**Wellbeing for Education Leicestershire – Staff Wellbeing**

**Audit Tool and Action Plan**

This audit tool and action plan is designed to support schools and colleges to develop their school approach to staff wellbeing. If you are printing this document to complete it by hand, you may wish to resize the cells before doing so.

**Audit tool**

The audit tool provides a series of good practice prompts through which you can measure your settings progress. This will provide you with the opportunity to reflect on the various things that might help or hinder your action plan (in turn becoming an action of their own). Auditing should be undertaken at regular intervals to understand whether progress has been made or your circumstances have changed. Remember to validate your entries using objective evidence and the input of others. Where you are asked to RAG rate the audit prompts, use the following key:

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| --- | --- | --- |
|  | Red | Not currently in place. |
|  | Amber | In place but room to expand and improve. |
|  | Green | In place and embedded across the whole school. |

**Action plan**

The action plan provides a structured guide based on the SMART acronym through which you can capture your tasks for progressing / embedding each of the eight principles of the whole school approach and good practice prompts. Remember to be ensure each task is Specific, Measurable, Achievable, Relevant, and Timely. It is better to have fewer, high-quality actions (even if they are of limited impact) than lots of vague actions that you are unable to progress, or you get overwhelmed with. Where you are asked to RAG rate the audit prompts, use the following key:

|  |  |  |
| --- | --- | --- |
|  | Red | No or limited progress (be sure to reflect on why there has been no progress, if you’re coming across too many roadblocks try re-constructing your action). |
|  | Amber | Progress is being made (and the action is likely to be achieved as planned). |
|  | Green | The action has been completed (and there is a record of evidence to support its completion and impact). |

**Introduction**

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| Name of setting: |  |
| Address: |  |
| Local authority: |  |
| Age range: |  |
| Phase of education: |  |
| School type: |  |
| Name of establishment group (if applicable): |  |
| School capacity / number on roll: |  |
| Name of mental health lead: |  |
| Mental health and wellbeing budget: |  |

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| Summary of WHY changes are required in your setting (include evidence where appropriate). |
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| Goal | Good practice prompt | RAG | Reflection statement (include evidence and ‘because …’ to help identify actions) |
| 1 | Leadership and management demonstrate a commitment to staff wellbeing |  |  |
| # | Action(Be specific and measurable) | Timescale(Which half-term?) | Resource(What do you need to progress?) | RAG | Outcome and Impact |
| 1.1 | Clear values and long-term objectives |  |  |  |  |
| 1.2 | Staff wellbeing policy |  |  |  |  |
| 1.3 | Workplace wellbeing charter |  |  |  |  |
| 1.4 | Investment (i.e., capacity and / or financial) |  |  |  |  |
| 1.5 | Culture and practice |  |  |  |  |

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| Goal | Good practice prompt | RAG | Reflection statement (include evidence and ‘because …’ to help identify actions) |
| 2 | Leadership and management ensure changes are supported and embedded |  |  |
| # | Action(Be specific and measurable) | Timescale(Which half-term?) | Resource(What do you need to progress?) | RAG | Outcome and Impact |
| 2.1 | Governor for staff wellbeing |  |  |  |  |
| 2.2 | Designated staff wellbeing lead |  |  |  |  |
| 2.3 | Staff wellbeing working group |  |  |  |  |
| 2.4 | Staff wellbeing audit and action plan |  |  |  |  |
| 2.5 | You Said, We Did |  |  |  |  |

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| Goal | Good practice prompt | RAG | Reflection statement (include evidence and ‘because …’ to help identify actions) |
| 3 | Staff mental health and wellbeing is appropriately assessed at regular intervals |  |  |
| # | Action(Be specific and measurable) | Timescale(Which half-term?) | Resource(What do you need to progress?) | RAG | Outcome and Impact |
| 3.1 | Staff wellbeing measures / tools |  |  |  |  |
| 3.2 | 1-2-1 conversations |  |  |  |  |
| 3.3 | Group conversations |  |  |  |  |
| 3.4 | Ad-hoc |  |  |  |  |

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| Goal | Good practice prompt | RAG | Reflection statement (include evidence and ‘because …’ to help identify actions) |
| 4 | Actions are taken to enhance individual and collective staff wellbeing |  |  |
| # | Action(Be specific and measurable) | Timescale(Which half-term?) | Resource(What do you need to progress?) | RAG | Outcome and Impact |
| 4.1 | [Insert depending on needs of workforce] |  |  |  |  |
| 4.2 | [Insert depending on needs of workforce] |  |  |  |  |
| 4.3 | [Insert depending on needs of workforce] |  |  |  |  |
| 4.4 | [Insert depending on needs of workforce] |  |  |  |  |
| 4.5 | [Insert depending on needs of workforce] |  |  |  |  |

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| --- | --- | --- | --- |
| Goal | Good practice prompt | RAG | Reflection statement (include evidence and ‘because …’ to help identify actions) |
| 5 | Staff are encouraged to access training that increases their knowledge of mental health and wellbeing |  |  |
| # | Action(Be specific and measurable) | Timescale(Which half-term?) | Resource(What do you need to progress?) | RAG | Outcome and Impact |
| 5.1 | MH&W Awareness Training (all staff) |  |  |  |  |
| 5.2 | Targeted Training (some staff) |  |  |  |  |
| 5.3 | Psychological First Aid |  |  |  |  |
| 5.4 | MindEd |  |  |  |  |
| 5.5 | System to monitor / prompt training |  |  |  |  |