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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Staff Wellbeing Audit Tool** | | | | | | | **Icon  Description automatically generated** | | | |
|  | Not in place |  | Partly in place |  | Fully in place |  | | | |
|  | | | | | | | | | | |
| **A structured approach to prioritising staff mental health and  wellbeing in schools** | | | | | | |  |  |  | |
| Staff mental health and wellbeing strategic commitment and/or policy | | | | | | |  |  |  | |
| Staff mental health and wellbeing plan | | | | | | |  |  |  | |
| Policies that support staff mental health and wellbeing (mental health at work, flexible working etc) | | | | | | |  |  |  | |
| Staff wellbeing group to lead and develop staff initiatives | | | | | | |  |  |  | |
|  | | | | | | |  |  |  | |
| **Creating the conditions and culture to drive positive mental  health outcomes for all staff** | | | | | | |  |  |  | |
| Measures in place to monitor and manage stress and burnout | | | | | | |  |  |  | |
| Tools to help with work/life balance | | | | | | |  |  |  | |
| Staff collegiality and appreciation fostered and promoted | | | | | | |  |  |  | |
| Peer support/mentoring/supervision available to staff | | | | | | |  |  |  | |
| External support for head teacher (mentoring, supervision, peer support) | | | | | | |  |  |  | |
| A safe comfortable space for staff to take time out and de-brief outside of staff room environment | | | | | | |  |  |  | |
| Inclusive opportunities for all staff to participate in social activities not linked to work | | | | | | |  |  |  | |
| Physical working spaces that promote wellbeing (quiet rooms, plants, exposure to light) | | | | | | |  |  |  | |
|  | | | | | | |  |  |  | |
| **Promoting an open culture around mental health** | | | | | | |  |  |  | |
| SLT encourage regular discussion/openness on mental health and wellbeing | | | | | | |  |  |  | |
| Wellbeing part of daily operations/activity (inductions, 121s, team meetings) | | | | | | |  |  |  | |
| Promotion/awareness campaigns of mental health and wellbeing across the school community | | | | | | |  |  |  | |
| SLT model good working practices and self-care | | | | | | |  |  |  | |
|  | | | | | | |  |  |  | |
| **Building confidence and capability, with particular focus on line  managers and wellbeing leads.** | | | | | | |  |  |  | |
| Staff mental health and wellbeing lead in place | | | | | | |  |  |  | |
| Line manager mental health and wellbeing training | | | | | | |  |  |  | |
| Return to work conducted with a focus on wellbeing | | | | | | |  |  |  | |
| Staff confident and encouraged to recognise and support/signpost when a colleagues mental health and wellbeing is under threat | | | | | | |  |  |  | |

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| **Providing tools and support to all staff, including those living  with a mental health problem** |  |  |  |
| Staff know where to access internal and external sources of support |  |  |  |
| Access to counselling/EAP/mental health services |  |  |  |
| Processes in place to support staff after difficult or distressing incidents |  |  |  |
| Staff training available in wellbeing and mental health to promote self-care, support and normalising a supportive culture |  |  |  |
|  |  |  |  |
| **Creating a transparent approach to measuring staff mental  health and wellbeing** |  |  |  |
| Staff wellbeing promoted and monitored by school governors |  |  |  |
| Staff wellbeing survey (at least annual) |  |  |  |
| An accountability structure for staff mental health and wellbeing |  |  |  |

