KALEIDOSCOPE
Multi Academy Trust

# Staff Wellbeing Policy

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| **Approved by:** Kaleidoscope Trust Board | **Date:** September 2026 |
| **Next Review:** September 2028 | |

## Statement of Intent

Kaleidoscope Multi-Academy Trust (KMAT) recognises that working in schools is challenging and fast paced. Schools need to respond quickly to national and local changes, as well as striving for high academic outcomes, we are playing an increasing role in supporting vulnerable families and dealing with safeguarding incidents and concerns. This has been increasingly the case during the pandemic.

This policy aims to:

- Support the wellbeing of all staff to avoid negative impacts on their mental, spiritual 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

## 1. Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Health and Safety at Work etc. Act 1974
- Employment Rights Act 1996
- Employment Relations Act 1999
- Equality Act 2010
- The Management of Health and Safety at Work Regulations 1999
- Protection from Harassment Act 1997
- Working Time Regulations 1998
- DfE ‘Improve workload and wellbeing for school staff’

This policy operates in conjunction with the following school policies:

- Health and Safety Policy
- Staff Attendance and Absence Policy
- Staff Induction Policy
- Data Protection Policy
- Staff Grievance Policy
- Staff Disciplinary Policy
- Staff Capability Procedure

## 2. Promoting wellbeing at all times

KMAT places a high priority on staff wellbeing. We want our staff to be happy in their roles and to feel that they are valued and play a vital contribution to the operation of their school and KMAT. This policy outlines some of our approaches to make this possible.

When making changes to policy and practice, we always take workload into consideration. Our working practice, systems and procedures need to be smart, relevant and have an impact on the children, staff and wider community. Change for the sake of it is not positive for anyone. School Leaders are reflective and will review the impact of changes and adjust where necessary after taking feedback from stakeholders. By allowing sufficient time for changes, explaining the process and reasons why the change is needed, working together to make them and provide necessary training, we aim to reduce any stress or anxiety associated with poor change management.

Our leaders and staff should be approachable and we have put in place measures to support staff who need it. This includes

**The Health Assured Employee Assistance Programme**, 0844 891 0356 which includes;

- *Free 24/7 counselling, legal & information line*
- *Critical incident advice & telephone support*
- *Online health portal & access to the My Healthy Advantage app*
- *Relationship management support & usage reporting**
- *Management support line & counselling*
- *Manager support guides*

**The Education Support Helpline** 08000 562 561 offers 24 hour support.

Staff also have access to mental health and wellbeing support on the National College cpd system

Staff wellbeing is also a regular focus of Trust Board and Local Governing Body meetings.

Wellbeing will be a focus during appraisals from September 2021.

KMAT has signed up to the DFE Education Staff Wellbeing Charter and will work to follow the best practice and advice it provides. Our HR policies are based upon North Somerset's model policies.

### 2.1 The Role of all staff

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 and informing a senior leader if appropriate

- Report honestly about their wellbeing and let other members of staff know when they need support
- Contribute positively towards morale and team spirit
- Promote a positive and supportive atmosphere throughout the school and KMAT.
- Use shared areas respectfully, such as the staff room or offices
- Take part in training opportunities that promote their wellbeing
- Where necessary ask for help if they feel under pressure or stressed

## 2.2 The Role of the Headteacher/Executive Headteacher/Head of School

Senior Leaders are expected to:

- Ensure that this policy is implemented in their school.
- Maintain positive relationships with their staff and value them for their skills, not their working pattern
- 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
- Review policies/procedures - ensure that new ones replace and don't merely add to existing ones
- Inform staff about support available including training to manage wellbeing, stress and workload
- 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 including the Employee Assistance Programme
- 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
- Conduct exit interviews with resigning staff to help identify any wellbeing issues that lead to their resignation
- Include wellbeing as a focus during Appraisals/Performance management reviews.
- Conducting risk assessments relating to stress, mental health and wellbeing
- Not contacting staff outside of working hours unless there is an urgent reason to do so.
- Ensuring meetings are tightly run and focused and do not last longer than is necessary

- Monitor the wellbeing of staff through regular surveys and structured conversations
- Make sure job descriptions are kept up-to-date, with clearly identified responsibilities and staff being consulted before any changes
- Organise extra support during times of stress, such as Ofsted inspections

Each school has a Mental Health Lead.

| School | School Mental Health Lead |
|---|---|
| Ashcombe | |
| Becket | |
| Christ Church | |
| Crockerne | |
| Hutton | |
| St Martin's | |
| Worle Village | |

## 2.4 Role of the Local Partnership Committee

The Local Partnership Committee is expected to:

- Make sure the school is following KMAT Policy and procedures such as by giving staff a reasonable workload and creating a supportive work environment
- Monitor and support the wellbeing of the Headteacher/Executive Headteacher
- Ensure that resources and support services are in place to promote staff wellbeing
- 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
- Ensure that staff have time to reflect on their mental, spiritual and physical wellbeing

## 2.5 Role of the Trust Board

- Ensure training and resources are in place to support wellbeing - including the Employee Assistance Programme
- Make sure KMAT is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment
- Monitor staff wellbeing and the support offered by KMAT Schools
- Make decisions and review policies with staff wellbeing in mind, particularly in regards to workload
- Ensure the MAT is reasonable about the format and quantity of information asked for from staff as part of monitoring work

- Ensure that KMAT schools are clear about the purpose of any monitoring visits and what information will be required from them
- Ensure that staff have time to reflect on their mental, spiritual and physical wellbeing
- Review the Wellbeing Policy every two years
- Monitor staff absence, particularly where related to wellbeing, mental health
- Monitor the wellbeing of the CEO, CFO, Headteachers/Executive Headteachers.
- Wellbeing is a standing agenda item.

## 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, support will be given by line managers or senior staff. This could be through:

- Giving staff time off to deal with a personal crisis
- 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. Monitoring arrangements

This policy will be reviewed every 2 years by the KMAT Trust Board.

## 5. Links with other policies

This policy is linked to our:

- Appraisal policy
- Behaviour policy
- Capability procedure
- Collective Worship Policy (VC and VA Schools)
- Staff code of conduct
- Appraisal Policy
- Staff Absence Policy
- Health and Safety Policy
- Managing Attendance Policy
- Staff Harassment Policy
- School's own Marking and Feedback Policies