



The Kemnal Academies Trust Employee Wellbeing Policy

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PLEASE NOTE THAT ONCE PRINTED THIS IS NO LONGER A CONTROLLED DOCUMENT. PLEASE REFER TO THE TKAT HR ONE STOP SHOP PAGE FOR THE MOST UP TO DATE VERSION.

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1. Introduction

- 1.1. TKAT is committed to providing an environment in which employees feel supported, and that reasonable steps are taken to determine adjustments to ensure employees can fulfil their roles in a healthy positive way.
- 1.2. The trust promotes and encourages employees and Headteacher/ Managers to talk about relevant health and/ or wellbeing matters to be able to identify suitable ways in supporting each other.
- 1.3. As a trust we actively engage in wellbeing focus groups, identify training courses, promote health campaigns, and continuously look for new and tailored ways to support everyone we work with.
- 1.4. This policy applies to all employees of TKAT, and the same principles extend to trainee teachers, casual workers, agency workers and volunteers who are engaged to work in any capacity within the Trust and its academies.
- 1.5. This policy complements and supports the implementation of other TKAT policies and procedures including but not limited to: Diversity, Equal Opportunities and Inclusion, Recruitment and Selection, Absence Management, Flexible Working and Health and Safety Policy.
- 1.6. TKAT policies and supportive information can also be found via the One stop shop;<https://sites.google.com/tkat.org/tkat-hr-one-stop-shop/employee-support/wellbeing>

2. TKAT Visions and Values

- 2.1. The Kemnal Academies Trust (TKAT) aims to foster a culture of the highest professional standards and safeguarding in line with the Trust's purpose, vision and values.

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The TKAT Vision

'Achieving More Together'

A community of learners who share the mindset of success and are driven by the prospect of opportunity for all. An environment of aspiration, respect and openness, enabling staff and students to thrive.

The TKAT Purpose

Within the #oneTKATfamily, the shared and common purpose is to work together as a community of schools to ensure that every child, whatever their background, receives a high quality education.

TKAT is committed to providing outstanding teaching and learning to enable all pupils to meet the challenges of the twenty-first century.

The TKAT Values

#oneTKATfamily:

Shared Voice

Shared Belief

Shared Success

TKAT's strategic priorities (pillars of intent)

Improve educational outcomes

Support those most in need

Be an employer of choice

Work as an integrated Trust

Provide a viable and sustainable infrastructure

TKAT's vision for mentally healthy schools

TKAT's culture and ethos supports the development of healthy minds and emotional wellbeing. Our schools and communities are proactive in promotion and raising awareness of mental health and in reducing the stigma sometimes associated with it. Our Schools, employees and families work in partnership to support our children and young people to develop the necessary tools, beliefs and mindset to overcome any challenges they encounter through life's adventures, to engage with positivity and optimism, and embrace opportunity. Our schools are happy, healthy places where children and employees feel safe, have the resilience to deal with setbacks, and can access timely and effective support when needed.

3. Equality, Diversity and Inclusion

3.1. The trust is committed to:

- Promoting equality and diversity in its policies, procedures, TKAT toolkits and other relevant guidance, adhering to the Equality Act 2010.
- Delivering high quality teaching and services that meet the diverse needs of its student population and its workforce, ensuring that no individual or group is disadvantaged.
- Conditions that are identified during processes may meet the definition of an 'impairment' under the Equality Act and therefore careful consideration must be

given to accommodate reasonable adjustments in the workplace.

Should any employee require any reasonable adjustments throughout any identified process within this policy, they should notify the relevant Manager and TKAT HR team.

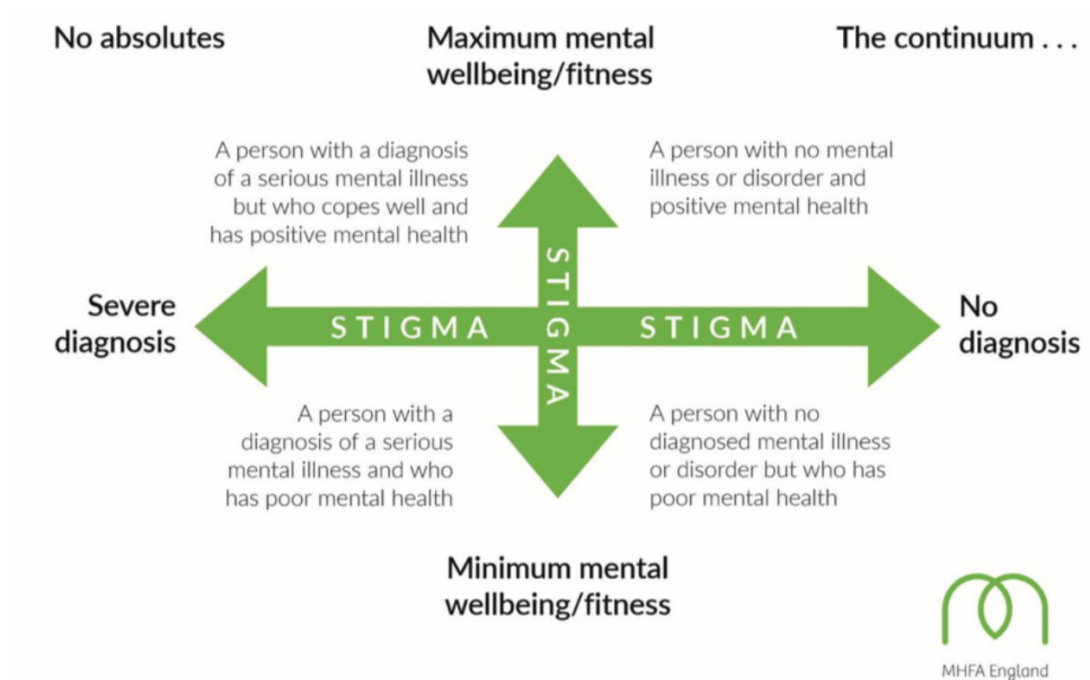
4. Scope

4.1. The term “wellbeing” can be used to describe our overall state of health, including our physical, mental and emotional health. Good levels of wellbeing will generally enable individuals to cope with most day to day challenges, and these levels are likely to fluctuate from time to time throughout life, as circumstances and states of health change.

4.2. The aims of this Policy are:

- To develop a healthy, motivated workforce who are able to work effectively towards individual and organisational objectives,
- To enable Headteachers and other managers across the Trust to promote and support the health and wellbeing of employees in their school or team,
- To encourage and support individual employees in managing their own health and wellbeing, by providing information about self-care and about sources of support that they may wish to access,
- To provide clarity and consistency in addressing any concerns arising in relation to employee wellbeing.

4.3. We all have mental health, just as we all have physical health. Mental health and emotional wellbeing sits on a continuum. It has no absolutes and it can affect anyone regardless of their position within the organisation. We can refer to the four quadrant continuum as developed by Mental Health First Aid England.



4.4. Mental health and wellbeing are not just the absence of mental health problems. Our mental health can change from day to day, month to month, year to year. Where someone's emotional wellbeing dips we want to support them in their recovery.

5. Roles and responsibilities

5.1. Employee's are encouraged to:

- Take responsibility for managing their own health and well-being by adopting a healthy lifestyle, which might include factors such as:
 - Healthy eating
 - Taking regular exercise
 - Getting enough sleep
 - Avoiding excessive consumption of alcohol
 - Cutting down or stopping smoking
 - Follow any medical advice received in relation to maintaining good overall health,
 - Learn to recognise their own triggers of stress with a view to developing a range of strategies for coping with the day-to-day pressures of life and work,
 - Consider completing a Wellness Action Plan with your manager and identify any support you may require
 - Raise any concerns they may have regarding their personal wellbeing with a manager, at an early stage, to seek guidance and support.
 - Promote a supportive working culture through their own professional conduct, treating others with consideration and respect.

5.2. **Headteachers/ Managers are encouraged to:**

- Demonstrate good practice by managing their own health and well-being, as set out above,
- Foster a supportive work environment, operating in a fair, respectful and consistent manner,
- Follow TKAT Health & Safety and HR policies, seeking relevant advice as needed,
- Offer bespoke support by encouraging employees to create a WAP (Wellbeing Action Plan)
- Communicate regularly with members of the school/team, both informally and as part of the performance review process, identifying any areas of support that may be needed,
- Promote a culture of mutual respect within the school/team, setting clear expectations of professional behaviour and addressing areas of concern promptly,
- Encourage employees to identify and discuss any concerns they may have relating to their wellbeing (e.g. stress triggers, sources of anxiety, health concerns),
- Support line managers to build their confidence in discussing issues of mental health with their team members,
- Encourage employees to participate in events and initiatives offered by the School/Trust to promote well-being and more effective working.

5.3. Employee Wellbeing Champions are encouraged to:

- Share information relating to employee wellbeing within their school, ensuring that appropriate signage and signposting exists within the school, for example the DAS employee helpline poster.
- Attend meetings for Wellbeing Champions, where possible, to share good practice.
- Promote and encourage participation in employee well-being activities and initiatives offered by the Trust/School.
- Ensure employees access to training related to mental health and wellbeing
- Conduct school-based Wellbeing Surveys and provide feedback to leaders in order to create an action plan relating to any areas identified for improvement.
- Raise the profile of positive mental health in school.
- Attend training where appropriate, including Adult Mental Health First Aid training (Free training is available through TKAT's in-house MHFA England accredited instructors).

The above points for consideration will be supported by the Manager within working time.

5.4. At trust-level, the Director of Wellbeing and TKAT HR team will:

- Ensure that this policy is aligned with and supports the implementation of the TKAT Mental Health and Wellbeing Strategy.

- Review this policy regularly, in consultation with internal stakeholders and Trade Union representatives.
- Advise managers in relation to any aspects of this policy and other management practices that support health and wellbeing at work. (e.g. Absence Management, Flexible Working)
- Monitor employee wellbeing as part of regular trust-wide Employee Surveys.
- Promote Adult Mental Health First Aid and other appropriate training opportunities for managers

6. Sources of support

6.1. General practitioners (GPs)

Where employees have concerns about their own health and wellbeing, the first point of contact is often the G.P. who will ask questions to understand the source of the concern and how it may be best addressed. The G.P. may also recommend simple lifestyle changes that could improve health and wellbeing, or they may refer to another medical specialist where appropriate.

6.2. Occupational Health

The Trust works with a number of Occupational Health providers, who offer appointments for employees to meet with a qualified medical practitioner, in confidence, to discuss any health issues affecting them at work. This can be helpful in supporting employees who are returning to work after a period of long-term absence but can also be arranged in order to receive advice about how to support an ongoing medical condition in the workplace. The Occupational Health physician will provide a written report for the employee and their manager to discuss, with recommendations to support the employee and facilitate his/her work. Managers are encouraged to contact TKAT HR to discuss referrals, as needed.

6.3. Employee Counselling Helpline

All TKAT employees can access a free, confidential telephone counselling helpline run by DAS, a specialist provider of helpline services. The service is available 24-hours a day, operated by professionally trained counsellors. The helpline number is 0117 934 2121.

6.4. Mediation

Disputes and working difficulties between employees can have potentially damaging effects on individuals' well-being, team morale and productivity. The situation, if not addressed, may cause stress or absence. Mediation is a voluntary process by which a neutral third party (mediator) facilitates a confidential, informal discussion between individuals in order for them to explore and address any sources of dispute and to reach a mutually

agreeable way forward. Managers are encouraged to contact TKAT HR for further details.

6.5. **Trade Unions**

TKAT recognises a number of Trade Unions, who offer individual advice and support to their members. Employees may, if they wish, join a Trade Union at any time.

6.6. **Wellness Action Plans (WAPs)**

- WAPs are a personalised practical tool we can all use - whether we have a mental health issue or not - to help us identify what keeps us well at work, what causes us to become unwell and the support we would like to receive from our manager to boost our wellbeing or to support us through a recovery period.
- Employees/ trainees should be offered to complete a WAP at the beginning of their employment/training - whether they have a mental health issue or not.
- Employees are encouraged to complete a WAP on their return to work after experiencing a mental health difficulty.
- WAPs look at how we, as an organisation, can support employees in ways which they value. Giving people the opportunity to create a WAP gives them ownership of the practical steps needed to help them stay well at work or manage a mental health problem.

7. Training

7.1. **Adult Mental Health First Aid**

TKAT works in partnership with an Adult Mental Health First Aid Instructor from the Sam West Foundation who delivers the two day course on a regular basis. The training enables employees to develop:

- An in depth understanding of mental health and factors that can affect wellbeing.
- Practical skills to spot the triggers and signs of mental health issues
- Confidence to approach, reassure and support a person in distress
- Enhanced interpersonal skills such as non-judgemental listening
- Knowledge to help someone recover their health by guiding them to further support - whether that's self-help resources, through their employer, the NHS or a mix.

7.2. **ALGEE Action Plan**

- Academies who have trained Adult MHFAs will utilise the MHFA ALGEE framework to support with crisis situations and to inform the support process:

A - Approach the person, assess and assist with any crisis

L - Listen and communicate non-judgmentally

G - Give support and information

E - Encourage appropriate professional support

E - Encourage other supports

7.3. **Wellness Action Plan training**

WAP training for line managers and mentors is repeated several times during the course of the year.

Employee's should regularly check the learning and development website;
<https://www.tkat.org/663/upcoming-events-and-bookings>

8. Annex 1. Useful resources

Acas

Information on employer and employee rights, in the workplace

Action Your Potential

Offers wellbeing guidance and development programmes

Alcoholics Anonymous www.alcoholics-anonymous.org.uk

Fellowship of men and women who share their experience, strength and hope with each other to recover from alcoholism.

Anna Freud booklet [Supporting staff wellbeing in schools](#)

Anxiety UK

British Association for Counselling and Psychotherapists www.bacp.co.uk **Counselling Directory**

Searchable websites for accredited counsellors

Carers UK www.carersuk.org

The voice of carers

Cruse Bereavement

Department of Health www.gov.uk/government/organisation/department-of-health

Information on dealing with stress and mental health problems, including the use of Cognitive Behavioural Therapy (CBT)

Depression UK

Eating Disorders - Beat

Education Support Partnership

A UK charity dedicated to improving the health and wellbeing of teachers, teaching assistants, headteachers, lecturers and support staff in schools.

The Equality and Human Rights Commission www.equalityhumanrights.com

The commission is working to eliminate discrimination, reduce inequality, protect human rights and to build good relations, ensuring that everyone has a fair chance to participate in society.

HSE [What are the Management Standards? - Stress - HSE](#)

Information on the stress management standards

LGBT Switchboard

Local Government Employers www.local.gov.uk

Guidance for all councils on stress prevention and management

Mentally Healthy Schools

MIND [Information & Support - Mind](#)

Advice and support for anyone who is experiencing, or supporting another person with, a mental health problem.

MoneyHelper

Free independent service set up by the government to provide information on all money related matters via a helpline, online information and free web chats.

National Self-harm network <https://www.nshn.co.uk/>

NHS 111 [When to use NHS 111](#)

National Health Service advice and guidance on health matters

NHS [5 steps to mental wellbeing - NHS](#)

OCD-UK

Papyrus

Suicide prevention hotline for anyone up to the age of 35 who may be feeling suicidal or anyone who is concerned about someone under the age of 35.

Rape Crisis

Refuge

Relate

UK's largest provider of relationship counselling and therapy.

Rethink Mental Illness

Samaritans

Offers confidential, non-judgemental support to individuals.

SANE

Out of hours helpline for mental health and emotional support and information for anyone affected by mental ill health including family, friends and carers.

Schools in Mind annafreud.org/whatwedo/schoolsinmind

Self Harm UK

Survivors UK

Help and support for men who have experienced sexual violence or abuse.

Women's Aid

9. Annex 2. Sample wellbeing survey questions

These are some survey questions and statements that you may wish to include in your School's survey using a numerical rating scale (e.g. from 'Strongly agree' to 'Strongly disagree').

Headteachers and TKAT leaders have the discretion to select a survey structure and content that is most suited to the context of their school or team.

Using Google Forms is recommended, as responses are collated on an ongoing basis.

Repeating the survey periodically will enable you to measure any changes over time, for example to assess the impact of any wellbeing initiatives introduced.

About the individual respondent:

- (multi-choice) I would describe my role as mainly a) teaching b) leadership c) school-based support d) other professional role.

Other demographic information such as gender and/or age-ranges could be included, but it is important that respondents are not identifiable by their responses to these questions. Demographic questions could be set as *optional*.

About the employee's health and lifestyle:

- On a scale of 1-10 (10 being the best) how would you rate your physical health?
- On a scale of 1-10 (10 being the best) how healthy is your lifestyle in relation to your diet and exercise routines?
- On a scale of 1-10 (10 being the best) how would you rate your emotional/mental health?

About wellbeing at work – your role:

- I am clear about the objectives that I need to achieve
- I am provided with the support and tools necessary to do my job effectively
- I am clear about the scope of my role, and have been provided with a clear and accurate job description
- My role allows me to make use of my skills and experience
- My work offers me challenges to advance my skills
- I have enough time to carry out my job effectively

- I am given enough authority to carry out my job effectively
- I can make decisions about the way I carry out my work
- The work that I do makes me feel like I am adding value, and gives me a feeling of personal achievement

About wellbeing at work – your manager and colleagues:

- I feel that my manager values and listens to my opinions
- My manager provides me with constructive feedback about my work
- My manager demonstrates a commitment to supporting my wellbeing
- At a difficult time, I would approach my manager for support
- I have good working relationships with my colleagues
- I feel that my contribution is valued

About wellbeing at work – your workplace:

- Employees in my workplace have a voice and are able to air their concerns
- My workplace demonstrates a commitment to employee wellbeing
- I feel safe at work

Coping with pressure at work:

- I feel able to cope with pressure at work to complete tasks within given deadlines
- I feel able to cope with challenging situations at work
- On a scale of 1-10 (10 being the highest/worst) how would you rate your stress levels on most of your working days, over the last six months?
- My workplace offers information or other resources to help me cope with stress at work

Work-life balance:

- I have a good work/life balance
- I find it relatively easy to switch-off after I leave work
- I rarely worry about work outside of my usual working hours

Sources of support:

- I am confident that I can source personal support at work, should I feel worried or anxious about my work or personal circumstances.
- I am confident that I can source personal support outside work, when I need to (e.g. from family, friends or others).

A final open (text response) question:

- Please describe any additional information, resources or personal support that you would like, that might improve your wellbeing at work?

10. Annex 3. Wellness Action Plans

A WAP reminds us what we need to do to stay well at work and details what our line managers can do to better support us. It also helps us develop an awareness of our working style, stress triggers and responses, and enables us to communicate these to our manager.

The information in this form will be held confidentially and regularly reviewed by you and your manager together. You only need to provide information that you are comfortable sharing and that relates to your role and workplace. This form is not a legal document, but it can help you and your manager to agree, together, how to practically support you in your role and address any health needs.

It is the responsibility of the employer to ensure that data gathered in this form will be kept confidential and will not be shared with anyone without the permission of the member of staff. Certain circumstances may require confidentiality to be broken in order to safeguard employees.

<p>1. What helps you stay mentally healthy at work?</p> <p><i>(For example: taking an adequate lunch break away from your desk, getting some exercise before or after work, light and space in the office, opportunities to get to know colleagues)</i></p>	
<p>2. What can your manager do to proactively support you to stay mentally healthy at work?</p> <p><i>(For example: regular feedback and catch ups, explaining wider organisational developments)</i></p>	
<p>3. Are there any situations at work that can trigger poor mental health for you?</p> <p><i>(For example: conflict at work, organisational change, tight</i></p>	

<p><i>deadlines, something not going to plan)</i></p>	
<p>4. How might experiencing poor mental health impact your work? <i>(For example: you may find it difficult to make decisions, struggle to prioritise work tasks, difficulty with concentration, drowsiness, confusion, headaches)</i></p>	
<p>5. Are there any early warning signs that we might notice when you are starting to experience poor mental health? <i>(For example: changes in normal working patterns, withdrawing from colleagues)</i></p>	
<p>6. What support could be put in place to minimise triggers or help you to manage the impact? <i>(For example: extra catch-up time with your manager, guidance on prioritising workload, consider reasonable adjustments)</i></p>	
<p>7. Are there elements of your individual working style or temperament that are worth your manager being aware of? <i>(For example: a preference for more face to face or more email contact, a need for quiet reflection time prior to meetings or creative tasks, negotiation on deadlines before they are set, having access to a mentor for questions you might not want to bother your manager about, having a written plan of work in place which can be reviewed and amended regularly, clear deadlines if you have a tendency to over-work a task, tendency to have particularly high or low</i></p>	

<i>energy in the morning or in the afternoon)</i>	
<p>8. If we notice early warning signs that you are experiencing poor mental health – what should we do?</p> <p><i>(For example: talk to you discreetly about it, contact someone that you have asked to be contacted)</i></p>	
<p>9. What steps can you take if you start to experience poor mental health at work? Is there anything we need to do to facilitate them?</p> <p><i>(For example: you might like to take a break from your desk and go for a short walk, or ask your line manager for support)</i></p>	
<p>10. Is there anything else you would like to share?</p>	


Employee signature: Date:

Line Manager signature: Date:

Review date:

Alternative formats:

[Wellness Action Plan download - Mind](#)

 [GIB-Wellbeing-action-plan.pdf](#)

[Wellness Wellbeing Action Plans](#)

TKAT Employee Support

TKAT is committed to continually identifying and investing in platforms of support for employees and students. Below are some of these reliable sources for employees;

Source	Link
TKAT HR Team	https://sites.google.com/tkat.org/tkat-hr-one-stop-shop/home
Employee Assistance Programme (DAS)	https://sites.google.com/tkat.org/tkat-hr-one-stop-shop/employee-support/wellbeing
Union Representative	<p>NEU https://neu.org.uk/joining-neu</p> <p>ASCL https://www.ascl.org.uk/join-us</p> <p>NAHT https://www.naht.org.uk/joinus</p> <p>NASUWT https://www.nasuwt.org.uk/why-join.html</p> <p>VOICE https://community-tu.org/join/?comsource=NewWebJoinerMainNav</p> <p>GMB https://www.gmb.org.uk/join-gmb</p> <p>UNISON https://joining.unison.org.uk/join-unison-today/</p> <p>UNITE https://www.unitetheunion.org/</p>