health promotion initiatives, communicating and training on health issues, the range of support available for the maintenance of mental health, and organisational commitment to handling individual issues.

This policy sets out how the school fulfils its legal obligations, the responsibilities of different functions and specialists and the range of services available to help employees maintain health and wellbeing. The school recognises that wellbeing and performance are linked. Improving employees' ability to handle pressure and to balance work and home life will ultimately lead to improved individual and organisational performance.

This policy applies to all employees of the school. It does not form part of any employee's contract of employment and it may be amended at any time.

### 4. Responsibilities

#### 4.1 School

The school recognises its legal duty of care to employees to promote health at work. The school will ensure that its policies and practices reflect this duty and create a working environment where potential work-related stressors, as far as reasonably practicable are avoided, minimised or mitigated through good management practices.

#### 4.2 Leaders

Leaders should ensure that employees understand their role within the team and receive the appropriate information and support to do their job. Leaders should also familiarise themselves with the school's policies on diversity and tackling inappropriate behaviour in order to support staff.

In particular, leaders are expected to ensure that they take steps to reduce the risks to employee health and wellbeing by:

- ensuring that the right people are recruited to the right jobs and that a good match is obtained between individuals recruited and job descriptions/specifications;
- keeping employees in the team up to date with developments at work and how these might affect their job and workload;
- ensuring that employees know who to approach with problems concerning their role and how to pursue issues with senior management;
- making sure jobs are designed fairly and that work is allocated appropriately between teams; and
- ensuring that work stations are regularly assessed to ensure that they are appropriate and fit for purpose.



### **4.3 Senior Leadership Team/Governing Body**

School leaders in liaison with the governing body will develop school-wide policies and procedures to support the wellbeing of employees. Leaders will assist managers in supporting individuals and liaise with occupational health (OH) as needed, with the objective of helping employees to maintain good psychological health.

### **4.4 Employees**

Employees must take responsibility for managing their own health and wellbeing, by adopting good health behaviours (for example in relation to diet, alcohol consumption and smoking) and must raise concerns with their manager if they feel that there are work issues that are causing them stress or having a negative impact on their wellbeing. Employees must take responsibility for developing their own skills as one of the means to enable them to work effectively in their team and so reduce the risk of stress.

### **4.5 Occupational Health**

The school subscribes to an OH service, *Optima Health*. OH professionals will work with school leaders to provide a comprehensive service designed to help employees stay in work or to return to work. This will include preparing medical assessments of individuals' fitness for work following referrals from the school, liaising with GPs and working with schools to help employees to retain employment.

## **5. Health Promotion Initiatives**

From time to time the school may develop and run a range of health promotion initiatives designed to raise awareness of health and lifestyle issues affecting mental health and wellbeing.

Employees will also be encouraged to establish clubs and groups designed to foster wellbeing, for example lunchtime walking or dancing clubs.

Other measures available to support employees in maintaining health and wellbeing may include:

- An employee assistance programme
- A mental health first-aid programme
- Procedures for reporting and handling inappropriate behaviour
- HfL's Wellbeing Quality Mark (Staff Wellbeing module)
- Special leave arrangements
- Opportunities for flexible working
- Support for workers with disabilities
- Mental Health awareness sessions and events.
- Staff Coffee Mornings
- Staff clubs and opportunities e.g. reading club, running club
- Open door policy with the leadership team
- Active staff forum



## **6. Training and Support**

Managers and employees should regularly discuss individual training needs to ensure that employees have the necessary skills to adapt to changing job demands, this will usually be focused on internal support, often relatively simplistic in nature and most commonly developed to cover all staff as new initiatives are introduced.

Managers and employees are encouraged to participate in communication/feedback exercises, including stress audits and staff surveys. All employees are expected to be aware of the importance of effective communication and to use the media most appropriate to the message, for example departmental/team meetings, one-to-one meetings, electronic communications and organisation-wide methods. The school will seek to ensure that structures exist to give employees regular feedback on their performance, and for them to raise concerns.

All staff have a responsibility for Safeguarding at Kings Langley School and in order to support their wellbeing when dealing with Safeguarding matters the school provides the following support:

All staff receive formalised bi-weekly management supervision with their line manager

All staff receive support through their regular departmental meetings

Staff have the opportunity to undertake middle leader training to support their continuing professional development

The school counsellors receive case management supervision from their line manager and receive formal clinical supervision from an external qualified supervisor and this is funded by the school

The DSL team have access to group and individual supervision from the HCC CPSLO team

The DSL team can call upon the LADO if there are any cases that are of a concern

Staff have access to professional mentoring with peers as part of their professional development

All staff have access to the Employee Assistance Programme

Family Support Workers employed by Kings Langley School receive monthly management and case supervision from the Family Support Manager. They also have access to a termly peer networking meeting hosted by the Partnership of Dacorum Schools Manager.

## **7. Occupational Health Support**

If employees believe that their work, or some aspect of it, is putting their wellbeing at risk they should, in the first instance, speak to their manager. The discussion should cover workload and other aspects they find to be a struggle, this may lead to the identification of training/support needs.

A referral to the occupational health team may be made if this is considered appropriate after an employee's initial discussion with their manager. Discussions between employees and the occupational health professionals are confidential, although the occupational health team will provide a report on the employee's fitness to work. This report will contain any recommended adaptations to the working environment, for consideration by the referring manager.



## 8. Relationship with Other Policies

This employee wellbeing policy should be read in conjunction with other policies, procedures and guidance we share covering: health and attendance; special leave; flexible working; bullying and harassment; and the management of work-related stress.

## 9. The Education Staff Wellbeing Charter

The Education Staff Wellbeing Charter, which was co-created by the Department for Education, Ofsted and various other interested parties, is a declaration of support for, and set of commitments to, the wellbeing and mental health of everyone working in education. All state funded schools and colleges are invited to familiarise themselves with the charter, and to sign up from autumn of 2021, as a shared commitment to protect, promote and enhance the wellbeing of their staff. It is voluntary and there is no deadline to sign up.

The aim is for schools to use the charter to:

- show staff that you take their wellbeing seriously
- open a conversation with staff about their wellbeing and mental health
- create a staff wellbeing strategy
- create a wellbeing-focused culture

More information can be found at the link as outlined in Appendix 1.

## 10. Appendix 1 – Links to External Organisations

ACAS booklet on health and wellbeing that sets out the components for a healthy workplace

<https://www.acas.org.uk/health-and-wellbeing>

MIND gateway Mental Health at Work: your first stop for better mental health at work

<https://www.mentalhealthatwork.org.uk>

Helping you / education support - Independent support for all working in education

<https://www.educationsupport.org.uk>

Anna Freud Centre for Children and Families /Schools in mind

<https://www.annafreud.org/schools-and-colleges>

Education staff wellbeing charter Gov.UK

<https://www.gov.uk/guidance/education-staff-wellbeing-charter>

Trade Unions

<https://neu.org.uk/>

<https://www.nasuwat.org.uk/>

<https://www.ascl.org.uk/>

<https://community-tu.org/>



<https://www.naht.org.uk/>

<https://www.unison.org.uk/>