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**Staff wellbeing as part of the North Yorkshire Healthy Schools Award**

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| **Please insert your school name into this box** |

Staff wellbeing is an integral part of a whole school approach to health and wellbeing. The criteria used for this action plan, in the main are taken from the DfE Education Staff Wellbeing Charter, more information on the full charter can be accessed <https://www.gov.uk/guidance/education-staff-wellbeing-charter>. This website includes links to a range of supporting information and tools to support schools to effectively support staff wellbeing (including tools to measure staff wellbeing).

The Education Staff Wellbeing Charter is a declaration of support for, and set of commitments to protect, promote and enhance the wellbeing and mental health of everyone working in education. Not all of the criteria have been used as part of the requirement for the submission for the North Yorkshire Healthy Schools Award but schools are able to commitment to the full charter following the web link above.

The Staff Wellbeing action plan must be completed as part of the Silver level Healthy Schools award and uploaded towards your award submission. The criteria needs to be maintained in order to achieve the Gold Healthy Schools award. Once all criteria have been achieved, please upload your completed staff wellbeing action plan under the staff wellbeing theme. Your evidence will then be submitted for assessment towards an award and go through the quality assurance process.

Please see the website Resources page for support, documents and information in relation to this theme and the training and events section to support staff CPD for this theme. Any issues, contact us [healthyschools@northyorks.gov.uk](mailto:healthyschools@northyorks.gov.uk)

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| **Criteria from the Education Staff Wellbeing Charter** | **Explain how each element of the criteria is already being met/ in place in the setting and the IMPACT it is having.** | **Detail your actions for putting in place criteria not already being met, with timescales. Actions must be complete before applying for an award.** |
| **Governors and the senior leadership team can demonstrate their commitment to prioritising staff mental health**  Mental health stigma is tackled within the organisation, promoting an open and understanding culture  The same consideration is given and support to mental health as physical health, including in the management of staff absence  Our legal duties are fulfilled to control the risks associated with work-related stress in the education setting so far as is reasonably practicable  Support is channelled to individuals whose role is known to have a significant emotional component. This might take the form of peer support, supervision, and/or counselling |  |  |
| **Include a sub-strategy for protecting leader wellbeing and mental health**  We will ensure that all those with strategic decision-making responsibility (including  as appropriate governors and trustees) collaborate to develop a sub-strategy specifically for protecting leader  mental health. This should include access to confidential counselling and/or coaching  where needed**.** |  |  |
| **Hold ourselves accountable, which could include measuring staff wellbeing**  We will actively consider measuring 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 do work with staff  and relevant stakeholders  to agree an approach to organisational accountability on our commitments, giving  due consideration to workload.  Staff absence information is collected including the length and reasons for absence and this is analysed to actively respond to the emerging data to bring about a positive change in practice**.** |  |  |
| **Give staff the support they need to take responsibility for their own and other people’s wellbeing**  We do empower staff to take ownership of their own wellbeing and look out for the wellbeing of others.  This does include ensuring that all staff are familiar with the different dimensions of wellbeing, including mental health, financial wellbeing and physical wellbeing.  We do ensure that staff know how to access appropriate guidance, support and tools, and that their use is encouraged throughout the organisation.  We have identified Staff Champion/s from the workforce, who are supported to promote and encourage health and wellbeing. |  |  |
| **Give managers access to the tools and resources they need to support the wellbeing of those they line manage**  We do 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. |  |  |
| **Give staff a voice in decision-making**  We constantly strive to improve the ways in which the voice of staff is included in the  decision-making process across the school.  In particular, we will  proactively seek to draw upon the experience of those with mental health issues and/  or of discrimination, ensuring that, as per commitment, they are able to share their experience confidently and safely. |  |  |
| **Create a good behaviour culture**  We have worked 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.  We do support teachers to create calm, safe and disciplined environments, which allow teachers to teach and pupils to learn. |  |  |
| **Champion diversity**  We do work to promote diversity – eliminating discrimination, and advancing equality of opportunity  There is a system for resolving employee health and wellbeing issues. For example equality, bullying, harassment and fairness. |  |  |
| **The working environment is conducive to employee health and wellbeing**  For example there is easy access to drinking water, toilets, washing and eating facilities which are clean, safe and well-maintained. |  |  |
| **What are the schools next identified steps to continue to ensure the effective implementation of supporting staff wellbeing?**  **Please detail below:** | | |

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