



Workplace Wellbeing Policy

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1. Introduction

The Learning for Life Trust has a legal duty to take reasonable care that your health is not put at risk by excessive pressures or demands arising from the way work is organised.

This policy takes account of our obligations under the Health and Safety at Work Act 1974, Management of Health and Safety at Work Regulations 1999, Employment Rights Act 1996, Protection from Harassment 1997, Working Time Regulations 1998 and the Equality Act 2010.

We are committed to protecting the health, safety and wellbeing of our staff. We recognise the importance of identifying and tackling the causes of work-related stress. We also recognise that personal stress, while unrelated to the workplace, can adversely affect the wellbeing of staff at work. The purpose of this policy is to set out the measures we have in place to support the mental wellbeing of all of our staff.

This policy applies to all employees, officers, consultants, self-employed contractors, casual workers, agency workers, volunteers and interns.

This policy accepts the Health and Safety Executive definition of work-related stress as “*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.

The Health and Safety Executive have developed a set of Management Standards which cover the primary sources of stress at work and that if not properly managed, are associated with poor health and wellbeing, lower productivity and increased sickness absence. These are:

- **Demands** Workload, work patterns and anything within the work environment that adds to the demands that staff face, including deadlines, student behaviour and parents.
- **Control** How much say a staff member has in what they do and how they are able to do their work.
- **Support** Including the sponsorship and resources provided by the school and encouragement of leaders, line managers and colleagues.
- **Relationships** Including how positive working behaviours are promoted to avoid conflict and effectively dealing with unacceptable behaviour.
- **Role** Including the extent to which staff understand their role within the school, how it fits with that of their department or function and the aims of the school and whether leaders ensure they do not have conflicting roles.
- **Change** Includes how well organisational change (large or small) is managed and communicated within the school.

Each school’s performance on wellbeing and stress management will be assessed by the school and the Trust Board in the context of the HSE Management Standards.

The Academy Trust Board has overall responsibility for the effective operation of this policy. The Board has delegated responsibility for overseeing its implementation to the Headteacher. Suggestions for changes to this policy should be reported to the Executive Team.

Any questions you may have about the day-to-day application of this policy should be referred to your line manager or Head Teacher in the first instance.

This policy is reviewed by the Executive Team and Board of Trustees in line with its review cycle in consultation with Trades Unions.

2. Statement of Intent

The Trustees and academy senior leaders 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 staff wellbeing as far as reasonably practicable.

We are committed to fostering a culture of co-operation, trust and mutual respect, where all individuals are treated with fairness and dignity, and can work at their optimum level.

We also recognise that work-related stress has a negative impact on staff wellbeing and that it can take many forms and so needs to be carefully analysed and addressed at an organisational level.

This Workplace Wellbeing Policy expands upon the school's Health and Safety Policy, setting out how each school will promote the wellbeing of staff by:

- Creating a working environment where potential work-related stressors are identified, understood and mitigated as far as practically possible through good management practices, effective Human Resources policies and staff development.
- Increasing leaders' and staff members' 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 awareness, skill and understanding of managers through introducing them to the competencies, tools and interventions proven to prevent and reduce staff stress.
- Engaging with staff to create constructive and effective working partnerships, both within teams and across the school.
- Establishing working arrangements whereby staff feel they are able to maintain an appropriate work life balance.
- Encouraging staff to take responsibility for their own health and wellbeing through effective promotion programmes and initiatives focussed on increasing their resilience.
- Encouraging staff to take responsibility for their own work effectiveness as a means of reducing their own stress and that of their colleagues.
- Encouraging staff to reach out and offer support to colleagues when they observe issues or challenges.

Understanding stress and mental health

Stress is the adverse reaction people have to excessive pressures or demands placed on them. Stress is not an illness but, if sustained over a period of time, it can lead to mental and/or physical illness.

Mental health is a term to describe our emotional, psychological and social wellbeing; it affects how we think, feel and act and how we cope with the normal pressures of everyday life. Positive mental health is rarely an absolute state since factors inside and outside work affect mental health, meaning that we move on a spectrum that ranges from being in good to poor mental health.

There is an important distinction between working under pressure and experiencing stress. Certain levels of pressure are acceptable and normal in every job. They can improve performance, enable

individuals to meet their full potential and provide a sense of achievement and job satisfaction. However, when pressure becomes excessive it produces stress and undermines mental health.

Pressure outside the workplace, whether the result of unexpected or traumatic events such as accidents, illness, bereavement, family breakdown or financial worries, can result in stress and poor mental health. They can also compound normal workplace pressures.

We recognise that individuals react to similar situations in different ways and that what triggers stress and poor mental health varies from person to person.

3. Our Approach and Responsibilities for implementing the Workplace Wellbeing Policy.

3.1 Our approach to mental wellbeing in the workplace

We will:

- Promote a culture of open communication by providing both formal and informal channels through which staff can raise concerns.
- Take account of stress and mental wellbeing when planning and allocating workloads. We will provide opportunities to discuss these through our appraisal and one-to-one supervision processes.
- Monitor working hours and overtime to ensure that staff are not overworking and monitor holidays to ensure that staff are using their entitlement.
- Ensure risk assessments include or specifically address work-related stress.
- Consider requests for flexible working where reasonably practicable.
- Ensure that in any workplace reorganisation our change management processes are designed to minimise uncertainty and stress.
- Implement policies and procedures to address factors that can cause or worsen stress in particular so that we can provide a workplace free from harassment, bullying and victimisation and address inappropriate behaviour through disciplinary action.
- Provide training to help all staff understand and recognise the causes of work-related stress and mental ill-health, the impact of stress from factors in everyday life and the steps they can take to protect and enhance their own mental wellbeing and that of their colleagues.
- Provide support services such as Occupational Health, confidential counselling, wellbeing champions or mental health first aiders for staff affected by or absent by reason of stress.

3.2 The Trustees

The Trustees will:

- Ensure the policies of the school support workplace wellbeing.
- Champion workplace wellbeing by ensuring employment practices are of a high standard and that staff are valued through appreciation and constructive feedback.
- Engage with staff as they undertake their roles as Trustees to demonstrate affinity with their daily achievements and the everyday challenges from working in school.
- Hold members of senior leadership to account for delivering a workplace where all can thrive.
- Support each school's Senior Leadership Team in the aspiration of making their school a 'great place to work'.

3.3 The Headteacher and Leadership Team

The Headteacher and the school's senior leaders will:

- Devise, support and promote steps to be taken to develop a culture of co-operation, trust and mutual respect within the school.
- Champion good management behaviours as set out in the competencies proven to prevent and reduce staff stress and the establishment of a work ethos within the school. This should discourage assumptions about long-term commitment to working hours of a kind likely to cause stress and which enables staff to maintain a reasonable 'work life balance'.
- Promote effective communication and ensure that there are procedures in place for consulting and supporting staff on any changes in the school, to management structures and working arrangements at both a school wide and departmental/year group level.

3.4 Line Managers and Supervisors

Line Managers and Supervisors will:

- Ensure they meet regular with staff, informally and formally, in a way that supports them as a valued team member. These meetings should be sufficiently regular/frequent to establish mutual rapport and a mutual recognition of roles.
- Treat individuals reporting to them with consideration and promote a culture of mutual respect in the teams that they manage. They will quickly and effectively deal with unacceptable behaviour and will take decisive, appropriate and effective action when issues are brought to their attention.
- Ensure that there is good communication within their team and that there are opportunities for individuals to raise concerns about their work, seeking advice from the Senior Leadership Team in school, Executive Team or Trade Union representatives at an early stage where concerns are raised.
- Adhere to the management principles set out in school policies and procedures and the competencies proven to prevent or reduce staff stress.
- Ensure workload is distributed equitably and fairly among their team and that when work is delegated, team members have the necessary knowledge and skills to deliver it.
- Recognise that there will be certain times during the school year when additional pressures or challenges will present themselves (for example during assessment and exam periods) and be proactive and additionally vigilant during these times.
- Regularly check in with team members, thank and encourage them and offer praise when it is due.
- Act in the interests of all team members, other colleagues and students to manage the underperformance of any individual staff member.
- Attend training as appropriate in order to increase their awareness of the causes and effects of work-related stress.
- Ensure that risk assessments are undertaken for roles or working practices that may give rise to work related stress and poor wellbeing.
- Encourage their staff to participate in activities undertaken by the school to promote wellbeing and more effective working.
- Identify and agree with senior leaders, reasonable adjustments to working arrangements in response to conditions covered by the Equality Act.

3.5 Staff

Staff will:

- Treat colleagues and others they interact with during the course of their work with fairness, consideration and respect.
- Co-operate with the school's efforts to implement the Workplace Wellbeing Policy, attending briefings and raising their own awareness of the causes and effects of stress and poor wellbeing.
- Proactively raise concerns with their line manager, or others if appropriate, if they feel there are work issues that are causing them stress and having a negative impact on their wellbeing.
- Be liable for their own health and wellbeing as far as is practicably possible.
- Take ownership of setting out their own development plan and discussing this as appropriate with their line manager, as one of the means to enable them to work effectively in their team and reduce the risk of stress.
- Take responsibility for working effectively in their assigned roles, supporting others as appropriate and helping to avoid causing stress to their colleagues.
- Be proactive in reaching out and offering support to colleagues.

3.6 Business Manager

The Business Manager will:

- Provide advice to managers and staff members on best practice in relation to human resource management, developing policies and procedures as required.
- Ensure that there are arrangements in place for communicating the content of the school's human resource management policies, procedures and toolkits to managers and staff.
- Develop arrangements to enable managers and staff to achieve the necessary competencies needed in relation to managing work-related stress and improving wellbeing.
- Ensure there are arrangements in place to support individuals experiencing stress, for example referring them to the School's Occupational Health Advisors where appropriate.
- Ensure there are arrangements in place to support managers experiencing problems with employee performance, including managing capability.
- Collate management information which will enable the school to measure its performance in relation to stress management and employee wellbeing such as:
 - sickness absence data
 - staff turnover and exit interviews
 - cover periods required
 - number of referrals to the Occupational Health Advisor
 - number of grievance and harassment cases
- Seek the views of staff on the effectiveness of the school's Workplace Wellbeing Policy and stress management arrangements using evidence-backed surveys and other appropriate tools.

3.7 The Wellbeing Network

The Wellbeing Network will:

- Champion the Workplace Wellbeing Policy.

- Organise appropriate activities to promote health and wellbeing.
- Consult with all staff/union representatives on the development and implementation of the Workplace Wellbeing Policy.
- Act as the main focus group for consulting on the effectiveness of the Workplace Wellbeing Policy and the measures taken to implement it.
- Act as role models and advocates for our wellbeing approach across school.

All staff should ensure that they are familiar with this policy and act in accordance with its aims and objectives. Staff should plan and organise their work to meet personal and organisational objectives and co-operate with support, advice and guidance that may be offered by line managers or the School Business Manager. Anyone who experiences or is aware of a situation that may result in work-related stress or undermine mental wellbeing at work should speak to a line manager, senior leader or a mental health champion.

4 Arrangements for Implementing the Workplace Wellbeing Policy

The overall approach to implementation will be aligned to the Whole School Wellbeing Framework.



Arrangements for wellbeing and stress prevention through good management practices will include:

4.1 Safe Workplace

The school will ensure staff work in premises that are safe and fit for purpose and that where staff have concerns, these can be raised and responded to. We recognise the physical limits of our estates however, we will adhere to health and safety requirements and respond to issues to support staff as much as is practicably possible. School leaders will work with staff and staff representatives to develop wellbeing and welfare approaches that are appropriate for the school.

There is a zero-tolerance approach to violence, abuse or the threat of these from pupils, visitors and colleagues. Our HR policies all take a zero-tolerance approach and we will always support staff effectively with: (See Appendix 2)

- Incident responses that are swift, supportive and effective.
- Welfare support that is timely, sensitive and proportionate following an incident.
- Restoration, reconciliation and return to practice that is respectful.
- Timely sharing of information with relevant colleagues.

- We will support staff with practical help on common causes of work-related stress e.g. successfully engaging parents (see Appendix 4).
- We will conduct an annual colleague survey so that we are aware of the wellbeing of staff and ensure a well thought through response is developed with colleagues to the findings.
- Whenever working practices must change, the reasons why are explained to staff and the process of change is transparent, inclusive and well supported with adequate time for staff to be consulted when appropriate, adjust and/or be trained.
- We value all contributions from colleagues and where these are made, we respond meaningfully.
- We design our working practices to be efficient for colleagues, especially our systems for process driven work (e.g. marking, assessment, target setting, writing reports, lesson planning etc.).

4.2 Fair and Equal Treatment

All staff are valued and not unreasonably judged, our leadership style is inclusive with high levels of communication and engagement between leaders and staff in all of our academies.

Through our equality scheme, we are live to the issue of conscious and unconscious bias in the workplace, their effects on disadvantaged groups and the steps which may be taken to mitigate them. Specifically, we recognise and celebrate diversity across all protected characteristics in our workforce and our wider community.

Changes to our policies and practices are tested to ensure they maintain equality and adverse impacts to specific groups are avoided.

Within the academies of the Learning for Life Trust, line managers work together to ensure their skills and knowledge provides support to all staff within the school. A development programme for senior leaders/Heads of Department is in place so that their ability to support staff is well developed. Senior staff work with line managers to ensure their approaches are effective and their confidence to support staff well is high. Support staff are included in team meetings and where appropriate have bespoke INSET days to meet their needs.

4.3 Clear Procedures, Roles and Responsibilities

We will ensure that staff are consulted on the policies and practices of the workplace. For HR related policies, this is principally through our Trade Union Recognition Agreement forum. For other policies, we will engage with staff in the policy development process to ensure their involvement from the beginning and also consider staff consultation more widely where there are likely to be many staff views to take account of.

Every staff member understands the part that other staff members play in their school and we have developed a clear values-based approach with each of our five values defined by staff working together into a cogent values-based behaviour guide. (See Appendix 3 - example given of Cockermouth School's Values).

There is a clear definition of roles and responsibilities for staff with roles having clear job descriptions and leadership structures being clear and defined.

We will ensure that training and development procedures are in place so individuals have the necessary skills and competencies to undertake the tasks and duties required of them.

Individuals are not overloaded with responsibility and we ensure a clear approach to Directed Time for all staff before the commencement of the year. This ensures staff have Directed Time that is within national guidance and good practice. INSET days at each academy are set in advance and reviewed/managed to ensure that necessary training/procedural updates are given in accordance with need.

Staff members are asked to undertake only those roles and responsibilities they have the skills, training and experience to undertake and where support/development is needed, we provide this in agreement with the staff member concerned.

Staff can exercise professional autonomy in the workplace and are expected to adhere to professional and school codes of conduct. Where appropriate, subject departments/leaders will design curriculum and lesson content schemes according to best evidence and thereby support lesson planning and delivery with an overall curriculum scheme. Staff are expected to work collegiately with their subject departments/colleagues to support such schemes in the interest of all departmental and school staff.

Staff members are provided with a revised job description when their roles and responsibilities change materially, e.g. when moving from one team to another and the school uses its Management of Change Policy when making changes affecting groups of staff.

Cover for work duties for teaching staff is provided for both planned and unplanned absences and staff and line managers are expected to use their school's protocol for notifying absences so that cover can be arranged in advance.

4.4 Personal and Social Time

The staffroom is a space in which staff may socialise during breaks, share ideas, hold meetings, discuss projects, catch-up with personal emails, arrange medical appointments etc.

We operate a duty process so that staff members do not forgo breaks/lunchbreaks because duties are shared between staff and school leaders over the year for both breaktimes and lunchtimes as per each academy's requirements. This ensures all staff have a balanced approach to their break time being protected.

Flexible working is always considered and accommodated unless there are good reasons why it cannot be. Senior leaders will seek to balance requests for flexible working with ensuring a successful delivery of the overall curriculum and avoiding adverse impact on other staff.

Where part-time working has been accommodated by the school, we recognise the need to ensure part-time staff are included in CPD/training opportunities and encourage maintaining contact with their colleague/s in order to keep up-to-date with any relevant changes. We support part-time working, however, seek for staff to recognise that some aspects of part-time working are not able to easily be proportionate to their hours e.g. parents' evenings. We therefore take specific care to ensure that directed time for part-time staff is within national guidelines and for line managers/departments to balance out overall responsibilities as much as practicably possible.

Where pre-planned school duties impinge on unsocial hours (e.g. lengthy school trips, parents' evenings, open evenings etc.) then where practical, the school plans for refreshments to be provided so that staff are working with sustenance.

4.5 Stress Risk Assessments

If you believe you are suffering from work-related stress you should discuss this with your line manager in the first instance. If you feel unable to do so, you should contact a mental health champion/first aider/ lead or the School Business Manager.

Levels of stress in the workplace are monitored and its effects on the workforce are reviewed annually - we do this through our annual colleague survey and the results of this survey are shared with staff and the Governing Board of each school.

In addition, we utilise a stress risk assessment tool proactively where a line manager feels this is appropriate as a supporting conversation with the staff member. This is to proactively identify signs of stress and early intervention to reduce the causes of this. (See Appendix 1).

Line managers are expected to arrange regular catch-ups with those they line manage, using them as an opportunity to normalise conversations about mental health. Line managers are expected to anticipate the needs of colleagues who appear to be struggling and ask them whether they want direct support.

Where appropriate, and in agreement with staff, the schools can engage their occupational health provider to assess staff's fitness to work and this also includes, where appropriate, counselling.

Schools will always support staff attending medical appointments and appointments for counselling and long-term ill health and the Trust/school's Non-Sickness Absence Policy sets this out clearly for all staff.

4.6 How we will respond

Once an issue affecting your health comes to the attention of your line manager, supervisor or the HR Department, we will discuss with you what steps can be taken to address the issue. Those steps may include any of the following:

- A review of your current job role, responsibilities, workload and working hours. Adjustments may be agreed to these, on a temporary basis and subject to further review, where appropriate.
- Where it appears that stress has been caused by bullying or harassment, we will investigate under our relevant policies.
- Referral for medical advice, treatment and/or medical report to be provided by the Occupational Health Department, our medical advisors or any specialist or GP who has been treating you.
- If you are on sickness absence, discussion of an appropriate return to work programme. Our Sickness Absence Policy may be applied.

If you are absent due to work-related stress or mental ill-health, you should follow the sickness absence reporting procedure contained in your contract and the Sickness Absence Policy. In cases of prolonged or repeated absence, it may be necessary to apply the procedure set out in our Sickness Absence Policy and Capability Procedure.

Information about stress, mental health and mental wellbeing is highly sensitive. Every member of staff is responsible for observing the high level of confidentiality that is required when dealing with information about stress or mental health whether they are supporting a colleague or because they are otherwise involved in the operation of a workplace policy or procedure. Breach of confidentiality may give rise to disciplinary action.

However, there are occasions when information about stress or mental health wellbeing needs to be shared with third parties. For example:

- Where steps need to be taken to address work-related stress such as reallocating work within a team.
- Where medical advice is required on how to support a member of staff, address issues raised by work-related stress or address issues raised by mental ill health.
- Where allegations of harassment, bullying or other misconduct require a disciplinary investigation or proceedings to take place.
- Where a staff member presents an immediate danger to themselves or others.
- In these circumstances, wherever possible, matters will be discussed with the member of staff concerned before any action is taken.

Staff who report that they are suffering from work-related stress or mental ill-health, who support a colleague in making such a report or who participate in any investigation connected with this policy in good faith will be protected from any form of intimidation or victimisation. If you feel you have been subjected to any such intimidation or victimisation, you should seek support from your line manager or School Business Manager. You may also raise a complaint in accordance with our Grievance Procedure.

4.7 Support from colleagues and leaders

Where good work is the result of group effort, we will seek to ensure that everyone who contributed is acknowledged.

We are supportive of colleagues who are experiencing or have experienced ill-health, particularly hidden illnesses, and we ensure that we provide information and signposting for staff who may need to seek support from outside agencies.

Important work-related information is shared with all relevant colleagues and we operate on a transparent basis.

Decisions about people are taken with their involvement as much as practically possible.

5. Further Escalation of Concerns

Where a member of staff is concerned that this policy is not being met, they should raise this with their line manager or the School Business manager, Deputy Headteacher, Senior Deputy Headteacher or Headteacher. Where employees wish to ask their union representative or a colleague to raise an issue on their behalf, this is welcomed.

Following raising the matter, if a member of staff remains dissatisfied that the policy continues to not be met a complaint may be made through the Grievance Procedure.

If a member of staff is concerned about their own or a colleagues mental health, help and information can also be obtained from Mind, the mental health charity, www.mind.org.uk, or the Samaritans, www.samaritans.org.

If any member of staff is considered by their line manager or colleagues to be at serious risk of self-harm, or of harming others, action must be taken straight away. The matter should be referred to their line manager and/or the School Business Manager who will seek medical advice from the Occupational Health Department, if that is reasonably practicable. Every effort will be made to contact any person nominated by the member of staff as an emergency contact. Where necessary, the emergency services will be called. The wellbeing of the member of staff and those around them will always be our first concern.

APPENDIX 1 Stress Risk Assessment Tool

The Stress Risk Assessment Tool is used in conjunction with the Trust's HR Policies. This questionnaire may be used by school management as the starting point for a stress risk assessment. The findings will give an indication of general levels of stress. Higher scores are suggestive of greater levels of wellbeing among subjects of the questionnaire, while lower totals tend to indicate elevated degrees of stress/poor mental health.

Note that a score of 100 or more does not necessarily indicate the absence of a problem. Wherever evidence of stress emerges, the earlier it is tackled, the easier it is to put right.

Instructions

For each of the following questions, enter the number matching the description which most closely Represents how you feel.

1=Not at all 2 = Not much 3= Sometimes 4= Mostly 5= Very much so

1	Do you feel able to concentrate on what you are doing at school?	
2	Do you feel that you are playing a useful part in school life?	
3	Do you feel capable of making decisions at school?	
4	Do you feel generally relaxed in your home and school life?	
5	Do you feel that most problems you encounter at school can be surmounted?	
6	Do you generally manage to keep your sense of humour?	
7	Do you feel happy at work, all things considered?	
8	Are you sleeping well?	
9	Are you eating well?	
10	Are you drinking sensibly?	
11	Do you cope well with changes to your job?	
12	Do you have a reasonable amount of energy?	
13	Do you feel in control of your job?	
14	Do you feel you are coping well in the classroom?	
15	Do you receive appropriate support when you need it?	
16	Do you get on well with your pupils?	
17	Do you get on well with your colleagues?	
18	Do you get on well with your managers?	
19	Do you feel free from the threat of bullying/harassment at school?	
20	Do you enjoy a reasonable degree of autonomy, unaffected by excessive monitoring regimes?	
21	Do you manage to leave work on time fairly regularly?	
22	Do you find your job satisfying and fulfilling?	
23	Do you have a life outside of work?	
24	Do you intend to remain in teaching for the foreseeable future?	
25	Do you look forward to returning to school after a weekend or holiday?	
	Now add up your score	

More than 100 = low evidence of stress, but see caveat above.

51- 100 = some evidence of stress - discuss with the individual how this can be alleviated.

Up to 50 = high evidence of stress - discuss with the individual the strategies to reduce this.

APPENDIX 2 Incident Support Protocol

Incident occurs

Immediate Reassurance and Support

1. Available Leader (AL) alerted to incident immediately and provides response without delay (AL notifies Senior Leadership Team (SLT) if AL is not an SLT member).
2. Staff member protected by either moving the student or the staff member as appropriate.
3. AL/SLT reassures staff member of the school's support, to ensure safety, learning and personal resilience.
4. Immediate access to AL or another senior staff member maintained until appropriate time to hand over to the line manager/Head of Department for support.
5. All incidents of abuse against staff: verbal, physical, emotional to be immediately reported by AL to Headteacher and line manager/Head of Department who will ensure colleagues are aware as appropriate with due regard to necessary confidentiality.

On the day - Support

6. Line manager/Head of Department to discuss with staff member how they have been affected and whether ongoing duties are appropriate - if so then remain in touch throughout the day; if not seek cover for all duties, **which will be provided**. To consider use of Stress Risk Assessment (SRA) if appropriate as a supportive measure to identify ongoing support needs.
7. Private space and time for recovery/reflection/recording of events and to speak with colleagues, family etc. to be provided as appropriate.
8. Line manager/Head of Department to brief SLT on the impact on the staff member and discuss/proposes the appropriate restorative process for the student and the staff member: this may be on the day or later. No contact between parties should occur without restorative process.
9. SLT member to speak with staff member to provide reassurance that they are valued and that their welfare is utmost in our minds and discusses the proposed restorative process to ensure it takes account of the impact and is likely to be successful. SLT member confirms this with the Behaviour Team/senior leaders to ensure this is clearly planned and communicated.

After the day - Ongoing Support

10. Line manager/Head of Department speaks to staff member before, during and at the end of each day as appropriate to maintain supportive presence and to respond if needed.
11. Colleagues and Trade Union representative made aware (if desired by staff member) to build community of support around the individual.
12. SLT member speaks with staff member daily following the incident until this is no longer required.
13. Staff member, line manager/Head of Department, SLT member reviews incident response 1-week post incident to learn and improve welfare response process for the future.

APPENDIX 3 Workplace Values

(Example given of Cockermouth School's Values)

Community

Looking after each other - we should be part of our community and community should be part of each school.

Belonging - feeling included with active communication. Togetherness with socialising, mutual respect and teamwork.

Opportunities for involving everyone with common purpose to work together. Sharing.

We like to see:

- Courtesy and politeness as a basis for caring for each other.
- Friendliness and a sense of belonging across the school.
- Opportunities to get to know each other, build teams and help each other.
- Listening to everyone's ideas/voices with acceptance of differing views in a professional way.
- Cooperation and support to achieve our common purpose.
- Seeking to understand each other's point of view.

We don't like to see:

- Ignoring each other or allowing people to be isolated.
- Cliques or groups that exclude people.
- Not adhering to school expectations or disrespecting these.
- Selfishness, lack of sharing or exclusivity in approach.
- Not asking for support or help if you feel this would be useful.

Respect

Showing consideration of others through politeness, patience and dialogue. Recognition of diversity and difference, treating people how you want to be treated.

Seeking to understand others with kindness.

Being fair and honest. Taking care of school resources and ensuring all voices are heard.

We like to see:

- Model respectful behaviour, taking time to listen and engage with each other.
- Being courteous, having good manners and taking time to speak.
- Being fair and consistent and actively listening to each other to understand viewpoints.
- Demonstrating kindness and being calm whatever the situation.
- Showing awareness and being observant of the situation so that you can participate appropriately.
- Being mindful of other's time and taking care of our shared limited resources across the school/Trust.

We don't like to see:

- Speaking bad of people, acting unprofessionally or being judgemental.
- Not listening, holding grudges, being offensive or discriminatory.
- Dismissiveness, rudeness, lateness and/or ignoring each other.
- Tackling sensitive issues in inappropriate settings e.g. corridors.
- Missing deadlines without discussion, making unreasonable demands of each other or not responding when asked about issues.

Include

Involving everyone whilst being fair, equitable and inclusive. Ensuring nobody feels excluded. Valuing self-worth. Building confidence in others, celebrating diversity and actively participating where possible. Being transparent and drawing people in where possible so that their views can be heard and considered.

Opportunities for everyone without discrimination. Offering responsibility to all.

We like to see:

- Using names, greeting people and of opportunity for all. Involving people with care and respect. being welcoming, approachable, friendly and considerate.
- Communicating so that everyone feels informed, going further to include people who may be harder to reach.
- Encouraging each other and being tolerant of different views. Celebrating diversity and equality of opportunity for all. Involving people with care and respect.
- Respecting that everyone has their own approach to issues and being kind, noticing if people are upset, isolated or excluded to address this.

We don't like to see:

- 'Them and Us' where some groups of people are treated differently from other groups.
- Leaving people out, withholding helpful information without good reason.
- Accepting discrimination without positive challenge.
- Dismissal of other's ideas without due consideration.
- Excluding people from giving their view when this is appropriate and possible.
- Lack of dignity nor respect in our workplace. Bullying, harassment or discrimination.

Enjoy

Happiness, passion, inspiration, fun, enthusiasm, appreciation, willingness, positivity, sharing, success, engagement, friendships, being thankful, laughter, socialising, time to enjoy, relationships with others, contentment, relaxed, motivation, values, make it feel like not work.

We like to see:

- Smiling and enjoying the things we do.
- Praising each other and recognising achievement.
- Making effort and accepting its OK to make honest mistakes.
- Helping each other and sharing experiences.
- Looking out for each other and our wellbeing.
- Taking time to bond and chat with colleagues.
- Participating in things to be part of the wider school community.
- Showing positive energy and looking forward to things.
- Self-awareness to increase other's enjoyment in school.

We don't like to see:

- Bad manners and undermining each other.
- Unreasonable expectations of each other.
- Unnecessary bureaucracy, lack of trust and resistance to consider change.
- Whinging, excess negativity, falling out and lack of offering support to each other.
- Withdrawal from contact with colleagues.

Aspire

Aiming high, bringing about change, striving towards future goals. Having ambition, dreams and growth mindset. Self-motivation, pushing ourselves to do things differently. Celebrating achievements. Focusing on self-improvement and being the best version of self, team and school.

We like to see:

- Not accepting complacency, stretching ourselves from our different starting points. Being purposeful "What are we going to do?"
- Having goals, being organised, leading by example and using our strong relationships to achieve these together.
- Encouragement, freedom to think/do and time to focus on key tasks with resilience through support for each other.
- Rewarding achievements and developing knowledge within a growth mindset.
- Knowing our ambitions together and working towards these openly and transparently.

We don't like to see:

- Micromanagement and lack of trust for people to act.
- Demotivating actions e.g. giving up, cynicism.
- Negativity, blind positivity or lack of realism - lack of discussion or knocking of aspirations.
- Poor role modelling and affecting others through self-disorganisation.
- Lack of praise or celebration of success.
- False claiming of successes or claiming the team's success as being yours alone.

The most effective way for us to all demonstrate the values we share across the Trust and in each school is for us to use this guide as a tool - ensuring we each manage all of our actions and interactions in alignment with our values. Where you feel others need a gentle nudge or reminder, ask them kindly to use this guide. Values only have impact if our behaviours demonstrate that we really mean them. We can have great impact if all do so together.

APPENDIX 4 Guidance Note - Support for Successfully Engaging Parents

Within The Learning for Life Trust, we respect the professionalism, skills and experience of all of the staff members across the trust and their ability to deal with routine contact with parents/families.

This is often a rewarding and reassuring part of their roles in school, supporting young people with their education and development. Sometimes contact with parents/families can become strained and this guidance note is to outline the support available to us all when this is the case.

	Things that may make the situation improve	Things that may make the situation worse
Wellbeing Support	Your colleagues, line manager, pastoral leaders and SLT are all here to support you. Seek advice early as this often provides clear perspective and reassurance	Persevering without sharing that the situation is uncomfortable or stressful. Your judgement may be adversely affected by your emotions.
Pre-Planning	Think about the wider picture, what is this contact trying to achieve? Be clear on this with the parent/family so that you are both communicating within the same context. Expect to listen as a core part of the engagement and to hear what is being said.	Rushing in without having thought about what you want to share and how. Not having a clear view on the outcome/s you may be seeking. Not providing space for parents/families to explain their perspective/view/opinion. This often allows a constructive conversation to follow.
Clear Expectations	Set out that there is a common goal and that the school wants to achieve this with the student/pupil, parent/family. Establish that mutual respect is the basis of good dialogue. Always model courtesy.	Allowing your feelings to adversely influence your tone, language, body language. Parents/families may take their cues from us, so ensure we always give the right cues.
Scripting	Where you want to share 'difficult to hear' information, prepare a short script to ensure you say what you need to say. You can use this to follow up the contact with a written note if helpful. Ensure balance in your message. Express empathy.	Speaking/writing with haste or insufficient care. Focussing on negatives without any positives.
Parental Meetings Paperwork	Use the school's paperwork as this ensures consistency and good practice	Using ad hoc, inconsistent paperwork provides an impression of lack of organisation/consideration.
Letters and Emails	Respond to a letter with a letter. Respond to an email with an email. Always read your draft again before sending. Seek advice if you feel this would be helpful. Respond in a timely way, we always feel better when we have achieved a timely reply. Express sympathy.	Giving incomplete, late or inaccurate replies. Responding in the moment without any moderation of tone or consideration.

Persistent/ Vexatious Contacts	Seek advice from your line manager/pastoral lead on strategies to end the contact thread. Where appropriate, SLT engagement will support this and where relevant manage the contacts to return them to usual levels. This will include reintroduction to usual levels within an agreed plan. Referral to the school's complaints procedure may be appropriate.	Experiencing inappropriate contacts without seeking advice/support that the school is very willing/able to give. Not escalating concerns impedes the matter being resolved. The longer such issues are tolerated, the more difficult they are to resolve.
Reporting and Recording	Maintain a record of what was said/sent so that you can refer to this in the future. File these in the most appropriate place in the school.	Losing or misplacing your replies or notes.
Managing Informal Contacts	When approached in an informal setting, gently remind them that you will look into the matter when you are in school, with the care and priority you would want to express. It's OK to say "Contact us during school hours so that we can address things with you properly".	Allowing a conversation in an informal setting to progress to a 'work' discussion. The setting and your preparation will not be sufficient for this to be successful.
The Value of Face to Face	Use parents' evenings and other opportunities to have conversations in person or via the phone. Often these are the most effective in securing rapport, mutual respect and ability to understand each other. If correspondence is not moving things forward, seek face to face or phone contact early in the process (during school hours).	Avoiding contact or over relying on emails/letters will often fail to connect with the other party and can become protracted.
Defining when Disagreeing becomes Abusive.	It's OK to have a difference of view. In adopting our professional approach, we should consider fully the views of students and parents and then apply our professional judgement. When there are disagreements, it is vital to seek advice from a line manager/pastoral lead early in the process, be open about doing this. Always state when you feel dialogue/comments are offensive/discourteous/threatening and request this to cease your professional courage to do so. Ongoing contact should be referred to senior leaders if the offense does not cease. Always seek advice if unsure, we	Tolerate contact that makes you feel uncomfortable, upset, scared or unduly anxious. Prompting offense by not managing our emotional responses. Forgetting our professional courage to politely state that a line has been crossed. Accepting rudeness or offensive language. Complicity against other colleagues/blaming others, as this often leads to confidence building for abusive behaviour too be directed.

	always support our colleagues when this occurs.	
Training and CPD	We will support you with training. If you wish to receive this, please ask.	Ignoring opportunities to improve your practice in parent/family engagement.
In Person Escalation/De-escalation	Consider your skills/readiness in de-escalation techniques and if you feel you require training, please ask.	
Recovery and Restitution	Following difficult exchanges, find the professional and personal courage for the 'next contact' and seek for this to be positive. Re-build two-way trust through ongoing contact as appropriate.	Carrying a grudge, seeking to demonstrate their errors, celebrating your 'vindication' etc.
Reflection and Learning	Improve your practice with some CPD based activity in this area.	Avoiding parents/family contact as a professional skill, to be developed and honed in your development.

What to do if you have a concern

Which colleague is best placed to advise you?

- Line Manager
- Head of Department
- Pastoral Lead
- Senior Leadership Team

Consider the nature of the issue and make contact with the appropriate colleague, don't worry about approaching the wrong person, we will correct this and explain if this occurs.

What if you continue to feel unsupported?

Be open about this with the colleague supporting you. That way, we can consider the best support you need e.g. intervening to become the main contact point in the future, offering further training/guidance, offering a stress risk assessment and ongoing support for this etc.

Should I speak to my union rep?

We always encourage staff to engage with union reps if they feel this would be useful. Union reps will ensure that the school provides the support you need if this is not already in place. Union reps are usually not the first port of call as day to day line management often ensures support is well provided. However, we welcome union reps bringing things to our attention if this is not the case.

What if I become fearful of dealing with parents? Can someone do this for me so I don't have to?

Working in school means we should all expect to deal with parents as part of our varied roles. For some staff, this may be frequent and for others less frequent. Where you have low confidence, then we will train you, support you and develop your practice with you so that this grows over time. You should expect to encounter parents in your role and have the professional courage to become skilled in this area as appropriate for your role.