

The Bishop Wheeler Catholic Academy Trust



Policy and Procedure

Staff Wellbeing Policy

Published: September 2024

To be reviewed: 2025/26



The Bishop Wheeler Catholic Academy Trust



Our Mission

Outstanding Catholic education for all pupils. As a family of schools, we will enable our young people to develop spiritually, morally, intellectually and personally, putting their faith into action, through serving Christ in others, in the church and in the world around them.

**This policy was approved by the Resources Committee on
behalf of the Trust Board**

Signature:

**Mrs Diane Gaskin
Chair of Trust Board**

Date: 08/07/2024

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Statement of intent

We value each member of the BWCAT community and commit to supporting the health and wellbeing of everyone involved in our schools. This policy aims to complement our Workload and Wellbeing Charter (Appendix 1) which has been developed by the BWCAT People Strategy Committee, setting out key principles that we will all work to. We want to attract and retain staff who enjoy working in our schools and who are fulfilled and developed, with our organisation operating in an environment of high professional trust, with our Catholic ethos, integrity and professionalism underpinning our approach to accountability.

In the [Education Staff Wellbeing Charter](#), the Department for Education defines wellbeing as “a state of complete physical and mental health that is characterised by high quality social relationships.” We aim to achieve an open, honest and collaborative culture, always acting with integrity; therefore, forming positive relationships across our schools.

We recognise that the health and wellbeing of our staff is important to pupil achievement and the performance of the schools in our Trust.

The commitment and care shown by our staff are fundamental to the success of our pupils and the culture of our Trust is critical in ensuring that we have an enjoyable and rewarding working environment. Our aim is for our schools to be driven by ethical leadership, where we develop, grow and retain our staff.

1 **Legal Framework**

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

- DfE (2022) 'Workload Reduction Toolkit'
- Employment Relations Act 1999
- Employment Rights Act 1966
- Equality Act 2010
- Health and Safety at Work etc. Act 1974
- The Management of Health and Safety at Work Regulations 1999

This policy operates in conjunction with the following Trust Policies:

- Communication Policy
- Data Protection Policy
- Flexible Working Policy
- Grievance Policy & Procedure
- Health & Safety Policy
- Menopause Policy
- Sickness Absence Policy & Procedure
- Special Leave of Absence Policy

2 **Aims of the policy**

- 2.1 To support and develop a motivated workforce who are able to deliver a high standard of education to pupils.
- 2.2 To help ensure that BWCAT promotes the health and wellbeing of all staff, recognising the impact work can have on staff members stress levels, mental and physical health.
- 2.3 To recognise that excessive hours of work can be detrimental to staff health and effectiveness and to consider flexible working practices where possible in line with the Flexible Working Policy.
- 2.4 To communicate the importance of a work-life balance to all staff, and to ensure that all policy updates are communicated regularly.
- 2.5 To respond sensitively to external pressures which affect the lives of staff members.
- 2.6 To provide staff with training to deal positively with stressful incidents, and provide them with a sense of confidence to deal with emergencies via training.
- 2.7 To improve staff development, co-operation and teamwork by creating effective leaders.
- 2.8 To make staff aware of the channels which can be used to manage and deal with stress or work-related health and wellbeing issues.

3 Roles

The Trust Board / Academy Council:

- 3.1 Will take overall responsibility for implementing this policy and ensuring that staff enjoy a reasonable work-life balance.
- 3.2 Will adopt the appropriate policies in respect of 'family friendly' employment, including consideration of part-time working, flexible working patterns etc., where this can be implemented without detriment to the operational requirements of the individual school and in line with the BWCAT Flexible Working Policy.
- 3.3 Will ensure that clear procedures are in place that will minimise the levels of stress caused to staff when following formal procedures such as the Capability, Grievance, Sickness Absence or Disciplinary Policy.
- 3.4 Will provide a range of strategies for involving staff in the school decision making processes.
- 3.5 Will review the demands on staff, and seek practical solutions wherever possible.
- 3.6 Will provide personal and professional development such as Dignity and Respect training, mental health awareness etc.
- 3.7 Will ensure that policy changes affecting staff are consulted with Trade Unions via the Joint Negotiating and Consultative Committee (JCNC) and the school's Professional Association.
- 3.8 Will ensure all policies that affect staff wellbeing are properly adhered to and regularly reviewed.
- 3.9 Will review data in any cases that allow monitoring of this policy, such as, but not limited to the following:
 - Exit interviews
 - Grievance, bullying and harassment cases
 - Referrals to EAP counselling service / other mental health services
 - Sickness and absence data and staff turnover
 - Reports of violent incidents against staff

The Headteacher / Executive Headteacher / Chief Operating Officer:

- 3.10 Will promote staff enjoying a reasonable work-life balance and lead by example in this regard.
- 3.11 Will support the Academy Council in ensuring that strategies are implemented to effectively manage and, where necessary, reduce the stress of staff. This includes preventing unnecessary stress and ensuring that any work-based stress staff experience is at a manageable level.
- 3.12 Will adopt Trust policies and provide clear guidance regarding time-off for public or trade union duties, or for personal reasons. For further information, refer to the Trust's Sickness Absence Policy and Special Leave of Absence Policy.
- 3.13 Will ensure that there is clear communication between staff and management with regards to all areas of school life.

- 3.14 Will create reasonable opportunities for staff to discuss concerns, and will enable staff to do so in an environment where stress is not considered a weakness.
- 3.15 Will ensure that all staff are aware of and trained in-line with the school's priorities and offered opportunities for development.
- 3.16 Will monitor and review any supportive measures that are planned and assess their effectiveness.
- 3.17 Will conduct risk assessments for work-related stress in consultation with senior staff.
- 3.18 Will make individual interventions such as short-term rehabilitation and return to work plans and longer-term reasonable adjustments to work in conjunction with HR.
- 3.19 Organise extra support for staff during times of increased stress, e.g. during Ofsted inspections.
- 3.20 Encourage all staff to take advantage of any initiatives introduced to promote wellbeing and effective working e.g. Employee Assistance Programme (EAP).
- 3.21 Ensure that where any staff members are engaging with any informal or formal employment process, they are offered the support of an HR colleague for the sole purpose of providing wellbeing support during the process. This would be a different HR colleague to that involved in any process.
- 3.22 Ensuring all staff have access to this policy, including all new staff.

Staff:

- 3.23 Will make themselves aware of the following Trust policies:
- Appraisal for teachers / support staff
 - Capability Policy & Procedure
 - Communications Policy
 - Disciplinary Policy & Procedure
 - Flexible Working Policy
 - Grievance Policy & Procedure
 - Leave of Absence Policy
 - Menopause Policy
 - Sickness Absence Policy & Procedure
- 3.24 Will assist in the development of good practice and ensure that they do not, through their actions or omissions, create unnecessary work for themselves or their colleagues.
- 3.25 In the first instance will ask their line manager for help or support if required. This includes understanding that a good relationship requires communication from both parties and therefore it is important that issues are raised at the earliest possible moment so that effective strategies can be put in place to manage workloads.
- 3.26 Will identify opportunities for development and take advantage of those offered by the school.

- 3.27 Maintain a healthy work-life balance and attend any events and training opportunities promoting health and wellbeing.
- 3.28 Should be able to recognise the early signs of their own mental health issues and be considerate to colleagues who may be exhibiting signs of stress.
- 3.29 Will apply for any requests for leave of absence giving as much notice of such requests as possible, and be open and honest about the reasons for sickness absence, including being open to discussing stress.
- 3.30 Will share, in an appropriate and professional manner, their views, ideas and feelings about all issues concerning the school at informal gatherings, questionnaires and formal meetings.
- 3.31 Will support colleagues if they become stressed, which may include practical assistance or emotional reassurance or signposting to SLT / EAP / Catholic Care / HR team.
- 3.32 Report any concerns they have about colleagues' stress and/or mental health to the Headteacher or line manager.
- 3.33 Report any immediate welfare concerns as soon as possible to the Headteacher or a member of the Senior Leadership Teams.
- 3.34 Will participate in the school's Performance and Development Review, the purpose of which is to establish a framework for a clear and consistent review of the performance of staff and for supporting their development.

4 Actions to support new staff

4.1 Practical actions to support new staff

These may include but not be limited to:

- Arrange visits prior to taking up new post wherever possible.
- All staff will be made to feel welcome and given as much support as required.
- All staff are to be issued with a name badge on arrival on their first day.
- All new staff will receive the staff induction pack/staff handbook. This will continue to include all important policies (or information about where they can be found) and will include this policy on Staff Wellbeing.
- All staff will be given a school induction arranged by the Headteacher or delegated staff member.
- At the end of the first week of employment, new staff will have an informal review with a senior member of staff or line manager.

5 Procedures for handling issues of wellbeing

- 5.1 The Headteacher, Executive Headteacher, Senior Leadership Team and Middle Leaders must encourage the creation and maintenance of an atmosphere where all staff feel comfortable asking for help or raising concerns.
- 5.2 The Headteacher, Executive Headteacher, Senior Leadership Team and Middle Leaders should be sensitive to any problems which may cause staff stress-related issues and should act in a professional, fair, consistent and timely manner if a concern arises.

- 5.3 Where additional professional advice is required, the school has contacts with Occupational Health and other professional services via the BWCAT HR team and these avenues should be utilised. A mediation service could also be supportive in order to assist staff members to return to normal working relationships. This could be accessed via the EAP or other agency e.g. ACAS. Where this may be appropriate, it will be discussed with the staff affected by the situation.
- 5.4 Staff should be signposted towards the Trust's Employee Assistance Programme (EAP) via the [Education Support website Education Support - the mental health and wellbeing charity for education staff](#) for information, support and use of the confidential helpline available 24 hours a day, 7 days a week. This free and confidential helpline is staffed by qualified counsellors and is available for all BWCAT staff.
- 5.5 Where necessary, staff should be encouraged to use the confidential self-referral counselling service available through the Trust's Employee Assistance Programme (EAP). This service provides staff with concerns to obtain advice and support outside of the workplace. This can be accessed via the Education Support website at educationsupport.org.uk/onlinesupport. For further details, see Appendix 3.
- 5.6 The school will provide support to any staff facing high levels of stress in the workplace, as well as other work-related issues which are having/have the potential to have negative impacts on the staff members' health and wellbeing. The various options for dealing with such issues should be discussed with staff members where appropriate. In some cases, this may include external support such as the EAP programme or counselling support via Education Support.
- 5.7 During this time, the school will ensure that at all times the staff members' privacy and dignity is respected. This means maintaining confidentiality, upholding the staff members' rights as well as dealing with the member of staff sensitively.

6 Procedures to promote staff wellbeing

These could include:

- Regular communication via staff briefings, staff bulletins, emails
- Promoting the continuing professional and development for all staff
- Engagement with the Trust's Performance and Development Review cycle
- All staff encouraged to contribute to the School Development Plan
- All staff invited to whole school training events
- Disaggregated training days
- Collaborative planning and development time for teaching staff
- Using teaching staff for rarely cover
- Feedback Policy
- Use of flexible working for staff where possible
- Regular staff social and support events e.g. whole school coffee breaks, quiz nights, staff initiatives, staff committee etc.
- Recognition of important personal events e.g. weddings, births etc.
- Designated areas for teams to relax, work and support colleagues
- Support staff to support the wider workforce
- Regular meetings with Professional Associations
- All staff encouraged to complete a Staff Health and Wellbeing Survey

7 Identifying warning signs

- 7.1 The Trust recognises that individuals will react differently to stressful situations and become stressed by a variety of different issues throughout their working life.

The following sources of stress can often be attributed to work:

- Overworking or undertaking work that does not match the individual’s skills and abilities
- Fear of change and trying to cope with change e.g. advancements in technology
- Insufficient workload or not being able to use skills
- Lack of job security
- Poor relationships with colleagues and a lack of involvement
- Harassment or bullying
- Crisis management
- Lack of long-term planning
- Engagement with any informal or formal employment procedures

- 7.2 The Trust recognises that home and personal lives can also prove stressful for staff; bereavement, separation, financial and family problems (including caring responsibilities) make people more vulnerable to stress at work. It is common that a combination of stress at home and work can make people particularly stressed.

- 7.3 We will strive to identify and deal with symptoms of stress quickly in order to maintain a healthy workplace and we have a legal requirement to actively respond where any staff member displays symptoms of work-related stress.

The following indicators can help staff identify stress in themselves or others.

All indicators listed below are examples, this is not an exhaustive list:

<p>Behavioural indicators</p> <ul style="list-style-type: none"> • Changes in eating habits • Compulsive habit forming • Difficulty sleeping • Engaging in unhealthy behaviours • Increased smoking, vaping or drinking • Overeating or developing an eating disorder • Social withdrawal • Substance misuse 	<p>Physical indicators</p> <ul style="list-style-type: none"> • Aches and pains • Chest pain or feeling like your heart is racing • Digestive / stomach issues • Headaches • High blood pressure • Muscle tension or jaw clenching • Tiredness / exhaustion • Weak immune system
<p>Mental indicators</p> <ul style="list-style-type: none"> • Feeling overwhelmed or on edge • Feelings of inadequacy • Lack of concentration • Low self-esteem • Memory loss • More emotional than usual • Trouble making decisions 	<p>Emotional indicators</p> <ul style="list-style-type: none"> • Anger or irritability • Anxious, nervous or afraid • Depression • Feeling drained and lethargic • Hypersensitivity • Inability to switch off • Loss of sense of humour • Unable to enjoy life

8 Actions to support staff

- 8.1 To positively impact wellbeing in our schools, the Trust will ensure that a whole-school approach is taken.

To help manage wellbeing, the Headteacher (or other responsible person) will:

- Lead by example and encourage staff to be open if they feel stressed, to take breaks to have a healthy work life balance
- Assist with work and help to manage staff workloads
- Maintain contact with staff during difficult points in their personal lives, e.g. bereavement, allowing sufficient time and supporting them when they return to work
- Arrange to meet with staff when planning any changes to working practices so that these can be discussed openly
- Promote the Trust's Employee Assistance Programme (EAP) with Education Support and monitor its effectiveness and impact on wellbeing

- 8.2 To effectively address workload issues and support staff wellbeing, the Headteacher working with SLT may consider the following actions:

- Measure staff wellbeing and identify workload issues by:
 - Commissioning staff workload and wellbeing surveys in line with Trust's People Strategy
 - Organising structured conversations about workload with staff
 - Collating a summary of outcomes from staff surveys and questions
 - Analysing staff workload and identifying which members of staff are spending too much time on certain aspects of the job
 - Consider using IT to visually assess where workload issues lie and identify areas of focus
- Review the areas of workload that have been identified using a workload impact graph and produce an evaluation of the school's current workload to highlight any actions that will be taken
- Address the workload issues that have been identified e.g. by undertaking a data collection audit and action plan and developing an action plan
- Implement the Staff Workload Charter to outline the commitment and expectations between the Academy Council, SLT and school staff regarding the wellbeing and mental health of school staff
- Evaluate the impact of the actions taken on a termly basis, measuring staff wellbeing and identifying new workload issues to address during the next term

The Headteacher will ensure that any changes proposed as a result of the actions outlined above are communicated to all members of staff and will report to the Academy Council regarding health and wellbeing initiatives in line with the Trust's Workload and Wellbeing Charter.

Individual schools are welcome to appoint their own Wellbeing Committee which will be supported by the Trust's People Strategy Committee to ensure all staff are supported in their roles and that actions are implemented to mitigate stress in the workplace.

All new members of staff will be provided with a comprehensive induction and their duties regarding their own and their colleagues' wellbeing will be made clear.

The Trust will ensure that all staff returning to work after a period of sickness absence will have a return-to-work meeting, and promote a positive, caring strategy for staff in line with the BWCAT Sickness Absence Policy and Procedure.

The Trust will ensure wellbeing is promoted and aim to prevent stress through good management practices, including the following:

- Fair and transparent recruitment and selection procedures
- Clear job descriptions and person specifications to ensure the right candidates are attracted to apply
- Clear careers paths for both teaching and support staff
- Clear line management structure
- Performance Development and Review cycle
- Absence management procedures – return to work meetings will ensure that individuals are supported back into the workplace following illness
- Reasonable adjustments are considered for staff as required
- Harassment and anti-bullying resources
- Flexible working arrangements, in line with the Flexible Working Policy
- Annual surveys to better understand the areas of work that have a negative impact on staff wellbeing

9 **Self-Management**

Staff can make changes to avoid and prevent stress and/or poor mental wellbeing, as it is a problem that should be tackled and not ignored.

Staff should be encouraged to speak to their colleagues and senior staff if they are struggling with their mental wellbeing, or feeling stressed in their personal lives or at work.

Staff are encouraged to take action to manage their own mental health and wellbeing. These actions may include but are not limited to the following:

- Keeping active as a way of releasing emotional intensity and any negative feelings; exercise will also help to clear thoughts and deal with problems more calmly
- Managing their workload and establishing and maintaining a healthy balance between work and home life
- Prioritising their workload throughout the workday, leaving the least important tasks until the end of the day and concentrating on the work that will make the biggest difference
- Avoiding unhealthy habits such as drinking, smoking, abusive substances
- Taking full advantage of the wellbeing initiatives, training and support offered by the school
- Speaking to their line manager in the first instance about any concerns they may have regarding their own workload, stress or mental wellbeing
- Engaging with school, in a manner agreed with the staff member, when they are absent from work with mental ill health and try to take up any support which is offered such as occupational health, counselling via the EAP etc. to try to support the member of staff with a successful and sustained return to work.

10 **Raising concerns**

If any staff member wishes to raise a concern about wellbeing, this can be done by:

- speaking to your line manager
- speaking to any member of SLT
- speaking to a member of the HR team

The relevant person will be able to provide the staff member with information about the support that is available to them; this may include both from the school and outside sources. Examples of these are:

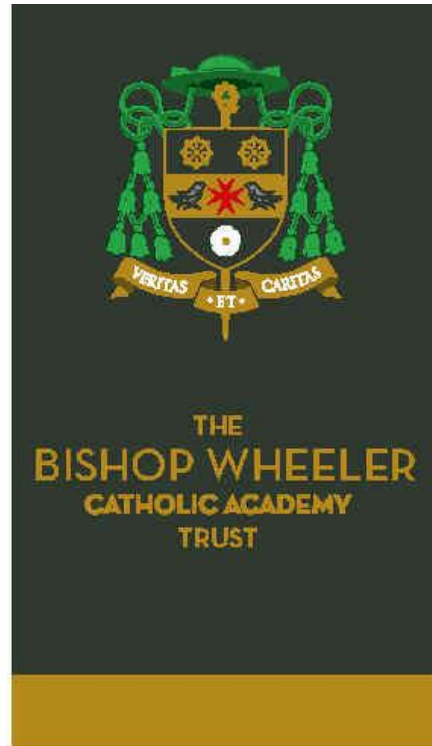
- Employee Assistance Programme (EAP) from Education Support
 - Online resources available
 - 24 hour in-the-moment support along with structured counselling
- Catholic Care
- A referral to occupational health via HR
- Various wellbeing tools
- Completion of a Wellness Action Plan (for example MIND)

All conversations will be treated confidentially. However, in some cases such as those that directly impact day-to-day activities or may become a safeguarding issue, confidentiality may not be guaranteed. If this is the case, the staff member will be made aware of the decision.

11 **Review of policy**

This policy will be reviewed annually.

Appendix 1:



Workload and Wellbeing Charter



INTRODUCTION



The Bishop Wheeler Catholic Academy Trust is committed to being an employer of choice. A central part of this is ensuring that we put managing employee workload and wellbeing at the heart of all that we do.

The Department for Education define wellbeing as a state of complete physical and mental health that is characterised by high quality social relationships. We aim to achieve an open, honest and collaborative culture, always acting with integrity; therefore forming positive relationships across our schools.

We value each member of the BWCAT community and commit to supporting the health and wellbeing of everyone involved in our schools. Our Workload and Wellbeing Charter, has been developed by the BWCAT People Strategy Committee, setting out key principles that we will all work to. We want to attract and retain staff who enjoy working in our schools and who are fulfilled and developed, with our organisation operating in an environment of high professional trust, with our Catholic ethos, integrity and professionalism underpinning our approach to accountability.

The commitment and care shown by our staff are fundamental to the success of our pupils and that the culture of our Trust, is critical in ensuring that we have an enjoyable and rewarding working environment. Our aim is for our schools to be driven by ethical leadership, where we develop, grow and retain our staff. By implementing the principles highlighted within this charter, we are investing in and supporting our staff, as well as the pupils that we serve.

"Staff say that school and trust leaders are considerate of their workload and well-being."

OFSTED - NOVEMBER 2023

WORKLOAD



The Trust recognises that it has a duty of care towards staff and is committed to working with colleagues to drive down unnecessary workload. Leaders will demonstrate this commitment and take into account what is reasonable for staff in all areas of the organisation.

This includes:

Culture of Wellbeing

We will foster a culture of wellbeing when leaders and teachers are setting work for support staff. We recognise that a two-way dialogue about capacity, resources and priorities is key to promoting wellbeing of all staff. Support staffing levels and workloads will be considered when planning future tasks, projects or activities.



Lesson Planning

Planning is critical for effective teaching and learning. Staff are not expected to submit daily or weekly lesson plans and are encouraged to spend time collaboratively planning and sharing resources. We aim to support this collaborative planning in the way that we design school and Trust calendars.



Meetings

Meetings will be calendared and have a clear agenda and purpose. If there is no good reason for a scheduled meeting, then it will be cancelled.



Marking and Feedback

We are committed to ensuring that our marking and feedback strategies address workload and are impactful on pupil progress.

Our central trust-wide philosophy is that that feedback should be meaningful, manageable and motivating.



Deadlines

We set realistic targets and deadlines to prevent long working hours and minimise feelings of stress. We are considerate of existing workload when unforeseen circumstances necessitate the creation of additional tasks and deadlines.

WORKLOAD



Data Collection and Reporting

Schools have a maximum of three data collections during the course of an academic year. This, combined with the appropriate use of technology, ensures that staff spend a proportionate amount of time acting on high quality data, by reducing the administrative burden.

All of our schools take action to reduce the report writing demands on staff.



Emails

There is no expectation that staff respond to emails outside normal working hours and we trust the professional judgement of our staff to make decisions about when they work outside school hours.

We ask that all staff respect the following with regard to communications:

'While I choose to work at a time that suits me, I do not expect a reply to this email outside normal working hours.'



School Reviews and Quality Assurance

Our School Reviews and Quality Assurance are developmental and supportive processes, and are a natural part of the school improvement cycle. The expectation is that they will not require additional work.



As a Trust, we are committed to keeping the issue of workload at the forefront of our planning and will review policies and processes that we already have in place, in order to improve quality and reduce workload.



WELLBEING



As a Trust, we are committed to placing wellbeing at the heart of our decision making. We will provide staff with the support they need to take responsibility for their own and other people's wellbeing, specifically providing managers with access to the resources they need to support the wellbeing of the people they lead.

We:

Provide all staff with access to The Employee Assistance Programme, including a 24/7 confidential helpline, to support mental, emotional, financial and physical health and wellbeing.

Resource a strong and experienced HR team, who can provide support, advice and guidance for all staff, including the signposting of occupational health and counselling support.

Provide staff with access to online courses, where they can learn about specific issues and find resources to support themselves and others.

Provide managers with training, tools and resources, in order to support their staff.

Recognise the benefits of positive relationships with Trade Unions and consult with them regularly through our JCNC.

Ensure that staff wellbeing is a specific area of focus within Development Plans and School Reviews.

Ensure all schools have a clearly defined line management structure, enabling staff to have direct access to support.



WELLBEING (leaders)



As a Trust, we also recognise the specific demands on leaders and are committed to providing support.

We:

Ensure that Trust Board and Academy Council members, communicate effectively and proactively with the CEO to support leader wellbeing.

Implement a comprehensive induction and buddying programme for new leaders across the Trust.

Ensure that all Headteachers have a partner colleague, who they can meet with every term.

Ensure that all School Reviews have a specific focus on leader wellbeing.

Provide all leaders with training opportunities to support their management of staff and their own wellbeing.

Engage with the Diocesan Headteacher Wellbeing Service.



OUR MEMBER SCHOOLS



THE BISHOP WHEELER CATHOLIC ACADEMY TRUST

The Bishop Wheeler Catholic Academy Trust is a charity and a company limited by guarantee, registered in England and Wales

Company Number: D8399801

Registered Office:

St. Mary's Menston, A Catholic Voluntary Academy, Bradford Road, Menston, LS29 6AE

Website:

bishopwheelercatholicacademytrust.org

Tel:

01943 883000

Email:

jjohnson@bwcat.org

CEO:

Mr D Beardsley

Chair of the Trust Board:

Mrs D Gaskin



Diocese of Leeds
Vicariate for Education

educationsupport.org.uk

Information, guidance and support for wellbeing

Your
Employee
Assistance
Programme



The charity for everyone
working in education.

Your Employee Assistance Programme

We will always be there to support teachers and education staff

No matter what you're going through, big or small, we're here for you. Day or night you can call to speak to someone without judgement who can help you find solutions to move past a difficult situation in your life.



“ I only wish I had called and set up counselling sooner. It has really helped me change my way of thinking and how I deal with things. ”

Counselling

- Our expert team are specially trained to support on a wide range of emotional and mental health topics
- We will assess your needs and provide emotional support, practical assistance and signposting to help you through the most difficult times.
- Our counselling follows a short term solution-focused brief therapy model. (up to 6 sessions)
- Where the assessment deems that our counselling model is clinically appropriate for your needs we can offer this either face-to-face or via telephone.
- If longer term or open-ended support is required then we will help you to locate services outside of the EAP who may be able to meet your needs.
- Our counsellors are fully qualified to practice with a diploma or a masters degree in counselling and are fully accredited with the BACP* or equivalent, or are working towards this.

*British Association of Counselling and Psychotherapy.



Your Employee Assistance Programme

Benefits to you



In the moment support and counselling for home-life issues

Confidential, independent specialist support for personal challenges such as relationship breakdown, coping with anxiety, bereavement, infertility, low self esteem, insomnia etc.



In the moment support and counselling for work-related issues

Confidential, independent specialist telephone support for challenges or issues related to work such as workplace stress, worklife balance, difficulties with colleagues etc.



Financial and Legal

Our qualified legal and financial professionals provide specialist support on a range of personal issues such as matrimony, housing, consumer, boundary disputes, debt management and more.



Specialist information

Specialist information and signposting services on topics such as elder care, childcare and disabled care.



Support for Managers

A support service for managers, dealing with important and challenging people issues.



Fast Access

You can access support via telephone or live chat 24 hours a day

- Completely confidential and independent service.
- Access available 24 hours a day, 365 days a year.
- Support for personal or work issues.
- Completely free to the service user.**

Call 08000 856 148

For online resources visit:

[educationsupport.org.uk/onlinesupport](https://www.educationsupport.org.uk/onlinesupport)

Username: **worklifesupport**

Password: **support1**

** Call costs from mobiles may vary according to the provider. Services delivered directly via the EAP are free. There may be charges for services we signpost to such as long term or open-ended support.

Your Employee Assistance Programme

You can learn more
about our work at
[educationsupport.org.uk](https://www.educationsupport.org.uk)
or by calling
0207 697 2750

“This is a fantastic service –
thank you so much. I really don’t
know where I would be without the
help I received from your team.”



The charity for everyone
working in education

Appendix 3:

Useful links:

Anxiety UK charity	Anxiety UK
ACAS website	ACAS
ASCL Help and Advice	ASCL
DfE Education Staff Wellbeing Charter	Education Staff Wellbeing Charter
Education Support website	https://educationsupport.org.uk/onlinesupport
Forward Leeds Alcohol & Drug Support for People in Leeds	Forward Leeds
GMB Mental Health Matters: Support	GMB
Mind website	Home - Mind
MindWell Leeds resources & materials	MindWell Leeds
NASUWT Wellbeing Tools for Teachers	NASUWT
NEU Mental Health & Wellbeing	NEU
NHS Every Mind Matters website	Every Mind Matters
NHS Northern Gambling Service	Northern Gambling Service
North Yorkshire Horizons (adult alcohol and drug recovery service)	North Yorkshire Horizons
North Yorkshire Talking Therapies	NY Talking Therapies
Samaritans website (calls day or night for free)	Samaritans Call 116 123
Unison member support and services	Unison
West Yorkshire mental health support line	Call 0800 183 0558