

GLC Staff Wellbeing Policy

This Policy was ratified by the Board of Directors on :	Summer 2024
This Policy will be reviewed on :	Summer 2026

GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

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Section 1: Introduction: Aims and Purpose

1. Aims

The GLC as an employer has a duty to ensure the health, safety and welfare of its employees as far as reasonably practicable. It is also required to have in place measures to mitigate, as far as practicable, factors that could harm employees' physical and mental wellbeing. This duty extends only to those factors which are work-related and within each GLC Academy's control.

The GLC values people and is committed to creating working practices which prioritises their wellbeing and workload enabling them to thrive in a supportive environment. We understand that our staff are our most valuable asset and therefore creating an environment that makes people want to join and makes them want to stay in our organisation, is our priority and underpins our People Strategy [Appendix 1].

This policy aims to:

1. Support the wellbeing of all staff to avoid working practices which may impact their mental and physical health;
2. Provide a supportive work environment for all staff;
3. Acknowledge the needs of staff, and how these change over time;
4. Allow staff to balance their working lives with their personal needs and responsibilities;
5. Help staff with any specific wellbeing issues they experience;
6. Ensure that staff understand their role in working towards the above aims.

2. Defining wellbeing

The International Labour Organisation defines workplace wellbeing as ‘all the related aspects of working life, from the quality and safety of the physical environment, to how workers feel about their work, their working environment, the climate at work and work organisation.’ Working practices at The GLC are informed by The UK Health and Safety Executive management standards, which set out six key areas of work design, that if not properly managed, are associated with poor health, lower productivity and increased accident and sickness absence rates. The six management standards are:

- **Demands** – this includes issues such as workload, work patterns and the work environment;
- **Control** – how much say the person has in the way they do their work;
- **Support** – this includes the encouragement, sponsorship and resources provided by the organisation, line management and colleagues;
- **Relationships** – this includes promoting positive working to avoid conflict and dealing with unacceptable behaviour;
- **Role** – whether people understand their role within the organisation and whether the organisation ensures that they do not have conflicting roles;
- **Change** – how organisational change [large or small] is managed and communicated in the organisation.

3. National research and statistics

The GLC believes it is important to keep up to date with national research and reports related to the wellbeing of staff in the educational setting, so that we can fully understand and create working practices which mitigate factors negatively impacting this. The ‘Teacher wellbeing at work in schools and further education providers’ report [2019], summarises the following barriers:

- Workload is high, affecting work-life balance;
- Staff perceive a lack of resources as a problem that stops them from doing their job as well as they can;
- Poor behaviour is a considerable source of low occupational wellbeing, and teachers do not always feel supported by senior leader and parents with managing it;
- Relationships with parents can be a negative factor and a source of stress;
- Educators told us that they do not have enough influence over policy, which changes too quickly;
- Educators feel that Ofsted inspections are a source of stress;
- Staff need more support from their line managers.

4. National policies, organisations and publications

- <https://www.hse.gov.uk/>
- <https://whatworkswellbeing.org/>
- [Teacher wellbeing at work in schools and further education providers - GOV.UK](#)
- [The Education Staff Wellbeing Charter - GOV.UK](#)
- [Workload Reduction Taskforce: Initial recommendations - GOV.UK](#)
- Talent Architects - How to make your school a great place to work [Mandy Coalter]
- What makes teachers unhappy and what you can do about it - Building a culture of staff wellbeing [Mark Solomons & Fran Abrams]
- Stop talking about wellbeing - A pragmatic approaches to teacher workload [Kat Howard]
- Putting staff first [John Towsett & Jonny Uttley].

5. Supporting GLC policies

- Equality of opportunity policy
- Health and safety policy
- Flexible working policy
- Behaviour and relationships policy
- Staff code of conduct [including whistleblowing]
- Staff counselling policy
- Staff sickness absence management policy & managers’ Guidance

- GLC long service policy

Section 2: Staff

1. Staff responsibilities [See Appendix 2]

1a: All staff are expected to:

- Treat each other with empathy and respect;
- Keep in mind the workload and wellbeing of other members of staff;
- Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance;
- Report honestly about their wellbeing and let other members of staff know when they need support;
- Follow the school's policy on out-of-school hours working, including guidance on when it is and isn't reasonable to respond to communications;
- Contribute positively towards morale and team spirit;
- Use shared areas respectfully, such as the staff room or offices;
- Take part in training opportunities that promote their wellbeing.

1b. Line managers are expected to:

- Maintain positive relationships with their staff and value them for their skills;
- Provide a non-judgemental and confidential support system to their staff;
- Take any complaints or concerns seriously and deal with them appropriately using the school's policies;
- Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance;
- Make sure new staff are properly and thoroughly inducted and feel able to ask for help;
- Understand that personal issues and pressures at work may have a temporary effect on work performance, and take that into account during any appraisal or capability procedures;
- Promote information about, and access to, external support services;
- Help to arrange personal and professional development training where appropriate;
- Keep in touch with staff if they are absent for long periods;
- Monitor staff sickness absence, and have support meetings with them if any patterns emerge;
- Conduct return to work interviews to support staff back into work;
- Conduct exit interviews with resigning staff to help identify any wellbeing issues that led to their resignation.

1c. Senior staff are expected to:

- Lead in setting standards for conduct, including how they treat other members of staff;
- Manage a non-judgemental and confidential support system for staff;
- Monitor the wellbeing of staff through regular surveys and structured conversations;
- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring;
- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible;
- Make sure job descriptions are kept up-to-date, with clearly identified responsibilities and staff being consulted before any changes are made;
- Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives;
- Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school;
- Establish a clear communication policy, including on when it is and isn't reasonable for staff to respond to communications, and provide clear guidance to all stakeholders;
- Make sure that the efforts and successes of staff are recognised and celebrated;
- Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload;
- Provide resources to promote staff wellbeing, such as training opportunities;

- Promote information about, and access to, external support services, and make sure that there are clear routes in place to escalate a concern in order to access further support.

1d. The directors and governing body is expected to:

- Make sure the school is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment;
- Monitor and support the wellbeing of all staff;
- Analyse data related to wellbeing; support and challenge;
- Ensure that resources and support services are in place to promote staff wellbeing;
- Make decisions and review policies with staff wellbeing in mind, particularly in regards to workload;
- Be reasonable about the format and quantity of information asked for from staff as part of monitoring work;
- Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them.

1e. The designated staff wellbeing champion in each academy is expected to:

- Plan and lead on staff awareness and national events in their academy [Appendix 3];
- Organise "acts of kindness" termly events for staff;
- Signpost and promote services such as mental health first aiders and organisational links [Appendix 4];
- Encourage colleagues to participate in the GLC's wellbeing initiatives / challenges;
- Champion and promote relevant health messages and events working collaboratively with other GLC wellbeing champions to promote a healthy culture in the workplace;
- Keep up to date with new legislation, initiatives and programmes that will support the academy to move forward in the areas of mental health, safeguarding, extremism and emotional wellbeing.

1f. The staff mental health and emotional wellbeing lead is expected to:

- Be a member of the academy leadership team;
- Ensure that staff wellbeing is a standing item on GLC Local Governing Body meetings and GLC Board meetings;
- Provide whole academy leadership in mental health and wellbeing, for both staff and students ensuring there is a robust strategy for development and implementation in each academy;
- Ensure there is the best possible support available for staff with identified mental health needs;
- Support the wellbeing champions to fulfil their role as part of the whole school mental health and wellbeing strategy.

1g. Trained mental health first aiders within each academy are expected to:

- Provide first line support for someone experiencing poor mental health or wellbeing;
- Signpost external sources of support;
- Work to promote positive mental health in the workplace reducing stigma around mental health and wellbeing;
- Ensure their training is up to date and refreshed every 3 years;
- Make sure they are aware of what mental illness is and how to ensure the correct advice is provided in the workplace;
- Make sure their work is promoted across the organisation.

Section 3: Working practices

1. DFE Education Wellbeing Charter

The GLC has signed-up to the DFE Education Wellbeing Charter to:

- Show staff that you take their well being seriously;
- Open a conversation with staff about their wellbeing and mental health;
- Create a staff wellbeing strategy;
- Create a wellbeing-focused culture.

The GLC has used the DFE Education wellbeing Charter to consider and evaluate its working practices and to outline the measures and strategies in place to support the wellbeing of our staff, under the following headings:

- Prioritise Staff Mental Health;
- Give staff the support they need to take responsibility for their own and other people's wellbeing;
- Give managers access to the tools and resources they need to support the wellbeing of those they line manage;
- Establish a clear communications policy;
- Give staff a voice in decision-making;
- Drive down unnecessary workload;
- Champion flexible working and diversity;
- Create a good behaviour culture;
- Include a sub-strategy for protecting leader wellbeing and mental health;
- Support staff to progress in their career.

Appendix 5: DFE Wellbeing Charter and Working Practices

2. Communication policy

Staff emails: [Read in conjunction with the email good practice guide outlined in the Staff Code of Conduct and Whistleblowing policy: [Staff Code of Conduct and Whistleblowing policy](#)]

The GLC understands that it is important to set out protocols for the appropriate use of email and what is expected of those sending and receiving emails, taking into account the impact these can have on the workload and wellbeing of school staff:

- Staff should give consideration as to the time emails are sent, however following consultation, they are not restricted to sending emails within specific hours;
- Staff are required to access their emails at-least once every 24 hours and to respond to emails within 48 hours during term time [excluding weekends] - all staff at The GLC will have this information at the bottom of their emails;
- Emails should be kept to a minimum during school holidays and there should not be an expectation for these to be responded to until school resumes, unless staff are designated to work during this time;
- Staff have the choice as to whether they have their work emails connected to their personal phone, however this is not an expectation;
- Only authorised staff should be able to send 'All Staff' emails and these should be kept to a minimum;
- Staff should consider who needs to receive the information being sent and only send this to the relevant email address, avoiding 'reply all' emails unnecessary;
- Staff should consider the content and tone of their emails and ensure they do not put undue stress on staff, ie: 'Can you pop and see me at the end of the school day before you go home?';
- Emails should be written in a professional manner and using correct language.

Communication with parents:

- Staff are not required to respond to parents outside the working day [8.00 - 4.00pm];
- Staff should typically respond to parents within 48 hours, or as soon as they are able if this is related to a safeguarding concern;
- Staff are encouraged to apply 'quiet hours' on applications such as Class Dojo. This is when messages will not be read or responded to. The agreed quiet hours are between 6.00pm and 8.00am Monday to Friday and at the weekend. Messages to parents/carers will only be sent outside these times in exceptional circumstances.

3. Employee assist and personal insurance programme

All staff can take advantage of our employee assist programme and health insurance [Westfield insurance], including: 24/7 access to a doctor, a 24 hour advice & information line, dental treatment, subsidised prescriptions, various therapies, gym discounts and a variety of rewards. [Appendix 6]

4. Staff counselling

GLC Staff are able to access 6 counselling sessions per year, covered by Westfield Health Insurance. Staff are encouraged to speak to their line manager if they feel additional counselling sessions are required. The Counselling Service for staff will be operated on a confidential and ethical basis and will be consistent with the Ethical Framework for Good Practice in Counselling and Psychotherapy, established by the British Association for Counselling and Psychotherapy [BACP].

5. Staff wellbeing enrichment opportunities & wider strategies, include:

- **Organisational gatherings:** All staff within the GLC come together at-least once a year to celebrate the achievements of individual schools, students and their progress as well as sharing the success of the staff effort and commitment;
- **Staff wellbeing gatherings:** All academies provide events for staff to come together and socialise, such as wellbeing breakfasts, afternoon tea and 'cheese and chatter';
- **My Day:** All staff across the GLC are entitled to 'one day' off in the academic year to do something outside of work to support their wellbeing;
- **Free Gym membership:** All GLC staff are entitled to use of the gym that is located in the Gateway Academy;
- **Free Tea/Coffee:** All members of staff are entitled to free tea/coffee at work. If the individual GLC Academy is providing additional services such as lattes, cappuccinos, etc., there will be a small additional charge;
- **GLC theatre trips:** The GLC organises a number of subsidised theatre trips throughout the academic year;
- **Long service rewards:** We are committed to thanking staff who stay with the GLC for a number of years by rewarding them with vouchers and/or time off in lieu [see the Long Service Policy for more details].

6. Reporting concerns about a member of staff

Academy staff may become aware of warning signs which indicate a member of staff is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with their Mental Health and Emotional Wellbeing Lead. We should be honest with regards to the issue of confidentiality. If it is necessary for us to pass our concerns about a member of staff on, then we should discuss this with the member of staff beforehand, detailing who we are going to talk to, what we are going to tell them and why we need to tell them.

We should never share information about a member of staff without first telling them. Ideally, we would receive their consent, though there are certain situations when information must always be shared with another member of staff such as there is an immediate risk to themselves, other members of staff or those in their care.

Section 4: Monitoring and Evaluation

1. Trust cycle for workload and wellbeing

The GLC believes that it is essential to take feedback from staff and to 'know our numbers' in relation to staff workload and wellbeing [Appendix 7]. There are a variety of means by which staff voice is gathered, outlined in our Trust cycle for workload and wellbeing [Appendix 8], including an analysis of the following which supports us to adapt and refine our working practices:

- Staff wellbeing surveys with leadership follow-up to explore and address issues raised;
- Staff absence reports, including Trust comparisons and trends [Governors/Board of Directors];
- Staff turnover reports, including Trust comparisons and trends;

- Staff wellbeing plans;
- Staff stress risk assessments;
- Occupational Health referrals;
- Staff accessing counselling internally or externally;
- Exit and stay interviews;
- Workload surveys - staff feedback on tasks that are high effort for staff, but low impact for pupils;
- Feedback from staff about enrichment activities that support them to manage their wellbeing.

2. Framework for evaluation and improvement

The views of staff, both positive and areas of improvement, are analysed and discussed at the GLC Steering Group, Recruitment and retention action group and related action groups, supporting us to evaluate and refine our working practices.

We typically follow the approach from the 'What Works Wellbeing' organisation of:

- Knowing our context;
- Finding out staff views about workload and wellbeing;
- Analysing results and benchmarking;
- Action Planning;
- Evaluating Impact;
- Sustaining improvement.

This policy is constantly under review, if you wish to make any suggestions of how this policy can be improved, please speak to your mental health and emotional wellbeing lead.

Appendix 1

Our People Strategy

Our aim is to attract great people who want to help us to achieve our motto, mission and values. We are committed to creating working practices which enable all members of our team to thrive in a supportive environment.

Welcoming Great People We endeavour to attract and welcome great people to our Trust and give them the best start to their career with us.	
Ethos & Culture	<ul style="list-style-type: none"> ● Professional trust: Leaders create a culture of professional trust and the belief that everyone is committed to doing a good job ● Friendly & supportive: We develop productive relationships by instilling our Trust core values of compassion, resilience, responsibility and aspiration ● Equality of opportunity: We actively promote our Trust mantra [All different: All equal, Together improving upon our best], celebrate uniqueness and ensure individual differences are celebrated and do not act as a barrier to success ● Feedback: We actively seek feedback from all staff and use this to influence working practices, so that staff can thrive in a supporting setting
Induction & Onboarding	<ul style="list-style-type: none"> ● Induction: All staff receive a comprehensive induction programme and are equipped with the resources and equipment to effectively fulfil their role. Where possible, teachers are invited into school for an induction day, ahead of their starting date
Benefits	<ul style="list-style-type: none"> ● Golden hello: Staff receive a golden hello payment of £1000 after a qualifying period of 6 months [Payable to Teachers and LSAs on MPS/UPS] ● Flexible working: All applications for flexible working will be considered in-line with the GLC flexible working policy ● Employee assist programme & insurance: All staff can take advantage of our health and wellbeing plan via our partnership with Westfield Health. This includes: 24/7 access to a doctor, a 24 hour advice & information line, dental treatment, various therapies, gym and retail discounts and a variety of rewards ● Electric car scheme: Staff can take part in our electric car scheme [terms and conditions apply] ● Cycle to work scheme: All staff can take part in our cycle to work scheme, enabling them to hire a bike and cycling equipment, with the cost taken from your monthly salary before national insurance and income tax are deducted
What do our staff say?	<ul style="list-style-type: none"> ● Leader [Eliza Epstein: GPFS] I joined The GLC a few years back in my first senior leadership role. I have learnt so much since being here and have been supported by a great number of individuals across a range of roles and schools who have helped me to improve upon my best. It was clear from the day I joined that staff are valued here and my well-being mentor, as well as a number of other staff, checked in on me regularly to support me with new routines and systems. There is a culture of staff giving feedback on what is working well and offering ideas to make improvements and I've always felt

	<p>that my opinions are welcomed. I look forward to continuing to develop as a leader here at The GLC.</p> <ul style="list-style-type: none"> ● Teacher: [Daryl Winchester: LPA] Being part of the team at the GLC I feel welcome, supported and respected. I have been grateful for the guidance I have been given throughout my early career development, with my well-being frequently reviewed by the team to ensure that I feel safe and supported. Through continued professional development my pedagogy has been enriched with many different skills and techniques that I can confidently take into the classroom and with a strong, inclusive ethos my opinion is always heard, and supportive feedback is provided to continually move my teaching forward. ● Non-pupil facing support staff - Support Service Manager: [Jo Allison] Being part of an organisation that understands that supporting people to achieve means not just having Core Values but practical ways to reflect them. This has enabled me to feel a sense of belonging to a wider community, listened to, feeling secure in my role and encouraging me to push myself to learn new skills in a safe environment and develop myself. Over the last five years, I have grown as a person and transferred my skills from business into the educational setting in a successful way. As support services we are recognised as being a key part in the overall effectiveness of the school, treated with respect, appreciated not only within my own school but across the Trust as a whole.
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<p style="text-align: center;">Retaining Great People</p> <p style="text-align: center;">We believe that our staff are the most important resource and their well-being is paramount to maintaining a successful and forward-thinking organisation.</p>	
Wellbeing & workload	<ul style="list-style-type: none"> ● DFE Well-being charter: We have signed up to and actively promote working practices which reflect the DFE Well-Being Charter: The Education Staff Wellbeing Charter - GOV.UK ● Workload reduction: We monitor and evaluate the workload and well-being of our staff and adapt our working practices in response to feedback ● Assessment & Feedback: Our assessment and feedback policy prioritises, ‘in the moment’ verbal and whole class feedback, reducing hours of marking time ● Behaviour and conduct: The behaviour of pupils across our Trust is very good because we have a consistent approach to behaviour management, supporting pupils and adults ● Over and above PPA time: Our staff are provided with over and above planning, preparation and assessment time ● Organisation and systems: Our staff benefit from the excellent organisation of key dates and events at Trust and academy level ● Well-being events: Staff enjoy a range of well-being events designed to bring the Trust and academy community together, including random acts of kindness days and various social outings
Support services	<ul style="list-style-type: none"> ● Support Service Manager: Each academy has support from a service manager to support staff with all non-teaching related matters, such as human resources, reprographics, equipment, payroll, etc ● Support: We believe that pupil-facing staff should be able to focus on teaching and we therefore provide a range of support services so that teachers are not required to complete unnecessary administrative tasks, such as data entry and bulk photocopying
Benefits	<ul style="list-style-type: none"> ● Long service awards: We acknowledge long service at 5/10/15/20/25+ years, with a range of rewards including hampers, vouchers and days off ● Quality first teaching: There is no expectation for teachers to lead after school clubs or booster sessions [Primary]

	<ul style="list-style-type: none"> • A paid my day: Each member of staff is entitled to a paid 'my day' each year • Subsidised holiday provision: Staff are entitled to subsidised holiday provision for their children
What do our staff say?	<ul style="list-style-type: none"> • Leader [Hayley Razzell: HPA] • The GLC team are always reviewing and improving staff workload and how this can be reduced through increased PPA time, shared trust planning and decreasing written feedback. Across the Trust there is support available for our well-being, including my days and support with administration tasks, which makes us feel valued as a member of staff at The GLC. • Teacher: [Emma Walsh: GPFS] Across the GLC, staff well-being and workload is at the heart of many decisions. This is evident through; half-termly surveys capturing staff voice, an increase in PPA time, the introduction of My Days and the consistent refinement of our feedback policy. The Trust, together, creates shared planning, this collaboration reduces workload significantly whilst promoting a shared passion for teaching across the schools. The GLC is full of opportunities for progression where ongoing, friendly support can be found across the trust. • Non-pupil facing support staff: [Lee Spall: Site Manager: LPA] From a site management perspective I have witnessed so many positive changes throughout my career and have worked with some truly inspirational people with the same goals and values. Team work has always been a fundamental aspect in making the weather and I believe this is why our working environment is so positive and stable. The trust has developed my skills and I'm proud and extremely grateful for the opportunities to better myself. I have always felt like I belong here and a part of the GLC family.

Developing Great People

Whichever career pathway you choose at The Gateway Learning Community, you will be supported to achieve your career aspirations and goals through internal and external training and development programmes.

Professional Development	<ul style="list-style-type: none"> • Improving upon our best: We create a culture whereby every member of staff can improve their performance, not because they are not good enough, but that with the right development and training, they can be even better • Evidence informed approaches: Our approach to teaching and learning is built on evidence informed and researched based approaches - we believe that with a good understanding of cognitive science and how pupils learn most effectively, teachers can deliberately use the most effective teaching and learning approaches • Action research: Our teachers and leaders work with organisations and carry out internal action research projects, such as how the use of artificial intelligence can enhance the learning experience for pupils and reduce teacher workload • Tailored professional development: We offer a tailored approach to professional development, relative to teacher's experience and expertise:
	Universal offer
	<ul style="list-style-type: none"> • A comprehensive programme of professional development reflecting Academy and Trust priorities • Opportunities to observe best practice within your own academy and across the Trust • Access to a best practice directory of teacher videos

	<ul style="list-style-type: none"> • Collaboration with partner teachers across the Trust • Regular opportunities for professional reading built in to professional development <p style="text-align: center;">Stage of Career: Early Career Teacher</p> <ul style="list-style-type: none"> • ECT clinics and conferences in conjunction with Ambition Leadership and The Professional Learning Network • Additional ECT clinics delivered by our Trust teaching and learning team • Opportunities to collaborate with ECTs across our Trust • An experienced fully trained mentor to support and guide you through your 2 year ECT programme <p style="text-align: center;">Stage of Career: Recently Qualified Teacher</p> <ul style="list-style-type: none"> • Further training and development based on the targets set at the end of your ECT programme • Structured targeted support from phase leaders, through coaching, core team meetings and planning, preparation and assessment time • Professional conversations and support to help you plan your career path to achieve your career aspirations <p style="text-align: center;">Stage of Career: Established Teacher</p> <ul style="list-style-type: none"> • A differentiated programme of professional development, including opportunities to observe best practice in your own academy and across the Trust • Regular opportunities for professional reading and action research • Opportunities to mentor trainee teachers and those in the early stages of their career • Opportunities to visit academies within our Trust and nationally to learn from best practice <p style="text-align: center;">Stage of Career: Middle and Senior Leaders</p> <ul style="list-style-type: none"> • A wide range of leadership development opportunities within each academy, across the Trust and through our various partnerships • Opportunities to visit academies within our Trust and nationally to learn from best practice • Opportunities to contribute to Trust policies and practices through collaboration at Trust action groups • Opportunities to lead professional development for teachers within each academy and across the Trust
Partnership working	<ul style="list-style-type: none"> • Trust collaboration: We are proud of the collaboration across our Trust and believe it is the key to the ongoing development of our staff. Leaders, teachers, pupil-facing support and non-pupil facing staff have the opportunity to develop in their role, alongside their peers across the Trust • Subject specialists: Our staff benefit from professional development from primary and secondary subject specialists who work across our Trust, including: English, Mathematics, Spanish, Music, Physical Education and Special Educational Needs • Partnership working: We are fortunate to work with a range of partners which provide professional learning opportunities for our staff,

	including: Partners in Excellence [Pixl], The Royal Opera House [ROH], Thurrock Music Service and Thurrock School Sport Partnership
Career Pathways	<ul style="list-style-type: none"> ● Career progression within our Trust: We are passionate about developing our staff and supporting them to achieve their career aspirations. This often means developing and nurturing them to progress into subject specialist teachers or leaders within our Trust, either at their own academy or within one of our Trust academies. ● Leadership development: We are passionate about developing leaders to be the best they can be and provide regular internal leadership development sessions, as well as working with a range of leadership development providers, such as Ambition Leadership, The Best Practice Network and The Confederation of School Trust [CST] ● Academy collaboration: We actively seek opportunities to visit and learn from successful Trusts and Schools, current partnerships include: University Schools Trust [St Pauls Way & Cyril Jackson School], Old Ford Primary and Tollgate Primary School
What do our staff say?	<ul style="list-style-type: none"> ● Leader [Catherine Bignell: TPA] During my employment within the GLC, I have been given a wide variety of professional development opportunities. As deputy head, these have enabled me to both extend my leadership skills but also to act as mentor and support other members of staff to develop their knowledge and skills. Most recently, I have completed an instructional coaching course that has had a wide impact for me professionally and for that of the school. I have planned and led training for GLC staff and our own school staff. Even at the times when I thought that I would not be able to achieve this, the encouragement and belief from the GLC that it could be achieved, was extremely beneficial. ● Teacher: [Kat Philpott: TPA] Personally, I have thrived in an environment that values continual improvement and personalised professional growth, I've benefited significantly from the commitment to supporting staff in achieving their career goals within the Trust. Starting a teaching apprenticeship with no prior experience or qualifications, the GLC's guidance has enabled me to teach unqualified for three years now, alongside pursuing my BA [Hons] in Primary Education at CCCU, now in my final year. I started as a volunteer, I am now teaching full time with my own class - a testament to the transformative support and opportunities provided by the GLC. ● Non-pupil facing support staff - Finance director: Jo Jones [Central team] - The GLC has supported me to reach my true potential, supporting me in my AAT Examinations, providing training resources when required and encouraging collaboration with other organisations such as CST. I have been encouraged to progress to new levels even when I did not necessarily have the belief in myself. I started as a Junior Finance Assistant and have had the opportunity to rise up from that role to a leadership position making me feel a true part of the GLC family.

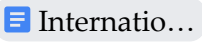
Appendix 2

GLC Wellbeing Team

	Gateway Academy	Gateway Primary Free School	Herringham Primary Academy	Lansdowne Primary Academy	Tilbury Pioneer Academy
Staff Mental Health and Emotional Wellbeing Lead	Trudi Bryant	Natalie Carroll	<i>Nicola Simao</i>	Anna Sparrow	Catherine Bignell
Trained Mental Health First Aiders	Dionne Locke Sam Vickers Trudi Bryant	Katie Creighton	Donna Dennett, Christine Egan	Kathryn Luckin Anna Sparrow	Jo Allison
Staff Wellbeing Champion	Ashleigh Tobin Clare Gibson	Amy Storr	<i>Nicola Simao</i>	Alaina Bettridge	Donna Sherman
Wellbeing Governor	TBC	Anne Fraser Jasima Begum	Anne Fraser Jasima Begum	Jamie Jardine Robin Atkins	Jamie Jardine Robin Atkins

Appendix 3

Staff awareness and national events

Enrichment opportunity	Google link/ Information	Autumn 1 Sep-Oct	Autumn 2 Nov- Dec	Spring 1 Jan-Feb	Spring 2 March - April	Summer 1 May-June	Summer 2 June-July
National days: Important Dates For Your 2024 Wellbeing Calendar Haptivate							
½ termly - internal		In school staff well-being get together [breakfast/ afternoon tea/cheese & chatter, etc]	In school staff well-being get together [breakfast/ afternoon tea/cheese & chatter, etc]	In school staff well-being get together [breakfast/ afternoon tea/cheese & chatter, etc]	In school staff well-being get together [breakfast/ afternoon tea/cheese & chatter, etc]	In school staff well-being get together [breakfast/ afternoon tea/cheese & chatter, etc]	In school staff well-being get together [breakfast/ afternoon tea/cheese & chatter, etc]
National days	Wellbeing Strategy 	September World Suicide Prevention Day World Gratitude Day International Happiness at Work Week National Inclusion Week	November Stress Awareness Day 11.11 Remembrance Day World Kindness Day December World AIDS	January Dry January Blue Monday Parental Mental Health Day February LGBT History Month Time to talk day	March Women’s History Month Employee Appreciation Day International Women’s Day Nutrition and Hydration Week	May NATIONAL WALKING MONTH World Laughter Day Black Inclusion Week Mental Health Awareness Week	June Pride Month World Environment Day Global Wellness Day International Men’s Health Week

		<p>World Heart Day</p> <p>October Black History Month</p> <p>Stoptober</p> <p>World Mental Health Day</p> <p>World Menopause Day</p>	<p>Day</p> <p>International Day of People with Disabilities</p> <p>Human Rights Day</p> <p>World Solidarity Day</p>	<p>World Cancer day</p> <p>Random act of kindness day</p> <p>Emotional Health Day</p>	<p>Neurodiversity Celebration Week</p> <p>World Happiness Day</p> <p>April Stress awareness month</p> <p>World Autism Acceptance Day</p> <p>World Health Day</p> <p>Earth Day</p> <p>On your feet Britain</p> <p>World Health & Safety Day At Work</p>	<p>Learning at Work Week</p>	<p>Learning Disability Week</p> <p>July PLASTIC FREE JULY</p> <p>DISABILITY PRIDE MONTH</p> <p>International Non-binary People's Day</p> <p>International Nelson Mandela Day</p> <p>International Day of Friendship</p>
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Appendix 4

Signposting support

Support and mechanisms to signpost	Google link/ Information	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Staff bulletin - key messages based on the NHS 5 ways to well-being & the Education Support Programme Charity	5 steps to mental wellbeing - NHS Mental health & wellbeing resources for teachers, education staff & schools	<p>1. Connect with other people</p> <p>Good relationships are important for your mental wellbeing. They can:</p> <ul style="list-style-type: none"> • help you to build a sense of belonging and self-worth • give you an opportunity to share positive experiences • provide emotional support and allow you to support others 	<p>2. Be physically active</p> <p>Being active is not only great for your physical health and fitness. Evidence also shows it can also improve your mental wellbeing by:</p> <ul style="list-style-type: none"> • raising your self-esteem • helping you to set goals or challenges and achieve them • causing chemical changes in your brain which can help to positively change your 	<p>3. Learn new skills</p> <p>Research shows that learning new skills can also improve your mental wellbeing by:</p> <ul style="list-style-type: none"> • boosting self-confidence and raising self-esteem • helping you to build a sense of purpose • helping you to connect with others <p>Even if you feel like you do not have enough time, or you may not need to learn new things, there are lots of</p>	<p>4. Give to others</p> <p>Research suggests that acts of giving and kindness can help improve your mental wellbeing by:</p> <ul style="list-style-type: none"> • creating positive feelings and a sense of reward • giving you a feeling of purpose and self-worth • helping you connect with other people <p>It could be small acts of kindness towards other people, or larger ones like volunteering in your local</p>	<p>5. Pay attention to the present moment (mindfulness)</p> <p>Paying more attention to the present moment can improve your mental wellbeing. This includes your thoughts and feelings, your body and the world around you.</p> <p>Some people call this awareness "mindfulness". Mindfulness can help you enjoy life more and understand yourself better. It can positively change the way</p>	<p>1. Connect with other people</p> <p>Good relationships are important for your mental wellbeing. They can:</p> <ul style="list-style-type: none"> • help you to build a sense of belonging and self-worth • give you an opportunity to share positive experiences • provide emotional support and allow you to support others

			<p>mood</p> <p>Read about exercise guidelines and workouts to help improve your fitness and wellbeing</p>	<p>different ways to bring learning into your life.</p>	<p>community.</p> <p>Some examples of the things you could try include:</p> <ul style="list-style-type: none"> • saying thank you to someone for something they have done for you • asking friends, family or colleagues how they are and really listening to their answer • spending time with friends or relatives who need support or company • offering to help someone you know with DIY or a work project • volunteering in your community, such as 	<p>you feel about life and how you approach challenges.</p> <p>Read more about mindfulness, including steps you can take to be more mindful in your everyday life.</p>	
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					helping at a school, hospital or care home.		
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Appendix 5

DFE Wellbeing Charter: [The Education Staff Wellbeing Charter - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672212/DFE-Wellbeing-Charter-2020.pdf)

Prioritise Staff Mental Health	
Aspect	Current Working Practices
Tackle mental health stigma within the organisation, promoting an open and understanding culture.	<ul style="list-style-type: none"> ● Senior Mental Health Lead appointed in each academy ● Trained mental health first aider appointed in each academy [supporting mental well-being/emotional distress] ● Mental health and wellbeing prioritised during line management meetings ● Organisations supporting mental health & wellbeing [ie: Education Support] signposted [staff bulletin/briefings/Online Excellence Hub] ● Heavily subsidised counselling service ● Trust Employee Assist Programme [24 hour access to a counsellor] ● Strategies to manage mental health [based on NHS 5 steps to wellbeing] signposted [staff bulletin/briefings/Online Excellence Hub] ● Staff stories and experiences relating to mental health & wellbeing shared [Online Excellence Hub]
Give the same consideration and support to mental health as physical health, including in the management of staff absence.	<ul style="list-style-type: none"> ● Return to work interviews are consistent and support staff with their wellbeing and mental health ● Regular contact from SLT/Wellbeing lead during periods of absence ● Staff well-being plans informing working practices for the employee and employer [reasonable adjustments] ● My day provided each year
Fulfill our legal duty to control the risks associated with work-related stress in the education setting so far as is reasonably practicable.	<ul style="list-style-type: none"> ● Occupational health referrals and follow-up guidance [reasonable adjustments] ● Stress management plans informing work practices for employee and employer [reasonable adjustments] ● Reasons for absence are analysed and reported to Governors/Board of Directors [<i>See cycle - Appendix ??</i>]
Channel support to individuals whose role is known to have a significant emotional component. This might take	<ul style="list-style-type: none"> ● Safeguarding/Inclusion teams are supported by their line managers as part of line management meetings ● Clear mechanisms are provided for staff to access support with their mental health/emotional well-being and Emotional First Aiders

<p>the form of peer support, supervision, and/or counselling.</p>	<ul style="list-style-type: none"> • Designated Safeguarding Leads [DSLs], inclusion teams [as appropriate] are offered supervision internally or externally
<p>Ensure that staff understand the real benefits that sensitive pastoral support can have, while also recognising where their limits are as non-specialists. We will therefore ensure there are opportunities to increase joint working in support of pupils, as well as routes to refer for specialist support.</p>	<ul style="list-style-type: none"> • Clear roles and responsibilities outlined in the policy, including Senior Mental Health Lead, Mental Health First Aider and Well-being Ambassadors • Heavily subsidised counselling service • Inclusion teams work with staff within their academy and across the Trust to discuss the needs of specific pupils and how best these can be met, including the engagement with outside agencies/organisations: Inclusion panel, Team around the Pupil/Family, Behavior Panel, Thurrock Inclusion Panel, Infinity, Mental Health Teams, etc

<p>Give staff the support they need to take responsibility for their own and other people's wellbeing</p>	
<p>Aspect</p>	<p>Current Working Practices</p>
<p>We will empower staff to take ownership of their own wellbeing and look out for the wellbeing of others. This will include ensuring that all staff are familiar with the different dimensions of wellbeing, including mental health, financial wellbeing and physical well being. We will ensure that staff know how to access appropriate guidance, support and tools, and that their use is encouraged throughout the organisation.</p>	<ul style="list-style-type: none"> • Strategies to manage mental health [based on NHS 5 steps to wellbeing] signposted [staff bulletin/briefings/Online Excellence Hub] • Organisations supporting mental health & wellbeing [ie: Education Support] signposted [staff bulletin/briefings/Online Excellence Hub] • Trust and academy support services to reduce workload, as outlined in the People Strategy [ie: Use of reprographics for bulk photocopying, data manager, etc] • GLC Wellbeing walks & activities [ie: Winter wonder, Couch to 5K] • Free use of the Gym at The Gateway Academy • Employee Assistance Programme [EAP] with access to 24 hour counselling and wellbeing resources

Give leaders and managers access to the tools and resources they need to support the wellbeing of those they line manage	
Aspect	Current Working Practices
<p>We will work to provide managers with tools, resources and training to support their staff. We will not, however, expect managers to provide professional wellbeing support for which they have no professional training, and will ensure that there are clear routes in place to escalate for further support.</p>	<ul style="list-style-type: none"> ● Leaders prioritise the mental health and well-being of staff during line management meetings ● Fully trained mental health first aiders in each academy ● Fully trained senior mental health leads in each academy ● Leaders actively promote strategies [ie: stress management/well-being plans] to support staff with mental health difficulties ● Leaders actively signpost resources and support for mental health well-being [ie: Education Support Charity] ● Leaders are required to fully implement all GLC policies, including those associated with mental health and well-being ● Leaders have access to a Trust and external HR provider to access support, training and guidance. Leaders know how to escalate concerns regarding staff well-being so that staff get the support they need ● Leaders are required to follow Trust approaches for calendarising and organising events enabling staff to feel well organised. ● Regular briefings and bulletins are held to ensure all staff can be well organised with upcoming dates and events

Establish a clear communications policy	
Aspect	Current Working Practices
<p>We will provide clear guidance to all stakeholders (internal and external) on remote and out-of-school/college hours working, including when it is and isn't reasonable to expect staff to respond to queries. This should not necessarily include preventing staff from accessing email at 'unsociable' hours if it suits them personally</p>	<ul style="list-style-type: none"> ● The GLC has a policy for communication between staff and parents, detailing working practices which take into account staff workload and wellbeing. The communication policy is detailed within this well-being policy.

Give staff a voice in decision-making	
Aspect	Current Working Practices
<p>We will constantly strive to improve the ways in which the voice of staff is included in the decision-making process across the college or school. (This may also include engagement with key stakeholders, such as recognised trade unions and others). In particular, we will proactively seek to draw upon the experience of those with mental health issues and/or of discrimination, ensuring that they are able to share their experience confidently and safely</p>	<ul style="list-style-type: none"> • Comprehensive cycle for gathering staff voice [including various surveys]: [appendix 8] • Academy governors are required to carry out staff voice interviews as part of their role • ½ termly 'high effort/low impact' staff voice feeding in to Trust action groups • Workload and wellbeing are agenda items for each action group - staff suggestions considered • Designated recruitment and retention action group, focusing on workload and wellbeing • Interviews with staff who have suffered mental health/well-being difficulties to evaluate the effectiveness of support provided & to improve upon our best • New staff are allocated a wellbeing mentor as part of their induction programme - this is evaluated as part of new staff induction interviews • Approach: You said/feedback - we did [changes to working practices]

Drive down unnecessary workload	
Aspect	Current Working Practices
<p>We will work proactively to drive down unnecessary workload, making use of available tools (such as the Workload Reduction Toolkit for schools).</p>	<ul style="list-style-type: none"> • Assessment, marking and feedback practices centre upon verbal and whole class feedback strategies - informed by EEF guidance • ½ termly 'high effort/low impact' staff voice feeding in to action groups • GLC central planning reduces workload for primary teachers • Working practices & systems are set up so that teachers, as far as possible, are not required to complete the 23 administration tasks: Workload Reduction Taskforce: Initial recommendations - GOV.UK • Support service managers in each academy support staff with all non-teaching related matters, such as human resources, reprographics, equipment, payroll, etc • Support: We believe that pupil-facing staff should be able to focus on teaching and we therefore provide a range of support services so that teachers are not required to complete unnecessary administrative tasks, such as data

	entry and bulk photocopying
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Champion flexible working and diversity	
Aspect	Current Working Practices
We will work to create a supportive culture around flexible working. We will agree an approach that not only recognises employees' legal right to request flexible working but acknowledges that for some staff working flexibly can be a key means of protecting and enhancing their personal wellbeing	<ul style="list-style-type: none"> Existing and new staff have the right to request flexible working. Requests are given careful consideration in-line with the GLC flexible working policy: <ul style="list-style-type: none"> Flexible Working policy 'Flexible working considered' is added to all GLC job adverts
We will work to promote diversity – eliminating discrimination, and advancing equality of opportunity.	<ul style="list-style-type: none"> Working practices fully reflect the GLC's equality of opportunity policy: Equality of Opportunity policy

Create a good behaviour culture	
Aspect	Current Working Practices
We will work with staff and pupils to maintain and implement a school-wide behaviour policy. All staff and pupils will have a shared understanding of how good behaviour is encouraged and rewarded, and the sanctions that will be imposed if pupils misbehave.	<ul style="list-style-type: none"> Evidence informed Trust wide behaviour and relationship policy Consistent approach to managing behaviour and sanctions enforced, where required, in-line with policies Senior leaders actively listen to issues raised regarding pupil's behaviour and take appropriate action to ensure staff are well supported GLC and Local Authority structures to understand and best meet the needs of pupils with behavioural difficulties: GLC inclusion panel, GLC Joined up working between the SENCo & Inclusion managers in each academy to best meet the needs of pupils

We will support staff to create calm, safe and disciplined environments, which allow teachers to teach and pupils to learn. Our approach will go hand-in-hand with understanding and supporting pupil mental health issues.

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Support staff to progress in their careers

Aspect	Current Working Practices
We will ensure that staff are able to pursue professional development without adversely impacting their own or other people’s workload. In schools, we will ensure that any professional development activity is aligned to the Standard for Teachers’ Professional Development.	<ul style="list-style-type: none"> • The GLC outlines its approach to professional development and career progression within our People Strategy [See Appendix 1] • In-line with the GLC’s performance management policy [Performance Management and Capability Policy Spring 2022 23 red text], staff discuss their career aspirations and means by which the GLC can support them to achieve these

Include a sub-strategy for protecting leader wellbeing and mental health

Aspect	Current Working Practices
We will ensure that all those with strategic decision-making responsibility (including as appropriate governors and trustees) should collaborate to develop a sub strategy specifically for protecting leader mental health. This should	<ul style="list-style-type: none"> • Well-being and mental health of leaders is discussed regularly as part of line management meetings • Leaders can access supervision [where appropriate] • Heads of School review the roles and responsibilities of leaders and use this information to inform the amount of leadership release time within the school day • Leaders have access to counselling as part of the wider staff offer • Heads of School take a sample of leaders’ timetables each half term and evaluate this in terms of workload and well-being

include access to confidential counselling and/or coaching where needed.

- Trust wide leadership meetings are limited to once per half term

Hold ourselves accountable, including by measuring staff wellbeing

Aspect	Current Working Practices
<p>We will measure the wellbeing of staff using recognised tools and metrics and be transparent about results. We will monitor trends over time, and act in response to changes. Further, we will work with staff and relevant stakeholders (this might include parents, recognised trade unions and others) to agree an approach to organisational accountability on our commitments, giving due consideration to workload</p>	<ul style="list-style-type: none"> • The GLC bulletin and academy based briefings detail strategies [based on the NHS - 5 ways to wellbeing] staff can use to manage their wellbeing • Leaders actively seek staff voice [See appendix 8] and use this information to inform amendments to working practices • Leaders report various aspects of staff voice and absence data to governors and directors [See appendix 8] half termly

Appendix 6 - Westfield Benefits

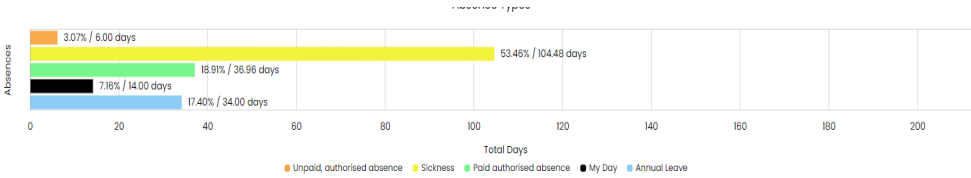

		Level 1	Level 2	Level 3
Employee monthly premium		Corporate paid	£ 10.64 per month	£ 20.77 per month
Additional Adult monthly premium		£ 7.46 per month	£ 18.10 per month	£ 28.23 per month
Core benefits (100% reimbursement, up to your maximum allowance)				
Optical One year benefit period.	Policyholder Dependent children*	Up to £50 Up to £50	Up to £100 Up to £100	Up to £150 Up to £150
Specialist Consultations and Diagnostics One year benefit period.	Policyholder Dependent children*	Up to £100 Up to £100	Up to £200 Up to £200	Up to £300 Up to £300
Therapy Treatments** One year benefit period. Physiotherapy, Acupuncture, Chiropractic, Homeopathy and Osteopathy	Policyholder Dependent children*	Up to £200 Up to £200	Up to £400 Up to £400	Up to £600 Up to £600
Dental One year benefit period.	Policyholder Dependent children*	Up to £50 Up to £50	Up to £100 Up to £100	Up to £150 Up to £150
Additional benefits				
Dental Accident One year benefit period.	Policyholder	Up to £100	Up to £200	Up to £300
Chiropody One year benefit period.	Policyholder	Up to £35	Up to £70	Up to £105
Health and Wellbeing Services				
Wellbeing & Alternative Therapies One year benefit period. Acupressure, Allergy Testing / Food Intolerance Testing, Aromatherapy, Hypnotherapy, Indian Head Massage, Nutritional Therapy, Reflexology, Reiki and Sports Massage	Policyholder	Up to £75	Up to £150	Up to £200
24hr Advice and Information Line including the Wisdom app ****	Policyholder, partner and dependent children	Yes	Yes	Yes
Up to 6 Structured Counselling Sessions	Policyholder	Yes	Yes	Yes
DoctorLine****	Policyholder, partner and dependent children	Yes	Yes	Yes
Gym Discounts	Policyholder	Yes	Yes	Yes
Flu Jab & Vaccinations	Policyholder	£15	£15	£15
Prescription Charges	Policyholder	3 items	3 items	3 items
Westfield Rewards	Policyholder	Yes	Yes	Yes

Staff Appendix 7

Knowing our numbers:

The following information will be reported to Heads of School, The Board of Directors, Local Governing Bodies and the Well-being action group [where appropriate]. Data analysis of the information provided will lead to questions about the wellbeing our staff and influence changes to our working practices where required:

<p style="text-align: center;">Information</p> <ul style="list-style-type: none"> ● Board of directors [Half termly] ● Governors [Termly- End of Aut 1, Spr 1, Sum 1] 	<p style="text-align: center;">Link to Reports & Data Tables</p> <p>☐ HR Slides Template PPT LGB Sickness Absence Report Template</p>
<ul style="list-style-type: none"> ● Absence report for senior leaders, teachers, pupil-facing support staff and non-pupil facing support staff [3 year trend]: <p>Board of Directors</p> <ul style="list-style-type: none"> - Overall absence by academy for each group [3 year trend] - Include cost of absence for each group [3 year trend] - Disciplinary <p>Governors</p> <ul style="list-style-type: none"> - Cases open [3 year trend] - Reasons for absence: Sickness/Mental Health/Child care/Attendance at interview/Other - My days taken 	<p>Both PP</p> <p>☐ LGB Sickness Absence Report Template</p> <p>Link to PP</p> <p>☐ LGB Sickness Absence Report Template</p> <p>Report pathway Absence Type Report https://docs.google.com/presentation/d/1OihtXj3mHFu32IVixGYez56EPOoyKvLV1tdwwn0xAI/edit#slide=id.g2ba836dd978_0_6</p>

	 <p>A horizontal bar chart titled 'Absence types' showing the percentage and total days for five categories. The x-axis is 'Total Days' from 0 to 200. The y-axis is 'Absences'. The bars are: Unpaid, authorised absence (orange, 3.07%, 6.00 days), Sickness (yellow, 53.46%, 104.48 days), Paid authorised absence (green, 18.91%, 36.96 days), My Day (black, 7.16%, 14.00 days), and Annual Leave (blue, 17.40%, 34.00 days). A legend at the bottom identifies the colors.</p>
<ul style="list-style-type: none"> • Turnover of staff: senior leaders, teachers, pupil-facing support staff and non-pupil facing support staff <p>Board of Directors</p> <ul style="list-style-type: none"> - Trust comparison on staff turnover for current academic year for each group [3 year trend] <p>Governors:</p> <ul style="list-style-type: none"> - For each academy, report on staff turnover for current academic year for each group [3 year trend] - For each academy, report on length of service for each group 	<p>Table</p> <p> LGB Sickness Absence Report Template</p>
<ul style="list-style-type: none"> • Well-being plans for senior leaders, teachers, pupil-facing support staff and non-pupil facing support staff [3 year trend]: <p>Governors:</p> <ul style="list-style-type: none"> - Active this academic year - Offered, but declined this academic year - Implemented plans [staff no-longer accessing] 	<p>Create case</p> <p>https://docs.google.com/presentation/d/1OihtXj3mHFu32IVixGYEz56EPOoyKvLV1tdwwn0xAI/edit#slide=id.g2bc8b2a7238_0_9</p>
<ul style="list-style-type: none"> • Stress risk assessments for senior leaders, teachers, pupil-facing support staff and non-pupil facing support staff [3 year trend]: <p>Governors:</p> <ul style="list-style-type: none"> - Active this academic year - Implemented plans [staff no-longer accessing] 	<p>Create case</p> <p>https://docs.google.com/presentation/d/1OihtXj3mHFu32IVixGYEz56EPOoyKvLV1tdwwn0xAI/edit#slide=id.g2bc8b2a7238_0_15</p>
<ul style="list-style-type: none"> • Counselling for senior leaders, teachers, 	<p>Table</p>

<p>pupil-facing support staff and non-pupil facing support staff [3 year trend]:</p> <p>Governors:</p> <ul style="list-style-type: none"> - Active this academic year 	
<ul style="list-style-type: none"> ● Referrals to Occupational Health for senior leaders, teachers, pupil-facing support staff and non-pupil facing staff [3 year trend]: <p>Governors:</p> <ul style="list-style-type: none"> - Active this academic year - Offered, but declined this academic year 	<p>Table</p>

Appendix 8

Trust cycle for workload and wellbeing - Staff voice

Staff Voice	Google link	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Staff Ofsted Survey [annually]	Staff survey questions: schools - GOV.UK						
Report/Action Group - Analysis					Heads Steering Group		
Staff 2 question questionnaire: Would you recommend your school as a place to work? Would you recommend your school to friends and family as a place to send their children?	https://docs.google.com/forms/d/e/1FAIpOLsENgO9M1RsMaCXDjqEfdBRxaOPakBfuTlfbdxzKUGRftYVIA/viewform						
Report/Action Group - Analysis			Heads Steering Group/R&R action group		Heads Steering Group/R&R action group		Heads Steering Group/R&R action group
Follow-up more detailed questionnaire/ focus group based on the findings of the 2 question questionnaire	As required.						
Report/Action Group - Analysis		Heads Steering Group/R&R action group			Heads Steering Group/R&R action group		Heads Steering Group/R&R action group

Bi-half termly well-being survey	https://forms.gle/KsGS_pHZAJxyPcvFTZ	Bi-half termly well-being survey	Bi-half termly well-being survey	Bi-half termly well-being survey	Bi-half termly well-being survey	Bi-half termly well-being survey	Bi-half termly well-being survey
Issues arising are addressed by each academy		Issues arising are addressed by each academy	Issues arising are addressed by each academy	Issues arising are addressed by each academy	Issues arising are addressed by each academy	Issues arising are addressed by each academy	Issues arising are addressed by each academy
Stay interview: Pupil facing: Leader/Teacher/ECT Non-pupil facing: Manager/Other <i>[Include diverse spectrum of staff]</i>	https://docs.google.com/forms/d/136OeuI7y6uaNxp0KGgdWmO-jqNxVnNWOpPcYIzbcZCU/edit						
Report/Action Group		Heads Steering Group/R&R action group	Heads Steering Group/R&R action group	Heads Steering Group/R&R action group	Heads Steering Group/R&R action group	Heads Steering Group/R&R action group	Heads Steering Group/R&R action group
Exit interview	https://docs.google.com/forms/d/1Rbpk-hzUOE2KNi0eAvWwAtapHm3laCYgEYIOXo1hg/edit						
Report/Action Group			Heads Steering Group		Heads Steering Group		Heads Steering Group
Workload quadrant: High effort for staff - low impact for pupils	<input type="checkbox"/> High Effort - L...						
Report/Action Group		Heads Steering Group	Action Group	Heads Steering Group	Action Group	Heads Steering Group	Action Group