

## LT2 Well-being Policy

<b>Name of Policy</b>	WELL-BEING	
<b>Policy Level (Trust/School)</b>	Trust	
<b>Document Control</b>		
<b>Date</b>	<b>Revision Amendment Details</b>	<b>By whom</b>
January 2021	Review and internal consultation	Exec Team, HR and Compliance Officer
February 2021	Adopted by Trust Board	Trustees
January 2024	Proposed date for review subject to statutory update as required	Head of HR, HR and Compliance Officer

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## Our Learning Today Leading Tomorrow Multi-Academy Trust Vision

### Vision

Our vision is to build a group of outstanding schools across phases, including specialist provision, to become (a mid-size) Trust that provides vibrant and inclusive learning environments in which every member of the learning community is passionate about learning. The Trust is led by a CEO who works closely with Headteachers who lead the two schools supported by a central team to support finance, HR, estates and governance.

### Mission

LT2 Trust and schools will have a relentless focus on high achievement, supported by robust organisational structures and governance. We aim to give children and young people in our care the knowledge, skills and experiences to expand their minds and world view to enable them to develop a naturally inquisitive approach to learning and life, fit for an ever-changing world.

Ultimately, we will educate and support all children attending LT2 schools to grow into capable and contributing citizens who have developed the personal attributes and characteristics that will enable them to become considerate, self-reliant and confident young people who are ready for the next stage of their lives.

### Values

The Trust Values underpin the mission and provide the basis on which LT2 schools can articulate the key behavioural characteristics that promote a positive philosophy. Our six values are unseen drivers of our behaviour as experienced by others and are designed to create a shared organisational culture:

**Kindness** – The quality of friendliness, generosity, and consideration

**Collaboration** – The belief that working and learning with others will lead to greater success

**Curiosity** – A strong desire to know and to learn

**Resilience** – The ability to recover quickly and learn from the difficulties we face

**Respect** – To appreciate the importance of understanding and admiration for others and self

**Endeavour** – The belief that hard work is needed to achieve something of which we can be proud

### Definitions

- Where the word 'Trust' is used in this document it refers to The Learning Today Leading Tomorrow Trust.
- Where the words 'Trust Board' are used it refers to the board of Trustees who set the vision for the Trust and hold the executive leadership team to account for delivering the Trust's strategic plan.

## 1. Organisation and Responsibilities

### 1.1 Introduction

The Trust recognises the importance of promoting staff wellbeing which is reflected in the Trust values. Promoting wellbeing leads to greater life and job satisfaction which positively impacts the employee personally, as well as the Trust and school community.

This policy does not form part of any employee's contract of employment and is not intended to have contractual effect. The Trust reserves the right to amend this policy at any time.

### 1.2 Legislation

There is no specific legislation regarding wellbeing but we recognise that prolonged stress can impact negatively on wellbeing, and in relation to stress at work we adhere to the Health and Safety at Work Act 1974 and Management of Health and Safety at Work Regulations 1999.

### 1.3 Guidance under this Policy

The Head of HR is responsible for providing advice and guidance under this policy and reviewing and updating the policy as required.

### 1.4 Board of Trustees

**The Board of Trustees, as a corporate body, has the responsibility to set the strategic direction and objectives of all matters across the Trust.**

The Board of Trustees is responsible for ensuring that high standards of corporate governance are maintained.

The Chair of the Trust is responsible for managing the CEO, Trustees and Governors under this policy.

### 1.5 The Chief Executive Officer (CEO)

The CEO of Learning Today Leading Tomorrow Trust (LT2):

- Takes overall responsibility for the implementation of policies and procedures
- Must provide reports as appropriate to Trustees in relation to this policy
- Ensure that sufficient resources are allocated and authorised within the organisations budget to meet statutory procedures and standards across the Trust
- Is responsible for managing the Headteachers and centrally appointed staff under this policy

### 1.6 Headteachers

Headteachers of LT2 schools are responsible for:

- The implementation of and compliance with this policy within their school ensuring competence in those staff who are responsible for and involved in the operation of this policy and associated guidance

- Identifying training needs
- Communicating this policy to all relevant people within the school
- Managing school-based teaching and associate staff under this policy

### 1.7 Senior and Middle Leaders (and other Supervisory Roles)

Although the Headteacher is responsible overall for the implementation of this policy in their school, managers have some specific responsibilities:

- Applying this policy within their own department and area of work
- Resolving any issues members of staff refer to them, informing the Headteacher of any issues to which they cannot achieve a satisfactory solution with the resources available to them
- Where required, conduct formal meetings, undertake relevant training in relation to this policy and ensure effective and competent operation of this policy

### 1.8 Other Employee Duties

All employees have a responsibility to:

- Comply with this policy and to co-operate with the schools' leadership and management on all matters relating to it
- Undertake any training recommended by their line manager

### 1.9 Related Policies and Procedures

- Anti-Harassment and Bullying Policy
- Anti-Stress Policy
- Disciplinary Policy and Procedure
- Equal Opportunities and Diversity Policy
- Flexible Working Policy
- Grievance Policy and Procedure
- Health and Safety Policy
- Managing Sickness and Absence Policy
- Performance Management Policy

### 1.10 Review

This policy will be reviewed every three years.

These procedures have been agreed by the Board of Trustees, who will approve them whenever reviewed.

## 2. Improving and maintaining wellbeing

### 2.1 What is 'wellbeing'?

Wellbeing is about feeling good and functioning as well as an individual can do, physically, emotionally and mentally. How an individual feels is an essential part of evaluating whether they have a good level of wellbeing.

### 2.2 Evaluation of wellbeing

The evaluation of 'wellness' includes self-assessment on an individual's level of satisfaction with their personal circumstances, their personal relationships, financial and work circumstances as well as their emotions and whether they believe that your their is meaningful (see Appendix A for a suggested self-evaluation tool).

Evaluation should also take into consideration their state of health and whether they have any medical conditions that negatively impact on their ability to enjoy life.

### 2.3 The Benefits of improving wellbeing

The benefits of focusing on improving wellbeing are numerous and a high level of wellbeing can have the following effects, such as:

- Providing a greater resistance to developing illness
- Encouraging longevity.
- Helping combat stress and anxiety
- Improving positive health behaviours in adults (those with a greater sense of wellbeing are less likely to smoke or drink excessively, etc)
- Encouraging participation in sport and physical exercise
- Increasing the wellbeing of partners, family and friends

### 2.4 Wellbeing within the Trust

The Trust acknowledges the potential impact that work has on an individual's physical and mental health and we wish to take all necessary steps to promote employee well-being as far as reasonably practicable. The Trust has a variety of policies and provisions that are supportive of wellbeing including, but not limited to;

- Fair employment opportunities and equal treatment of all staff
- A commitment to fostering a culture of co-operation, trust and mutual respect, where all individuals are treated with dignity, and can work at their optimum level
- An 'open door policy' that allows staff to speak to their line manager about any problem
- Regular team meetings and social functions
- Time off work to deal with personal emergencies
- Strict anti-bullying and anti-harassment procedures
- A fair allocation of workload

- Fair performance review procedures
- Regular staff surveys
- School led wellbeing initiatives

It is imperative that all staff within the Trust are content within their work place and with their work, as well as being as fit and healthy as possible, for the benefit of each staff member's wellbeing. A staff member's wellbeing will impact on the wellbeing of their colleagues and pupils therefore it is a priority for the trust to ensure that staff do all they can to maintain their mental and physical health at a good level.

If you have any suggestions as to how the Trust may improve any aspect of this policy, or if you wish to discuss ways in which the Trust can help you improve your wellbeing, please contact the Clerk to the Trustees.

## Appendix A – Well-being Evaluation Tool

The wheel can be used to self-evaluate an individual's perception of wellbeing in eight key areas of their life.

Instructions:

- Colour in on each segment of the wheel how satisfied you are with that part of your life. The more of the segment you colour in the more satisfied you are
- Focus on strategies to improve the segments that are least satisfactory

