



Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'

Our Vision for Wellness

Our vision is for the growth of thriving Christian learning communities, providing everyone with the opportunity to achieve more than they ever thought possible. Wellness is at the heart of this. 'Everyone' means every pupil, and member of staff; we also do all we can for our wider community. Through the lived experience of our values of love, reconciliation, hope, forgiveness, peace, grace, justice and joy, we create a culture of openness. This enables adults and children to understand better and take ownership of their wellness such that they can flourish. We make provision for times of personal challenge, recognising our collective desire to help each other thrive mentally, spiritually and physically.

What do we mean by wellness?

According to the World Health Organisation: Wellness is the optimal state of health of individuals and groups. There are two focal concerns: the realisation of the fullest potential of the individual physically, psychologically, socially, spiritually and economically, and the fulfilment of one's role expectations in the family, community, place of worship, workplace and other settings.

*I have learned in whatever state I am, to be content **Philippians 4:1***

We are proud to have signed up to the **DFE's Education Staff Wellbeing Charter**.

From Mark Lacey, CEO

It is such an important time for us to have a Vision and Strategy for Wellness. Like me, I am sure you can point to times in your experience as a child or an adult when your wellness has been compromised. For me, this is personal: I can testify to a time when I reached a point of breakdown and wasn't sure how to continue. Thankfully, through the reality of faith, and the support of treasured friends and colleagues, I was able to find a way back. I am now in a place where I can share that story with others who might benefit from hearing it but it has been, at times, a tough journey. Furthermore, my conversations with many in our Trust in recent times, have left me in no doubt that the period of pandemic has left our reserves diminished and resilience tested like never before. I am touched by the extraordinary acts of generosity and kindness that I see every day as staff support one another and the children and families in their care. I am grateful too for the commitment of our Wellness Steering Group for taking our vision and strategy forward. Together we can do this!

Wellness Strategy

Key Priorities

1. To make our vision a reality by the culture we create, the language we use and the behaviour we model.
2. By the things we teach, and the ways we learn, create space for developing wellness and growing the skills and behaviours that enable all to flourish.
3. To recognise that we are a community of individuals and through the environment we create, to empower everyone to take ownership of their wellness.

Success Criteria

1. Internal monitoring and external reviews / inspections evidence the significant focus on wellness by the positive things that people say.
2. Surveys of staff, pupils and parents/carers will show year-on-year improvements in levels of wellness.
3. Pupil behaviour and attendance measures show year-on-year improvements.
4. Staff attendance and retention data show year-on-year improvements.

Actions	Who	Target	Impact Measures
1. To make our vision a reality by the culture we create, the language we use and the behaviour we model.			
a. Launch the Wellness Strategy and raise awareness with stakeholders through a range of activities during the year, including the Trust-wide INSET day.	Wellness Group (WG)	Jan-22 Jul-22	The Wellness Vision and Strategy are well publicised and known within the Trust. The DFE Education Staff Wellbeing Charter is high profile. Views are being effectively captured and providing useful evidence of progress against wellness measures.
b. Establish clear terms of reference for the Wellness Steering Group, that are known and understood across the Trust.	WG	Apr-22	
c. Identify Wellness Champions in each school and establish regular meetings designed to support the delivery of the Wellness Strategy.	Headteachers	Feb-22	
d. Ensure total Trust sign-up to the DFE's Education Staff Wellbeing Charter.	CEO and WG	Jan-22	
e. Review the current Staff Wellness Policy (in the Employment Manual) to ensure it is fit-for-purpose and provides a clear approach to supporting and promoting wellness - broaden to include other stakeholders.	WG	Jul-22	
f. Establish a communications plan for the group that normalises language, challenges stigma, enables achievements to be celebrated, gratitude to be expressed, good practice to be shared and information to be cascaded to relevant groups.	WG	Apr-22	
g. Demonstrate to leaders that this is about enabling adults and children to flourish, rather than creating more work.	CEO and DSAT	Jan-22	
h. Provide regular, effective ways in which to capture the views of stakeholders, most importantly pupil voice, that ensure we are well-informed and evidence-led as we plan for the future.	Services	Dec-22	

Actions	Who	Target	Impact Measures
2. By the things we teach, and the ways we learn, create space for developing wellness and growing the skills and behaviours that enable all to flourish.			
a. Review of policies for teaching, learning and curriculum (including our ‘Beyond Expectations’ documents, to promote a focus on creating space for developing wellness.	CEO Academy Improvement Team Headteachers	Apr-22 On-going	Policy framework demonstrates clear referencing to wellness issues. Curricular and extra-curricular planning, as well as Academy Improvement Plans, demonstrate strong focus on wellness. A range of monitoring evidence demonstrates the focus on wellness and its impact.
b. Through our annual cycle of curriculum review, for each school to identify specific opportunities to support teacher wellness in planning and delivery, and to grow a culture of pupil wellness through the content and approach provided.		On-going	
c. To capture how we develop wellness and grow skills outside of the taught curriculum.	WG and HTs	Jul-22	
d. Identify ways to effectively carry out a ‘humble enquiry exercise’ by peer review, that listens to and supports school and community challenges and opportunities.	WG and HTs	Sep-22	
e. Review training and development needs, incorporating further opportunities for leaders, staff, governors and trustees within our Collaborative Professional Learning (CPL) programme.	Professional Learning Leader	Sep-22	
f. Through the annual process of Academy Improvement Planning, ensure that there are actions that are linked to this strategy and which provide positive approaches to improving wellness.	Headteachers Academy Improvement Team	Sep-22	
g. Review timetables/deadlines to ensure manageability.	HTs/AIT	May-22	
3. To recognise that we are a community of individuals and through the environment we create, to empower everyone to take ownership of their wellness.			
a. Through the on-going monitoring work of Wellness Champions, senior leaders and Trust officers, increase awareness of and effect positive change in the school environment and workplace culture, such that everyone is focused on wellness for all.	Wellness Champions Headteachers DSAT Officers	Mar-22	Comprehensive and coherent wellness packages are in place for staff, pupils and parents/carers. CPL programme provides sufficient opportunities to support and develop wellness. Wellness stories are in place to support colleagues.
b. Capture in an accessible format, the wellness package that is available to staff, parents/carers and pupils, and promote this effectively at school and Trust level.	WG	Jul-22	
c. Develop the staff wellness package through effective partnerships and signposting, with strong promotion to ensure all are aware.	DSAT Services	Aug-22	
d. Provide access to tools to help individuals understand how they can look after their own wellbeing.	DSAT Services	Aug-22	
e. Provide wellness events for staff locally or through our on-going Trust-wide CPL activities.	Professional Learning Leader	Sep-22	
f. Create an online bank of wellness stories – voluntary, real-life examples from people within the Trust, that will support others.	WG	Dec-22	