



WICKERSLEY
PARTNERSHIP
TRUST.

WPT Public Sector Equality Duty Information

Responsibility for Review of Equality Information: Trust Board

Reviewed: Annually

Responsibility for Review of Equality Objectives: Local Governance Committee

Progress Reviewed: Annually, then Objectives updated every four years

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1 – Aims

At Wickersley Partnership Trust (hereafter referred to as WPT), we celebrate diversity and relentlessly focus on the highest standards of student achievement and our practice is thoroughly rooted in this approach.

At WPT, we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers irrespective of race, gender, disability, religion and belief, or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the Trust feel proud of their identity and can participate fully.

The achievement of students will be monitored by race, gender and disability and we will use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At WPT we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2 – Introduction

This single document replaces any separate policies the Trust has on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government.

The Public sector equality duty came in to force in April 2011 (s.149 of the Equality Act 2010) and public authorities are required, in carrying out their functions, to have due regard to the need to achieve the objectives set out under s149 of the Equality Act 2010 to:

- a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

To ensure transparency, and to assist in the performance of this duty, the Equality Act 2010 (Specific Duties) Regulations 2011 require public authorities to publish:

- Equality Objectives, at least every four years (from 6th April 2012)
- Information to demonstrate their compliance with the Public Sector Equality Duty (from 31st January 2012)

Part One sets out the school's aims to promote equality of opportunity and comply with the Act.

Part Two sets out the legal duties which are referred to in Part One.

Part Three sets out the Equality Objectives of the Multi Academy Trust, to be reviewed and reported on annually.

3 – Part One

Our Legal Duties

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics).

Protected Characteristics

The Act defines protected characteristics as follows:

- Disability
- Gender Reassignment
- Pregnancy and Maternity
- Ethnicity
- Religion or Belief
- Sex
- Sexual Orientation
- Age
- Marriage and civil partnerships

These protected characteristics apply to students, prospective students, staff, prospective staff or anybody they are associated with, with the exception of 'age' and 'marriage and civil partnership' which do not apply to students and prospective students. (See Annex A).

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties:

The Public Sector Equality Duty or 'General Duty'

This requires all public organisations, including schools to give due regard to the need to (in relation to the protected characteristics above):

1. Eliminate unlawful discrimination, harassment and victimisation
2. Advance equality of opportunity between different groups
3. Foster good relations between different groups

Two 'Specific Duties'

This requires all public organisations, including schools to:

1. Publish information to show compliance with the Equality Duty
2. Publish Equality Objectives – which are specific and measurable - at least every 4 years

Unlawful Behaviour

The Act defines four kinds of unlawful behaviour – direct discrimination, indirect discrimination, harassment and victimisation.

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people.

Indirect discrimination occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

Harassment has a specific legal definition in the Act - it is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”.

Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the Act.

Reasonable Adjustments and Accessibility Plans

Wickersley Partnership Trust is required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts
 - Take reasonable steps to provide auxiliary aids/services
 - Provide information in an accessible format
 - Develop and implement (by allocation of resources) Accessibility Plans which will;
1. Increase disabled students’ access to the school curriculum

And for all users of the school

2. Improve the physical environment
3. Improve the provision of information

The duty is an anticipatory and a continuing one that WPT owes to all students with disabilities whether identified or not, and to those students who will be attending in the future. Our schools will seek relevant information regarding newly placed students to ensure as far as possible that their needs are anticipated under this Act. We will ensure that we work closely with professionals, parents and carers as appropriate to identify the challenges presented to us by new students under this Act.

Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty, applicable to the Trust, to promote community cohesion. Community cohesion encompasses promoting good relations between students from different races, faith/beliefs and socioeconomic backgrounds. WPT policies and activities should all be promoting community cohesion and inclusion wherever possible to comply with and support these duties.

Roles and Responsibilities

We expect all staff of the Trust and visitors to support our commitment to promoting equality and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

The Trustees

The board has overall responsibility for ensuring compliance with equality legislation, the effective operation of this document and that action plans are implemented. The Trust and Governing Body keeps aspects of the Trust's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. The Trustees are the Governing Bodies are responsible for ensuring that:

- A commitment to equal opportunities is set out in this document
- The Trust is fully inclusive to students, and responsive to their needs based on the protected characteristics
- This 'Equality Information' document will be reviewed annually
- People are not discriminated against when applying for jobs on the grounds of the protected characteristics,
- All reasonable steps are taken to ensure that the environment gives access to people with disabilities, and communications are as inclusive as possible for all stakeholders.
- All applications to join the Trust are welcome, whatever a child's socio-economic background, race, gender or disability
- No child is discriminated against on account of their race, sex or disability, gender, religion and belief, or the fact that they are pregnant or are undergoing gender reassignment

The Trustees review the Equality Information and Objectives and evaluate the success of the Trust's equalities work taking account quantitative evidence (e.g. data) and qualitative evidence.

The Chief Executive Officer, along with the Executive and Senior Leadership Team, are responsible for ensuring that:

- This information is communicated and made readily available to staff, parents and carers
- This information and its related procedures are implemented
- Staff are aware of their responsibilities and are given appropriate training and support to enable them to effectively deliver this and the Equality Plan
- Appropriate action is taken in any case of actual or potential discrimination
- All staff understand their duties regarding recruitment and provide reasonable adjustments to staff when appointed. All appointment panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities
- All staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents
- All incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, are treated with due seriousness
- The principle of equal opportunity is promoted when developing the curriculum

All staff should:

- Enact all aspects of this document, its commitments and procedures, and their responsibilities within it
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head of School, Headteacher or Principal
- Strive to provide material that gives positive images based on race, gender and disability, and challenge stereotypical images
- Promote equality and good relations and not discriminate on any grounds
- Attend training and information sharing opportunities as necessary to use this and associated documents with confidence, and keep up to date with current equality legislation
- Promote equal opportunities through their words and actions

Students according to their ability and understanding should:

- Refrain from engaging in discriminatory behaviour, or any other behaviour that could cause offence to others

Parents and carers will:

- Be encouraged to participate fully in implementing this document within the school and across the Trust, particularly by reinforcing its ethos at home. They will be invited to comment on the Equality Objectives and will be regularly updated on progress

All visitors, volunteers and contractors should:

- Make themselves aware of, and comply with the expectations contained within this document
- To refrain from engaging in discriminatory behaviour or language on school premises
- Bring to the attention of a member of staff any act, or behaviour that concerns them

Publishing the Plan and Links to Other Policies and Documentation

In order to meet the statutory requirements to publish information to demonstrate how we are complying with the Public Sector Equality Duty and to prepare and publish objectives, we will:

- Publish our information and objectives on the Trust website
- Raise awareness of the objectives through newsletters, assemblies, staff meetings and other communications
- Make sure hard copies are available

This document has links with the Behaviour, Admissions, SEN and Anti-Bullying policies. The Equality Act also applies to the Trust in its role as employer, and as such links to our Recruitment Policies, Whistleblowing Policy, Health and Safety, Online-Safety and Acceptable Use policies.

4 – Part Two

Across WPT we value the individuality of all our children, employees and stakeholders, and we are committed to enabling all students to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential. We are also committed to safeguarding and promoting the welfare and wellbeing of our children and young people, employees and stakeholders, and expect everybody to share this commitment.

WPT will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

This means:

- We will take reasonable and necessary steps to meet students' needs by using a variety of approaches and planning reasonable adjustments for disabled students, enabling them to take part all the activities of the school as much as possible
- We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for students, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity
- We will actively encourage positive attitudes towards students and staff and expect everyone to treat others with dignity and respect
- We will regularly consider the ways in which the taught and wider curriculum will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action
- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping
- We will monitor the progress and achievement of students by the relevant and appropriate protected characteristics
- This information will help the schools to ensure that individual students are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the academy development plans, or through any support plan that may be in place
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equal opportunities. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff
- Staff will ensure the curriculum is accessible to all students with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, staff will ensure that all students are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic

- We will seek the views of advisory staff, outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the school will take every opportunity to promote and advance equality
- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up on incidents of prejudice-related bullying
- We expect that all staff will be role models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping
- Throughout the year, WPT schools will plan ongoing events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination.
- We will ensure student/parent/staff consultation is regularly sought in the development and review of this policy
- We will regularly seek the views of students, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans and equality plans if they are in place

Equal Opportunities Relating to Staff at WPT

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability, and in compliance with the law. However, we will ensure - wherever possible - that the staffing of the schools reflects the diversity of our community.

Employer Duties

As an employer we need to ensure that we eliminate discrimination, victimisation and harassment in our employment practice and advance equality across all groups within our workforce. Equality aspects such as age, sex, ethnicity, disability, sexual orientation, gender reassignment, pregnancy and maternity, and religion and belief are considered when appointing staff - particularly when promoting within WPT or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention, including bullying and harassment of staff
- Providing continued professional development opportunities for all staff, which are monitored as part of the performance management process
- Providing Senior Leadership Team support to ensure equality of opportunity for all

4 – Part Three

Equality Objectives

Our Equality Objectives are based on our analysis of data and other information. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantage. We have agreed equality actions that will demonstrate what we want to achieve, how we will achieve our objectives and give a review of progress. This includes both WPT Trust-wide and school-level Objectives.

WPT has set the following Equality Objectives for the four-year period from July 2023 until July 2027:

1. To monitor and analyse student achievement by ethnicity, gender and special educational need, disability and disadvantaged groups, and act on any trends or patterns in the data that require additional support for students. We will take account of the achievement of all students when planning for future learning and in the setting of challenging targets.
2. To deliver a broad and balanced curriculum, that provides opportunities for all students to achieve the highest standards of education, using specialist programmes and dedicated resources to support students who need it the most. We will broaden horizons through the delivery of our entitlement and enrichment promise and a programme of assemblies, external visitors and speakers, and residential and education trips which will promote the ethos of equality to students, and help students develop good relationships with people of different characteristics.
3. To promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice, and provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures. We will encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
4. To raise levels of parental and student engagement in learning and school life, across all activities including regular attendance to ensure equity and fairness in access and engagement. To raise aspirations among children and parents, and raise awareness of future career options for all children, challenging gender stereotypes.

The implementation and impact of these Objectives and the Equality Plan will be monitored and reviewed by the Board of Trustees through:

- Reviewing student progress and attainment for different sub-groups (e.g. individual schools, boys / girls, Pupil Premium, SEN and Children in Care) annually in the autumn term, to ensure that all groups of students are making the best possible progress, and take appropriate action to address any gaps
- Receiving reports from the CEO and Executive Leads
- Receiving reports from monitoring visits and Local Governing Bodies
- Taking advice from relevant parties such as the Trust HR provider and Local Authority Admissions Team
- Monitoring parental engagement and attendance at all events

Review

The Equality Policy and Objectives have been agreed by the Trust Board. We have a rolling programme for reviewing our policies and their impact. In line with legislative requirements, we will review the progress and implementation of the Equality Objectives and Equality Plan annually.

This document will be reviewed every four years by Trustees.

Annex A – Protected Characteristics

The protected characteristics for the Trust’s provisions are:

- Disability
- Gender Reassignment
- Pregnancy and Maternity
- Ethnicity
- Religion or Belief
- Sex
- Sexual Orientation
- Age and marriage and civil partnerships are NOT protected characteristics for the Trust’s provisions, but do apply to staff

Disability

This section should be read in conjunction with each academy’s Special Educational Needs Policy and Accessibility Plan.

A person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls ‘a substantial and long-term adverse effect on their ability to carry out normal day to day activities’. Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long term and substantial adverse impact on their ability to carry out normal day-to-day activities.

There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause. In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses) diabetes, asthma epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis. People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below)
- People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist are re-automatically treated as disabled under the Act. Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down’s Syndrome and mental health conditions such as depression and schizophrenia

The other tests to decide if someone has a protected characteristic of disability are:

- The length the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life, or has lasted at least 12 months, or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to reoccur or if the person no longer has the condition, they will be considered to be a disabled person
- Whether the effect of the impairment is to make it more difficult and/or time consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience
- If the activities that are made more difficult are 'normal day to day activities' at work or at home
- Whether the condition has this impact without considering the effect of any medication the person is taking or any aids, assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses

Discrimination arising from disability - treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments. The law on disability discrimination is different from the rest of the Act. In particular, it works in only one direction, i.e. it protects disabled people but not people who are not disabled. This means that we are allowed to treat disabled students more favourably than non-disabled students, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with students without disabilities.

The Equality Act 2010 places a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination and harassment of disabled people that is related to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male students and between women and men, and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment

Gender Reassignment

Gender reassignment is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with. This personal process may include undergoing medical procedures or, as is more likely for academy students, it may simply include choosing to dress in a different way as part of the personal process of change.

A person will be protected because of gender reassignment where they:

- Make their intention known to someone – it does not matter who this is, whether it is someone at the school/Trust or at home, or a medical professional etc
- Once they have proposed to undergo gender assignment they are protected, even if they take no further steps or decide to stop later on
- They do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention, they are protected
- Start or continue to dress, behave or live (full or part time) according to the gender they identify as a person
- Undergo treatment related to gender reassignment, such as surgery or hormone therapy
- Have received gender recognition under the Gender Recognition Act 2004. It does not matter which of these applies to a person for them to be protected because of the characteristic of gender reassignment. This guidance uses the term 'transsexual person' to refer to someone who has the protected characteristic of gender reassignment.

Sex

A person's sex refers to the fact that they are male or female. In relation to a group of people, it refers to either men or women or to either boys or girls.

Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

Sexual orientation means the attraction a person feels towards one sex or another (or both), which determines who they form intimate relationships with or are attracted to.

Everyone is protected from being treated worse because of sexual orientation, whether they are bisexual, gay, lesbian or heterosexual. Sexual orientation discrimination also covers discrimination connected with manifestation of that sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for students and treatment of students.

Pregnancy & Maternity

The Act lists pregnancy and maternity as a protected characteristic.

Ethnicity

Ethnicity means a person's:

- Colour, and/or
- Nationality (including citizenship), and/or
- Ethnic or National Origin

And a racial group is composed of people who have or share a colour, nationality, ethnic or national origins.

A person has the protected characteristics of ethnicity if they belong to a particular racial group, such as 'British people'.

Racial groups can comprise two or more racial groups such as 'British Asians'.

Religion or Belief

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief.

A religion need not be mainstream or well known to gain protection as religion. It must, though, be identifiable and have a clear structure and belief system. Denominations or sects within religions may be considered a religion. Cults and new religious movements may also be considered religions or beliefs.

Belief means any religious or philosophical belief and includes a lack of belief.

'Religious belief' goes beyond beliefs and adherence to a religion or its central articles of faith and may vary from person to person within the same religion.

A belief which is not a religious belief may be a philosophical belief, such as humanism or atheism.

A belief need not include faith or worship of a god or gods, but must affect how a person lives their life or perceives the world.

For a belief to be protected by the Equality Act:

- It must be genuinely held
- It must be a belief and not an opinion or viewpoint based on information available at the moment
- It must be a belief as to a weighty and substantial aspect of human life and behaviour
- It must attain a certain level of cogency, seriousness, cohesion and importance
- It must be worthy of respect in a democratic society
- It must be compatible with human dignity and not conflict with the fundamental rights of others

Health and Wellbeing Strategy

At WPT, we feel that our staff's wellbeing is of vital importance. Wellbeing is an important factor in job satisfaction and as such is a management issue. Our strategy will bring staff wellbeing to the forefront, whilst seeking to create a culture where negative wellbeing issues are identified, minimised and managed before they affect the wellbeing of staff. We have a clear aim to promote the positive health and wellbeing of our staff.

The issue of staff health and well-being at work is recognised as part of our broader approach to health promotion that involves us all.

We aim to:

- Promote good practice in both health and wellbeing activities and share success
- Provide relevant training for all staff
- Ensure all necessary resources are provided
- Identify those circumstances that may contribute to inappropriate levels of work-related stress
- Consult with relevant Trade Union Safety Representatives and other stakeholders
- Provide confidential counselling for staff as necessary
- Promote an emphasis on wellbeing.
- Provide central support, resources and advisory services
- Offer practical step-by-step procedures and guidance
- Provide training to staff
- Monitor the effectiveness of this policy

Responsibility of the Senior Leadership Team

Our Senior Leaders will:

- Ensure health and wellbeing are seen as a priority
- Establish effective monitoring processes
- Make recommendations following consultation with staff
- Ensure the promotion of the policy throughout the organisation
- Provide support and guidance for individuals
- Allocate resources necessary

We also expect our senior staff to:

- Set an example to others
- Actively promote the principle of positive staff wellbeing
- Be vigilant to employees' personal circumstances offering additional support as necessary
- Ensure that communication is always effective
- Ensure that bullying, harassment and discrimination are never tolerated
- Refer employees (with their consent) to Occupational Health Service or counselling services
- Work with managers to initiate staff wellbeing focus groups where appropriate
- Conduct any investigation necessary to protect staff wellbeing
- Ensure effective measures are in place for monitoring all sickness absences for stress-related absence

All Staff

All staff are expected to:

- Look after the health and wellbeing of their colleagues and the students and families they work with
- Treat each other with dignity and respect
- Take advantage of training and information sources
- Uphold confidentiality (wherever safety is not at risk)
- Recognise the limits of what they can do and seek advice at the earliest opportunity
- Share ideas for promoting health and wellbeing in the workplace
- Raise issues of concern with their Line Manager
- Accept opportunities for occupational health review or counselling when recommended

WPT Public Sector Equality Duty Information

