



The  
St Gregory the Great  
Catholic Academy Trust

*'Where love exists, it does great things'*

# Policy and Procedure

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## Staff Wellbeing

**Reviewed and approved by: Trust Board**

**Approval date: March 2023**

**Review due: Spring Term 2024**

**Version: 1.0**

# The St Gregory the Great Catholic Academy Trust

## Staff Wellbeing Policy

Within the St Gregory the Great Catholic Academy Trust, our academies are communities where our children and young people are given a clear vision for life, a vision which is rooted in the person and teachings of Jesus Christ and which is faithful to the mission of the Catholic Church.

### **Commitment to equality:**

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Staff Wellbeing Policy has been approved and adopted by the St Gregory the Great Catholic Academy Trust on 7 March 2023, and will be reviewed in the Spring Term of 2024.

**THIS POLICY DOES NOT CREATE CONTRACTUAL OBLIGATIONS ON THE ACADEMY TRUST**

# Trust Staff Wellbeing policy

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## 1. Aims

This policy aims to:

- Support the wellbeing of all staff to avoid negative impacts on their mental and physical health.
- Provide a supportive work environment for all staff.
- Acknowledge the needs of staff, and how these change over time.
- Allow staff to balance their working lives with their personal needs and responsibilities.
- Help staff with any specific wellbeing issues they experience.
- Ensure that staff understand their role in working towards the above aims.

## 2. Promoting wellbeing at all times

### 2.1 Designated Staff

**The designated Wellbeing Lead is (MEMBER OF SLT)**

**Our Mental Health First Aider/s is/are: (INSERT NAME OF MHFA)**

A mental health first aider's role in the workplace is to act as a first point of contact for people with mental health issues, providing support and guidance to colleagues. As well as being someone to talk to whenever they are struggling, a mental health first aider also acts as an advocate for mental health in the workplace, helping to reduce stigmas and enact positive change.

### 2.2 Role of all staff

"Self-responsibility" and "Self-help": colleagues are expected to take responsibility for their own health and well-being, flag concerns to their manager and seek to help themselves where possible, both at an individual level and collectively – for example, through workplace well-being groups.

Leaders within the Trust have a part to play in providing information, tools, policies, and procedures that will help to facilitate colleague well-being.

All staff should:

- 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.

### **2.3 Role of line managers**

Line managers should:

- Maintain positive relationships with their staff and value them for their skills, not their working pattern.
- Provide non-judgmental and confidential support 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're 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.

### **2.4 Role of Senior Leaders**

Senior leaders should:

- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours.
- Manage a non-judgmental and confidential support system for staff.
- Monitor the wellbeing of staff through regular surveys and structured conversations.
- Monitor staff sickness absence and have support meetings with them if any patterns emerge.
- 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 policy on out-of-school hours working, 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.
- Make sure new staff are thoroughly inducted and feel able to ask for help.
- Conduct exit interviews with resigning staff to help identify any wellbeing issues that led to their resignation.
- 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.
- Organise extra support during times of stress, such as Ofsted inspections.

## **2.5 Role of the Academy Council**

**INSERT NAME OF WELLBEING GOVERNOR**

The Academy Council should 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 the headteacher.
- 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 regard 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.

## **2.6 Role of the Trust**

- Ensure schools have systems and processes in place to monitor and support the wellbeing of all staff.

## **2.7 Spiritual Wellbeing**

Spiritual wellbeing does not just reflect religious belief although, for people of a religious faith, it is often a central feature.

As a Catholic Community faith is at the heart of our Trust and Catholic leaders in our schools work with our staff and students to help put the teachings of the Catholic Church into practice in everyday life.

We provide regular opportunities for prayer and reflection including Masses, retreats and pilgrimages which all staff are welcome to participate in.

### **3. Managing specific wellbeing issues**

The school will support and discuss options with any staff that raise wellbeing issues, such as if they are experiencing significant stress at school or in their personal lives.

Where possible, line managers or senior staff will give support. This could be through:

- Arranging external support, such as counselling or occupational health services
- Completing a risk assessment and following through with any actions identified
- Reassessing their workload and deciding what tasks to prioritise

At all times, the confidentiality and dignity of staff will be maintained.

### **4. Our Wellbeing Priorities**

In consultation with staff, we have identified wellbeing priorities for our school which are outlined in appendix 1.

### **5. Monitoring arrangements**

This policy will be reviewed on an annual basis by The Trust HR Manager. At every review, it will be adapted and approved by each Academy Council.

### **6. Links with other policies**

This policy is linked to our:

- Appraisal policy
- Capability procedure
- Annual Leave and Leave of Absence Policy



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**All policies are written in line with our Trust Mission Statement:**

Within the St Gregory the Great Catholic Academy Trust, our academies are communities where our children and young people are given a clear vision for life, a vision which is rooted in the person and teachings of Jesus Christ, and which is faithful to the mission of the Catholic Church.

**St Gregory the Great Catholic Academy Trust** is a charity and a company limited by guarantee.

Registered in England and Wales.

Company number 10785982

Registered office Holy Rosary and St Anne's Catholic Primary School, Leopold Street, Leeds, LS7 4AW

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**Diocese of Leeds**  
**Vicariate of Education**









Appendix 1 – School Wellbeing Priorities

OUR WELLBEING PRIORITIES	
Priority	Priority
<b>What we do</b>	<b>What we do</b>
<b>How we know</b>	<b>How we know</b>
Priority	Priority
<b>What we do</b>	<b>What we do</b>
<b>How we know</b>	<b>How we know</b>

## Appendix Two – Support Services

The St Gregory the Great Catholic Academy Trust, care about the welfare of our colleagues. As well as support from managers and leaders in the Trust, please find details below of some local and national support services that are available for everyone to access.

<p><b>Education Support Partnership</b></p> 	<p>The Trust has an employee assistance programme delivered by the Education Support Partnership. This is a free and confidential service providing counselling support, information and advice, and is available on a 24/7 basis to all colleagues.</p> <p>The service can be accessed via their website:  <a href="https://educationsupport.org.uk/onlinesupport">Educationsupport.org.uk/onlinesupport</a>            Username: worklifesupport            Password: support1</p> <p>Or on 08000 856 148</p>
<p><b>Citizens Advice Bureau</b></p> 	<p>The citizens advice bureau is available for everyone to receive free and confidential support regarding all aspects of life.</p> <p><a href="https://www.citizensadvice.org.uk">www.citizensadvice.org.uk</a></p> <p>Advice line: 0800 144 8848 is available Monday to Friday 9am to 5pm.</p> <p>Debt helpline: 0800 240 4420 is available Monday to Friday 8am – 7pm.</p>
<p><b>Local Energy Advice Partnership LEAP</b></p> 	<p>LEAP works closely with local authorities and housing associations across the country to offer eligible residents a free energy and money saving service. LEAP can help to save you money and keep your home warm.</p> <p><a href="https://www.applyforleap.org.uk">www.applyforleap.org.uk</a>  <a href="mailto:support@applyforleap.org.uk">support@applyforleap.org.uk</a>            0800 060 7567</p> <p>Phone lines are open Monday to Friday 8.45am – 7pm Monday to Friday/ Saturday 9am – 12pm.</p>
<p><b>StepChange Debt Charity</b></p> 	<p>Get free debt advice online and the charity will support you for as long as you need their guidance.</p> <p><a href="https://www.stepchange.org">www.stepchange.org</a> 0800 138 1111</p> <p>Phone lines are open Monday to Friday 8am until 8pm/ Saturday 8am until 4pm.</p> <p>Alternatively, log onto their website for support 24 hours per day, 365 days a year.</p>

<p><b>Leeds Money Information Centre</b></p> 	<p>In Leeds, you can access free, confidential and impartial help and advice on a range of money related matters such as debt, money, energy and utilities.</p> <p>One-to-one tailored support is available via digital, telephone and face-to-face appointments.</p> <p><a href="https://www.leeds.gov.uk/leedsmic">https://www.leeds.gov.uk/leedsmic</a></p> <p><b>If you need urgent help</b></p> <p>If you cannot afford to pay for essentials such as food, gas and electric, the LCC Welfare Support Team can be contacted on 0113 376 0330 (Weekdays, 9am to 5pm, except Wednesdays, from 10am).</p>
<p><b>NHS</b></p> 	<p>NHS advice about healthy living, including eating a balanced diet, healthy weight, exercise, quitting smoking and drinking less alcohol can be accessed via <a href="https://www.nhs.uk/live-well/">https://www.nhs.uk/live-well/</a></p> <p>You can find information and support for your mental health via <a href="https://www.nhs.uk/mental-health/">https://www.nhs.uk/mental-health/</a></p> <p>Advice on NHS services can be found via <a href="https://www.nhs.uk/nhs-services/">https://www.nhs.uk/nhs-services/</a></p>