



Staff Wellbeing – Guiding Statement

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.

Because individual needs and challenges are different, a one-size-fits-all approach to wellbeing is unlikely to support our colleagues in the most effective way. For these reasons we do not adopt a singular or common policy in respect of supporting wellbeing but have instead developed this Guiding Statement.

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

2. OBJECTIVE

The aim of this Guiding Statement is to describe our core commitments to staff wellbeing. It sets out how we intend to support wellbeing across all our Schools.

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.

3. OUR WELLBEING COMMITMENT

We expect all our schools to 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.

4. GUIDING EXPECTATIONS FOR WELLBEING

To support our wellbeing commitment, we have 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.

For the reasons stated above, we do not seek to prescribe how our schools should implement or develop wellbeing practices or initiatives, instead leaving our schools to determine and implement the wellbeing initiatives which best meet local needs. However, we agree upon the following **Guiding Expectations which all Orbital schools should incorporate into their local wellbeing strategies;**

- 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 support increased understanding of Mental Health difficulties and promote improved management of personal challenges and stressors to increase individual resilience. Initial training and resources are available via the Orbital CPD Hub (and via EduCare), with delivered training to identified needs / individuals available upon request.
- iii) Wellbeing Training and Resource is also provided to all colleagues, to support the same purpose.
- iv) Wellbeing Surveys should be conducted across all schools to gauge morale and engagement & identify opportunities to improve.
- v) All schools should 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/Leads to assume responsibility for leading initiatives and providing feedback;
 - workload reviews/Time & Resource management/streamlining reviews and focus groups, 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/ opportunity for personal contact and check ins – *i.e., / incorporate wellbeing focus as an agenda item in all 1:1s/annual reviews;*
 - approaches which support involvement and consistency from managers and 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 *i.e., / Healthy Eating / Healthy Mind events and communication etc.;*
 - 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) All schools should develop an Employee Wellbeing policy, which reflects this guiding statement and outlines the school's local approach to wellbeing. This should be shared with all staff so that all colleagues understand the measures and supports available to them, and are clear in respect of how the school pro-actively supports staff wellbeing.
- vii) 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.

5. FINAL NOTE

This Guiding Statement is not contractual and is subject to change at the discretion of the Orbital Education Group, as our Wellbeing practices and policies evolve.

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