Staff Wellbeing Policy

For all schools in the Bosco Catholic Education Trust

This Policy has been approved and adopted by the
Bosco Catholic Education Trust

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1. Bosco Catholic Education Trust Mission Statement

The Bosco Catholic Education Trust is a Christ-centred family of Catholic academies, within the Diocese of Arundel and Brighton, working together as one body to provide an outstanding education for all. As Catholic schools, we endeavour to develop confident, compassionate and faithful young people. Through partnership, collaboration and mutual support, we seek to enable all those entrusted to our care to become the person God called them to be.

"Serve the Lord joyfully"

2. Aims, scope and principles

The Bosco Catholic Education Trust has a duty to ensure the health, safety and welfare of its employees as far as it is reasonably practicable. Staff wellbeing at work initiatives need to balance the needs of its employees with those of internal policies. It is Bosco CET's duty to create an environment to promote a state of contentment which allows our employees to flourish and achieve their full potential for the benefit of themselves and our Trust.

. Bosco CET are also required to have in place measures to mitigate as far as possible, practicable factors that could harm employees' physical and mental Wellbeing, which includes work-related stress. The duty extends only to those factors, which are work-related and within the Trust's control.

Definition of work-related stress is 'the adverse reaction a person has to excessive pressure or other types of demand placed on them'. There is an important distinction between 'reasonable pressures', which stimulate and motivate and 'stress' where an individual feels they are unable to cope with excessive pressures or demands placed upon them by their employer.

3. Statement of Intent

This policy recognises that there are many sources of work-related stress, and that stress can result from the actions or behaviors of managers, employees and/or students.

It is acknowledged that if stress in the workplace is not properly managed, poor health and wellbeing, lower productivity and increased sickness absence can ensue.

Bosco CET, the Local Governing Committees, the Headteachers and the schools' senior leadership teams acknowledge the potential impact that work has on an individual's physical and mental health, and that there is a persuasive business case as well as a moral and legal duty for taking steps to promote employee wellbeing as far as reasonably practicable. The Trust is committed to fostering a culture of co-operation, trust and mutual respect, where all individuals are treated with dignity, and can work at their optimum level. Work-related stress has a negative impact on employees' wellbeing and it can take many forms, so needs to be carefully analysed and addressed at school level, as well as reported to the Trust Board.

4. Domains of Wellbeing

There are five domains of wellbeing:

Domain	Elements	Examples of Wellbeing activities/initiatives
Physical	Physical health	Exercise programmes, healthy menu options, health education and awareness, health checks
	Mental health	Work-life balance targets, conflict resolution training, relaxation techniques
	Working environment	Chill-out areas, ergonomically designed working areas, ecologically sound design
	Physical safety	Personal safety training, safe equipment, safe working practices
	Accommodation	Homeworking, health and safety
Values	Ethical standards	Values-based leadership, corporate governance, ethical investment, probity e.g. gifts/hospitality
	Diversity	Equal opportunities, valuing difference, cultural engagement
	Psychological contract	Job satisfaction, employee commitment, negotiating change
	Spiritual expression	Recognition of employees' religious and spiritual values and beliefs
Personal development	Autonomy	Team consultation and decision-making, management by targets
	Career development	Mentoring, guidance, self-awareness, mid-career audits, career breaks and sabbaticals, coaching
	Lifelong learning	Access to learning, technical and vocational learning
	Creativity	Innovation and creativity workshops and awards
Emotional	Positive relationships	respect agenda, assertiveness, team-building
	Resilience	Resilience-building groups, self-awareness training, compassion/mindfulness groups
	Emotional intelligence	Emotional intelligence assessment and training, anger management
	Social responsibility	Community activity, recycling, energy-saving, pollution prevention, public transport
School	Change management	Consultation, involvement, change-readiness training
	Work demands	Risk assessments, person/ job fit
	Autonomy	Control, whistleblowing, risk-taking
	Job security	Working hours, shift-working, redundancy policy

The Staff Wellbeing policy sets out how the Trust Board will promote the wellbeing of employees by:

- Creating a working environment where potential work-related stressors as far as practicable are avoided, minimised or mitigated through good management practices, effective Human Resources policies and staff development.
- Increasing managers' and employees' awareness of the causes and effects of stress.

- Developing a culture that is open and supportive of people experiencing stress or other forms of mental ill-health.
- Developing the competence of managers through the Knowledge, Skills and Behaviours framework, so that they manage staff effectively and fairly.
- Engaging with staff to create constructive and effective working partnerships both within teams and across schools.
- Establishing working arrangements whereby employees feel they are able to maintain an appropriate work life balance.
- Encouraging staff to take responsibility for their own health and wellbeing through effective health promotion programmes and initiatives.
- Encouraging staff to take responsibility for their own work and effectiveness as a means of reducing their own stress and that of their colleagues.

5. Responsibilities

The Trustees, Local Governing Committees, Headteachers and Senior Leadership Teams will:

a) Support steps taken to develop a culture of co-operation, trust and mutual respect within each school.

b) Champion good management practices and the establishment of a work ethos within each School, which discourages assumptions about long term commitment to working hours of a kind likely to cause stress and which enables employees to maintain a reasonable 'work life balance'.

c) Promote effective communication and ensure that there are procedures in place for consulting and supporting employees on changes in the Trust, to management structures and working arrangements at both a school-wide and Trust level.

d) Encourage initiatives and events that promote health and wellbeing.

e) The Trust Board will be responsible for ensuring the wellbeing of the Headteachers of each Trust school, and all matters relating to their wellbeing will be addressed by them.

f) The Trust Board will be responsible for ensuring the wellbeing of the Trust's Central Team, and all matters relating to their wellbeing will be addressed by them.

Middle Leaders will:

a) Treat individuals reporting to them with consideration and dignity, and promote 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.

b) Ensure that there is good communication within their team and there are opportunities for individuals to raise concerns about their work, seeking advice from the School Business Managers at an early stage where concerns are raised.

c) Attend training as appropriate in order to increase awareness of the causes and effects of work-related stress.

d) Co-operate with the School Business Managers to ensure that risk assessments are undertaken for roles or working practices that may give rise to work-related stress.

e) Encourage staff to participate in events and initiatives undertaken by the schools to promote wellbeing and more effective working.

Employees will:

a) Treat colleagues and all other persons with whom they interact during the course of their work with consideration, respect and dignity.

b) Co-operate with the Schools' efforts to implement the Wellbeing policy, attend briefings and raise their own awareness of the causes and effects of stress on health.

c) Raise concerns with their Line Manager if they feel there are work issues that are causing them stress and having a negative impact on their wellbeing.

d) Take responsibility for their own health and wellbeing by adopting healthy lifestyles.

e) Take responsibility for their own development skills as one of the means to enable them to work effectively in their team and so reduce the risk of stress.

f) Take responsibility for working effectively in their assigned roles, thus helping to avoid causing stress to their colleagues

The School Business Managers will:

a) Provide advice to managers of staff and employees on best practice in relation to human resource management.

b) Ensure that there are arrangements in place for communicating the content of the Schools' human resource management policies to managers and staff.

c) Ensure there are arrangements in place to support individuals experiencing stress, referring them to the Trust's Occupational Health advisers where appropriate.

d) Ensure there are arrangements in place to support managers experiencing problems with employee performance.

e) Collate management information, which will enable the schools to measure their performance in relation to stress management and employee wellbeing, such as:

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- Sickness absence data
- Staff turnover, exit interviews
- Number of self-referrals to the counsellor service
- Number of referrals to the Occupational Health Contractor
- Number of grievance and harassment cases
- Seek the views of employees on the effectiveness of the school's wellbeing policy and stress management arrangements using staff surveys and other appropriate questionnaires

The Local Governing Committee of each Bosco School will:

a) Act as the main focus group for consulting on the effectiveness of the wellbeing policy and the measures taken to implement it, developing questionnaires in relation to wellbeing and work-related stress.

b) Monitor the implementation of the wellbeing policy and the operation of associated arrangements such as a staff counselling service.

c) Review the policy every three years following feedback from staff surveys, management information provided by the School Business Managers and the findings of stress risk assessments, and in consultation with appropriate bodies.

d) Report findings to the Trust Board.

6. Implementation of the Staff Wellbeing Policy

Arrangements for implementing the wellbeing policy and stress prevention through good management practices include the following:

- Recruitment and selection procedures.
- Clear job descriptions and person specifications to ensure that the 'right' person is recruited for the job.
- Formal accreditation such as Investors in People.
- Agreed knowledge, skills and behaviours for managers, to be cascaded through to all levels of management and supervision.
- Training and Development procedures to ensure that individuals have the necessary skills and competencies to undertake the tasks/duties required of them.
- Promotion and reward procedures.
- Managing performance procedures.
- Capability and absence management and return to work procedures to ensure that individuals are supported back into work following illness.
- Suitable adaptions for disability.
- Harassment and anti-bullying procedures.
- Procedures for communicating with employees on the work of the schools and issues affecting their work.
- Flexible working arrangements, and contact days with staff on maternity leave.
- The arrangements will be updated and augmented as required and when deemed necessary by the findings of stress risk assessments.

7. Monitoring and reviewing the Wellbeing Policy

a) The wellbeing policy will be reviewed every three years by the Trust Board.

b) A report will be made to the Local Governing Committee of each School, by their Resources

Committee. The LGC's will approve any revisions or amendments to the policy for recommendation to the Bosco Trust Board.

8. Further Information

Knowledge, Skills and Behavior's framework:

- http://www.hse.gov.uk/research/rrpdf/rr553.pdf
- http://www.mindtools.com/pages/article/being-effective.htm

Management Standards for Work-related Stress:

- http://www.hse.gov.uk/stress/standards/

Trade Unions under the provisions of the Safety Representatives and Safety Committee Regulations 1977:

- http://www.hse.gov.uk/involvement/1977.htm

Helpline dedicated to schoolteachers and staff in FE and HE:

- http://teachersupport.info/
- http://www.investorsinpeople.co.uk/