NOURISH the WORKPLACE™

health and well being in schools

Toolkit 2022/23

Please decide at what level you meet the criteria and then fill in the school evidence box with as much evidence as you see fit to prove that you meet the standard. The guidance and possible evidence box is there to help you, but if you feel there are other ways you can show it then please do include them too. Reference any appendices and attach them to the email.

We have a manageable and appropriate workload		
		FULLY MET / PARTIALLY MET / DEVELOPING
GUIDANCE Is appropriate PPA time given? Are staff meetings and briefings for an appropriate amount of time? Is workload appropriate for the job description? Do staff feel able to have a homelife with time for relaxing? Is time provided for leading core subjects or other areas of responsibility?	POSSIBLE EVIDENCE Examples of release and duty timetables Use of HLTA's Staff meeting timetables Survey data	SCHOOL EVIDENCE <u>Duties:</u> Timetables are created so that teachers don't have over 42 periods in a fortnight. Staff have to complete two 25mins duties in a fortnight. Where it has not been possible to keep to under 42 periods, teachers have the option of not doing a duty (or any duties, depending on how much over allocation). Staff in leadership positions have reduced timetables to allow for time for their additional responsibilities within the school. **[Appendix 1: duty TT]** <u>Meetings:</u> The number of meetings has been reviewed and, following staff feedback, the following issues have been addressed: - The number of meetings in Secondary have decreased significantly, particularly around pressure points in the year such as exam/marking season, report deadlines and parents afternoons. This is something we continue to review regularly upon reflecting on past terms. - In Primary, a higher number of meetings have been dedicated to giving time for tasks such as report

		writing, data analysis marking and planning to alleviate workload. **[Appendix 2: meetings TT]** Aside from this, staff are encouraged to not take books home to mark by having a live marking policy. Primary staff also have a flexible meeting time where, if staff wish, they can have their Key Stage meetings in the morning before school instead of after school. <u>CPD</u>: - In Secondary, the quality of meetings and CPD was mentioned in the report. Given our international context, we recognise that at times CPD sessions may not meet the expectations of some of our staff as it is difficult to get people coming in to deliver CPD. This is something that we are reviewing for next year to ensure we address this. We have started looking at some external agencies that can deliver CPD online as well as identifying people in our staff body who are experts in specific areas so they can deliver training. - In Primary, the CPD provision this year has changed to Professional Learning Communities (PLC). This has given staff a chance to pick a topic they are interested in to trial and develop it throughout the year. The sessions have been mapped out in different stages so staff only need to do one bit at a time (i.e.

		different sessions for reading, discussing, reflecting, planning, trialling, etc) In Primary, staff have remained for the most part in the same year group, classroom and have kept the same TA as last year. This has been designed to reduce workload. There has been work put into tweaking and re-writing schemes of work and medium term plans including objectives and resources so everything can be accessed through a single document. Even though this has taken some extra work on behalf of staff, it has been done to save time in future years and not having to plan everything from scratch. In Secondary, saff have expressed that they feel they have to complete the same task in different formats. We are working to solve this by upgrading some of the software we already use so that we can have everything in one place. Most staff have expressed that their workload is appropriate for their job description and that they are happy with their work-life balance. The results from this year's survey are higher than last year, we are happy to see that our efforts to improve this area have had a positive impact on staff. We will work with those people who may feel that their workload is too much in order to identify the reasons behind it. **[Appendix 3: survey]**

We value and prioritise staff's health and understand the need to rest and recharge.		
		FULLY MET / PARTIALLY MET / DEVELOPING
GUIDANCE Do you have quality facilities for all staff to eat at lunchtimes? - Is there enough cutlery? - Is there enough equipment? (Microwaves, stoves etc) - Are there appropriate tables and chairs to eat effectively? - Are there a different choice of seats to sit on? - Do staff get subsided school meals? Is your staffroom welcoming? Do you provide refreshments free of charge? Are there enough toilet facilities for all the staff? Do staff feel able to 'take a break' at lunchtime as their workload allows it?	POSSIBLE EVIDENCE Photographs Staff testimonials Staff survey data Site plan	SCHOOL EVIDENCE This is one of the areas that has most improved since last year. Overall, more people feel like they can get a rest and the amount of rest time that people get has increased from last year significantly. **[Appendix 4: survey]** The school hired a new catering company, which has resulted in healthier, more balanced and tasty meals with the addition of a salad and fruit bar. We keep in regular communication with the catering company to pass on feedback and continue to improve the quality of the meals. Staff can get free meals from the canteen and additional snacks free of charge when we have a later than usual event, such as parents afternoons. Besides this, staff can go off-site to the local shop or for a walk if they wish. **[Appendix 5: school menu]** The tables and chairs in the canteen have been changed too to allow for extra space and there are different seats in the staffroom (sofas and chairs) so that people can use both depending on their preference. There is tea and coffee free of charge, we bought a new coffee machine and we have included plant based milk in the staffroom's drinks offering. **[Appendix 6: pics of staffroom]** We are very pleased to see that there has been an improvement in the scores around this area due to the work

		we put in last year, as this was one of our main priorities. Even though a lot of work was put in the staff room last year, there still needs to be more work going into this. Due to this, we are suggesting a staffroom committee that will take charge of the staffroom to ensure staff needs are met. Aside from this, we will work to shift the culture of the staffroom to ensure that it is a place to relax and socialise as most staff have an office they can use to work in.

We have a member of staff in charge of wellbeing who is not on SLT

FULLY MET / PARTIALLY MET / DEVELOPING

GUIDANCE	POSSIBLE EVIDENCE	SCHOOL EVIDENCE
Is the role set out as part of a job description? How does the Wellbeing Lead feed back to SLT? Is there a Staff Wellbeing Working Party (or similar) and who sits on it?	Job descriptions Staff survey data	The Wellbeing Lead (not SLT) has created a Wellbeing Committee where staff has signed up voluntarily. This group is formed by members working in different areas of the school. We meet once a half-term to look at the areas for development that had emerged from the survey as well as any other issues that may arise in our day-to-day. We assess the issue and draw up possible actions and designate someone in the team, or at times outside the team, to action these. The Wellbeing Lead is in regular contact with SLT to discuss and address these actions. **[Appendix 7: job description]**

Wellbeing is covered in CPD sessions 3 times a year

FULLY MET / PARTIALLY MET / DEVELOPING

GUIDANCE	POSSIBLE EVIDENCE	SCHOOL EVIDENCE
Is wellbeing CPD available to all staff?		A wellbeing questionnaire was sent to all staff and we have had whole-school sessions around wellbeing. The feedback from last year

Are practical wellbeing strategies introduced? Is health advice incorporated into CPD?	Staff meeting agendas Training timetables Staff testimonials	after having wellbeing CPD was that staff would rather get time to work on their wellbeing rather than having specific CPD around this. Following this feedback, we address this by implementing strategies that will improve people's wellbeing. Amongst these, we have worked on alleviating workload by reducing meeting time (both in number and in length), offering fitness sessions after school, organising Secret Santa, World Cup sweepstake, Secret Angel, Santa Fun run, Escape Room day, using part of INSET days to organise an Escape Room and activities outside of school, and other strategies such as having an online wellbeing suggestion box and having an open door policy to share any issues that may arise. Additionally, this year we introduced coaching training to all staff. This has proved to be very positive both for staff development and staff wellbeing. Various members of staff have mentioned in the survey that this has helped with their wellbeing, as it has developed their relationship with members of staff that they wouldn't typically talk to as well as offer a safe space to talk about goals and issues. **[Appendix 8: survey comments]**

We operate flexible working strategies
FULLY MET / PARTIALLY MET / DEVELOPING

GUIDANCE	POSSIBLE EVIDENCE	SCHOOL EVIDENCE
Is there flexible access to school during the holidays? Is PPA allowed to be taken at home? Does your school offer part time and job share contracts when available? Are staff allowed (within reason) to attend their own children's school events? Does your email policy allow people to work at a time that suits them without disturbing others?	Staff testimonials Staff survey data Staff list with days shown School policies	Staff are allowed to come into school over the holidays unless there are works going on (i.e.: electrical work) that would prevent them from being able to work at school. The school operates with flexible time where staff can leave school before their contracted time as long as tasks are done. This way, if staff wish to finish tasks at home instead of at school they may do so after 15:30 when lessons finish (provided there aren't any meetings, parents' afternoons or ECAs). We offer part-time jobs, we currently have a number of teachers on part-time contracts. Staff are allowed to attend their own children's school and other important events as long as they have given notice before the day of the event. We have an email policy where emails are limited to working hours. If someone needs to respond to their email outside working hours, they can use the 'Schedule Send' function so that the recipient of the email gets in within working hours. This policy includes parents too. **[Appendix 9: email policy]**

We implement the Find Fifteen Initiative
FULLY MET / PARTIALLY MET / DEVELOPING

GUIDANCE	POSSIBLE EVIDENCE	SCHOOL EVIDENCE
How do you encourage staff to 'Find Fifteen'? How are lunch and break duties allocated to allow everyone a chance for a proper break? Do all staff have to attend assemblies? Do support staff have to work at lunch times? When else do they have a break? Do leaders and heads schedule time for a break during the day?	Duty timetables Staff testimonials	In order to encourage staff to 'Find Fifteen', we have reduced the number of meetings, we have continued to make improvements to the staffroom so that it's more welcoming and has been more widely used as a space to relax and socialise. **[Appendixes 2 and 6]** Duties are allocated to ensure that all staff have time for a break. Staff have to complete two 25mins duties in a fortnight. Our lunch breaks are 55 mins long. This means that even if staff have a duty, everyone gets time for a proper break. In Secondary, if staff get a lunch duty, they will have a free period either before or after the lunch duty to allow for extra time for lunch in case this is needed. In Primary, due to the way in which the timetable works, staff on lunch duty get 20 minutes approx for lunch when on duty (once a week max.), but they still would get the whole break time free (20 minutes) **[Appendix 1]** In Secondary, staff only need to attend assembly if/when tutors or specific staff are needed. In Primary, there is a rota where teachers get extra planning time during assembly. **[Appendix 10: assembly TT]** Support staff are not required to work at lunch or break time and leaders and heads have an allowance in their timetable to meet their additional responsibilities. They can also have a break at break time and lunch time.

Staff absence is managed effectively and is as low as possible		
		FULLY MET / PARTIALLY MET / DEVELOPING
GUIDANCE What percentage of your budget is spent on supply? Do you provide private health care? Is there access to free advice and support? How do you promote good health? Is it easy for your staff to eat and drink healthy choices in the school day? Is ventilation adequate? Does your school hold back to work interviews?	POSSIBLE EVIDENCE Budget data Healthcare information	SCHOOL EVIDENCE Cover for absences is managed internally, absence is rare and is mainly covered by staff with lighter timetables in Secondary and by the relevant TA in primary. Two years ago, we received a salary enhancement with the option to purchase a year subscription to private healthcare, in which we get a discount. Besides, the health care in Hungary is free of charge. In case of feeling unwell in school or would like free advice and support, there is a school doctor and nurse. **[Appendix 11: health care package]** If someone has been off for a long time, we have a return to work chat. If there is an issue with numerous absences, there is a meeting to see how staff can be better supported to help with issues. In order to promote good health, we have a bike rack for staff who ride to school and to promote more people cycling to work. Besides, we organise different fitness activities for staff in school and some staff meet regularly to exercise outside of school. Staff have access to the school's sports facilities and swimming pool too and some swim in the morning and after school on a regular basis. The quality of the food in the canteen has improved, which has been done to promote good health. **[Appendix 12: pictures of**

		swimming pool and gym, email from Betty with dance aerobics sessions] Ventilation in the school is adequate: all rooms have windows that open and students and staff are encouraged to open these during the school day.

Our staff enjoy working at our school and are happy in their job.		
		FULLY MET / PARTIALLY MET / DEVELOPING
GUIDANCE Does your staff survey reflect that? Were there any 1-4 values noted in the range for the survey analysis? How are you addressing these? How long to staff stay (on average) at your school?	POSSIBLE EVIDENCE Staff survey data	SCHOOL EVIDENCE The vast majority of people are happy in school as shown in the survey and the results have improved in this area from last year. A small number of people ticked value 4. We have addressed these by offering to join the wellbeing committee again and by having an online wellbeing box where people can leave their anonymous suggestions on how to improve our wellbeing in school. We have an 'open door' approach at school and staff are encouraged to give feedback on issues that may make them unhappy and to find solutions together. Previously, most international staff stay only for the duration of their contract (2 years), but local staff stay. However, this

		has changed and most staff, international and local, renew their contracts. The school environment has been identified as an area where staff are not as happy with. This is due to the building being old, cleanliness and maintenance issues. We have addressed this with the maintenance team and will continue to do so to ensure the school environment is clean and safe. We will also continue to encourage staff to consistently report the issues they encounter. I will ask the head of maintenance to make this a recurrent item in their meeting agenda to ensure it is regularly addressed. Another point that was mentioned in many of the comments was the movement between classes and the lack of space. This is something that cannot have an immediate solution; however, the building plans are going ahead and this will mean that there will be more space and less movement for staff between classes. Salaries were also raised as one of the areas for improvement. We received a salary raise at the beginning of the year. However, the recent inflation has meant that this salary enhancement has not had a significant impact. The principal has communicated this to our organisation and they are working on it. There have also been a number of leadership and additional responsibilities posts opening and promotions within the school. The school has also hired an SEND expert as well as

		one existing member of staff qualifying as SENDCO to work in primary to support students and staff. Additionally, in Primary a number of teaching positions have been opened internally to allow for progression for TAs and make full use of their skills. **[Appendix 13: survey data]**

Our wellbeing offer is fair and inclusive for all staff.		
		FULLY MET / PARTIALLY MET / DEVELOPING
GUIDANCE What different strategies/initiatives have you put in place for non teaching members of staff to reflect how their needs may be different? How are religious/cultural needs taken into account? Think about different members of staff and their needs, such as menopause, maternity, supporting ECTS, ensuring men have a support network. How is diversity embraced to give everyone a voice and representation?	POSSIBLE EVIDENCE Staff survey data Photos Policies Testimonials	SCHOOL EVIDENCE All staff were invited to be part of the wellbeing committee. The wellbeing lead as well as the person overseeing non-teaching staff addressed non-teaching staff personally to take part. Additionally, all staff are invited to school events to promote wellbeing. Our organisation also has a staff wellbeing guideline statement outlining the importance of staff wellbeing as well as our commitment to it. **[Appendix 14: Staff wellbeing guiding statement]** Maternity cover is arranged by the Principal and Heads of School. Staff on leave can visit the school if they wish and can be in touch with members of staff such as HR, Principal and Heads of School. Gift collections have been organised in the past to wish the mums-to-be good luck. Respecting religious and cultural differences is embedded in our values. All staff are considered equal and part of decision making. We don’t highlight differences, we embrace it,

		especially given our international context. This is reflected in our Equal Opportunities Policy. **[Appendix 15: Equal Opportunities Policy]** Saying this, on the survey there was some concern about different treatment between local and expat staff. This is something that we take very seriously and we are working on finding out the reasons behind this to implement any necessary changes. In terms of diversity and inclusion, one of our priorities for the PSHE curriculum this year was to include representation of different cultures, ethnicities and sexual orientations, both for the benefit of staff and students. This has not been only through the topics covered but also in the use of images in presentations, choice of sources etc. This is also reflected in the reading choices from the English department, where they select a variety of authors. **[Appendix 16: PSHE scheme of work]** This year, we have also launched SIDE club (Self, Identity, Discovery and Exploration). Both staff and students are part of this club and it aims to provide a space where they can discuss gender and identity as well as to educate the rest of the staff and student body on topics such as pronouns, identity, gender-affirming behaviours, and terms/definitions. We also celebrate international women's day and black history month through our lessons and use displays around school to support this. **[Appendix 17: pictures]**

Appendix 1: Duty TT

Primary Duty Rota	Early Morning	Mid- morning Playground Break		Lunchroom		Lower Playground	Upper Playground		Afternoon Playground Break	After school	
	8.10 – 8.20	10.25 - 10.45		12.15-13.00					14.25 – 14.40	Bus	
	Playground	Pirates' Cove	Main Playground	12.15 – 12.35	12.35 – 13.00	12.15 – 12.40		12.40 – 1.10	Playground	3.30-3.45	
	TAs	Year 1							Y1,2&3	Canteen TAs	
Monday 27th	Ágí T	Blenda	Nick Vilma	Ben W Julia	Klaudia	Katalin R-B	Andrea P. Ryan	Kriszti Jamie	Andrea P. Haley	Bogi	Julianna
Tuesday 28th	Ágí T	Csilla	Andrea P Anett	Bogi Zsolt	Kriszti	András	Ben WA Marcus WB Klaudia	Dave Julianna	Anett Katinka covered by Andrea	Anett	Katinka covered by Julianna
Wednesday 29	Kriszti	Haley	Alex Nick	Veronika Eszter	Aggie	András	Regina Klaudia	Toni Aniko	Dave Regina	Aggie	Juli
Thursday 30	Anett	Blenda	Jamie Katinka	Csilla Marta H	Katalin R-B	Marie	Eva S Bori	Imola paul	Csilla Blenda	Csilla	Julianna
Friday 31	Aggie	Vilma	Haley Alex	Veronika Regina	Ben WKB Ryan WKA	Marie: covered by Ryan	Toni Marcus WA Ryan WKB	paul Aniko	Vilma Kriszti	Julia	Regina

SECONDARY BREAK & LUNCH DUTIES 2022-2023						
	Duty	**MonA**	**TueA**	**WedA**	**ThuA**	**FriA**
Break	Break Duty	R.Nagy	C.Burns	Z.Baranyi	T.Jakab	R.Nagy
Lunch	Lunch Gym 1	H.Atkin	C.Maes	L.Hunter	M.McGarry	J.Haddow
	Lunch Gym 2	L.Rickerby	V.Nasergho dsi	C.Plummer	L.Trovo	C.Ward
	Lunch Patrol 1	M.Hajdu	I.Gould	D.Biegl	R.Roberts	A.Brown
	Lunch Patrol 2	K.McIlroy	B.Dinnyés	T.Philgence	P.Kelly	V.Nasergho dsi
	Duty	**MonB**	**TueB**	**WedB**	**ThuB**	**FriB**
Break	Break Duty	L.Trovo	I.Bartha	M.Hajdu	D.Biegl	R.Nagy
Lunch	Lunch Gym 1	M.Sosa Lama	J.Jones	A.Brown	M.McGarry	A.Kirman
	Lunch Gym 2	I.Gould	A.Spisák	C.Burns	H.Atkin	L.Hunter
	Lunch Patrol 1	P.Kelly	C.Ward	C.Maes	T.Jakab	M.Sosa Lama
	Lunch Patrol 2	J.Haddow	K.McIlroy	C.Plummer	Z.Baranyi	L.Rickerby

Appendix 2: meetings TT

Secondary Meetings Schedule 2022-23

Due to the responsive nature of the school this schedule is not set in stone and may change slightly - The Google Calendar will always be up to date!

Date	Secondary	Lead
19th August	Induction Day for New Staff only	GBA/HOKs
22nd August	INSET: Induction/Planning	GBA
23rd August	INSET: Pastoral Meetings Discovery Day Team Meetings Planning	GBA
24th August	INSET: Faculty and KS Planning	GBA
25th August		
30th August		
1st September	Faculty Meetings	HoF
6thSeptember	Meet The Teacher (Onsite)	
8th September		
13th September	TX1/Discovery Day 1 Planning	
15th September		
20th September	Discovery Day 1 Planning	LTR
22nd September	Key Stage Meetings	KSC
27th September	Year 7 Parent/Tutor Check In	
29th September	Faculty Flexi-Time	
4th October	TX2/Discovery Day 1 Planning	
6th October		
11th October	Year 10/12 Parents Afternoon	
13th October	Faculty Meetings	HoF
18th October	Discovery Day 1 Planning	LTR
20th October	Staff Briefing for Discovery Day	LTR
21st October	Discovery Day 1	LTR
Half Term	Half Term	
8th November	Report Writing Briefing	GBA
10th November		
15th November		
17th November	Key Stage Meetings	KSC
22rd November		
24th November	Faculty Meetings	HoF
29th November		
1st December		
6th December		
8th December		
13th December	Faculty Flexi-Time	
15th December	Key Stage Meetings	KSC
Christmas Holidays	Christmas Holidays	

Colour Key

- Inset Days
- Faculty Meetings/ Flexi-Time
- Key Stage Meetings
- Parent Events
- Teacher Exchange Meetings
- Discovery Day Related
- Holidays
- Spring Fayre Related
- Sports Day Related
- Whole School Activity
- Nothing Planned & May Be used

Primary meetings schedule

Staff Meeting CPD Timetable Term 3 2023

Week	Date	Focus	Led by
Week 1	18th April	**Mid Year Review** Reviewing the progress of children in classes and sets. Comparing levels from end of term 1 and end of term 2. Planning interventions for term 3.	Marie
Week 2	25th April	**PLC6** Completing presentations and preparing	Ryan
Week 3	2nd May	**Spring Fayre Preparation** Time given to prepare stalls, plan activities, get ready for Spring Fayre the following Saturday.	All staff
Week 4	9th May	**Curriculum Review** LTP for next academic year review MTPs Summer 2, Autumn 1 Topic Overviews, Rubrics Trips overview for the year.	Marie Ryan
Week 5	16th May	**Writing Moderation** Working together for consistency	Nick
Week 6	23rd May	**PLC7** Sharing PLC presenatation	Ryan
Week 7	30th May	**Report Writing** Time to finalise Reports	All
Week 8	6th June	**Proofreading** Time to finalise Reports	All
Week 9	13th June	**Data Analysis** Going over how to search, sort and interpret data on Excel. Starting to write the analysis of year group and subject data.	Marie
Week 10	20th June	**Key Stage Data Analysis** completion of data analysis, synopsis and trends analysis in year teams and key stages	All teachers
Week 11	27th June	**Transition and Planning** Handover for the coming academic year	KS Coordinators
Week 11	30th June (Friday)	**Learning Environment** Clearing out cupboards, tidying classrooms, moving classrooms	All

Appendix 3: Staff survey data

Item	2021	2022	Difference
How would you rate your wellbeing?	Average – 7.3 Range – 3-10	Average – 7.4 Range – 4-10	Average: +0.1 Range: +1
The work I do reflects matches my job description and contract	Yes – 94.2%	Yes – 100%	+5.8
My workload is manageable	Average – 7.3 Range – 1-10	Average – 8.1 Range - 5-10	Average: +1.2 Range: +4
My workload is appropriate to my position within the team	Average – 7.8 Range - 3-10	Average – 8.1 Range - 5-10	Average: +0.3 Range: +2

Appendix 4: staff survey data

Item	2021	2022	Difference
I feel safe at work	Average – 7.6 Range – 1-10	Average – 8.2 Range – 5-10	Average: +0.6 Range: +4
I feel I have somewhere I can go for a break	Average – 6.5 Range – 1-10	Average – 6.8 Range – 2-10	Average: +0.3 Range: +1
The staffroom is welcoming	Average – 6.3 Range – 1-10	Average – 6.7 Range – 1-10	Average: +0.4 Range: 0
The staffroom is well equipped	Average – 6 Range – 1-10	Average – 6.4 Range –1-10	Average: +0.4 Range: 0
I get time to drink during the day	Average – 7.8 Range – 1-10	Average – 8.4 Range –4-10	Average: +0.6 Range: +3
I get time to eat enough during the day	Average – 7.6 Range – 1-10	Average – 8.3 Range – 2-10	Average: +0.7 Range: +1
How long do you have for a proper break at lunchtime?	5-10 mins - 19.2% 10-20 mins – 17.3% 20-30 mins – 44.2% 30-40 mins – 17.3% 40-60 mins – 1.9%	5-10 mins - 0% 10-20 mins – 14% 20-30 mins – 46.5% 30-40 mins – 34.9% 40-60 mins – 4.7%	5-10 mins: -19.2 10-20 mins: -2.7% 20-30 mins: +2.3% 30-40 mins: +17.6% 40-60 mins: +2.8
How happy are you with this?	Average – 6.8 Range – 2-10	Average – 8.1 Range – 1-10	Average: +7.3 Range: -1

Appendix 5: School lunch menu (+ salad and fruit bar available)

	MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
SOUP	TOMATO SOUP			GREAN PEAS SOUP			FRUIT JUICE / MINERAL WATER			LENTIL SOUP			FRUIT JUICE / MINERAL WATER		
	Energia: 795.31 Kcal / 3,324.40 Kj			Energia: 805.19 Kcal / 3,365.69 Kj			Energia: 0 Kcal / 0 Kj			Energia: 605.63 Kcal / 2,531.53 Kj			Energia: 0 Kcal / 0 Kj		
	Protein	Fat	Saturated fat	Protein	Fat	Saturated fat	Protein	Fat	Saturated fat	Protein	Fat	Saturated fat	Protein	Fat	Saturated fat
	6,4	7,72	0,87	3,2	9,73	1,12	0 g	0 g	0 g	6,24	16,14	3,24	0 g	0 g	0 g
	Carbohydrate	Sugar	Salt	Carbohydrate	Sugar	Salt	Carbohydrate	Sugar	Salt	Carbohydrate	Sugar	Salt	Carbohydrate	Sugar	Salt
	48,89	19,98	3,94	996	2	2,15	0 g	0 g	0 g	18,1	18.98 g	2,66	0 g	0 g	0 g
MAIN COURSE 1.	DEEP FRIED CAULIFLOWER STEAMED CARROTS WITH CORIANDER,			PORK SLICE WITH MUSTARD & CROQUETTES, MARINATED CELERY SLICES			POULTRY ROAST 'BRASOV'-STYLE WITH BAKED ZUCCHINI			CHICKEN CAPRESE,RICE AND GREEN PEAS			BREADED CHICKEN BREAST WITH SESAME SEEDS, MASHED POTATO WITH CHEESE, TRICOLOR VEGETABLES		
	Energia: 795.31 Kcal / 3,324.40 Kj			Energia: 805.19 Kcal / 3,365.69 Kj			Energia: 570.12 Kcal / 2,383.10 Kj			Energia: 595.23 Kcal / 2,400.53 Kj			Energia: 923.78 Kcal / 3,523.80 Kj		
	Protein	Fat	Saturated fat	Protein	Fat	Saturated fat	Protein	Fat	Saturated fat	Protein	Fat	Saturated fat	Protein	Fat	Saturated fat
	10,24	16,06	1,85	24,93	77,48	9,84	22,04	32,59	4,28	39,34	20,54	4,91	45,11	33,25	4,86
	Carbohydrate	Sugar	Salt	Carbohydrate	Sugar	Salt	Carbohydrate	Sugar	Salt	Carbohydrate	Sugar	Salt	Carbohydrate	Sugar	Salt
	73,16	0	5,32	16,55	5,99	6,41	45,58	0,26	3,95	66,23	0,2	5,61	34,16	0	2,04
MAIN COURSE 2. *Vegetarian*	CREAMY SPINACH WITH MUSHROOM AND KUSZKUSZ			GREEK-STYLE POTATO PLATE WITH FETA CHEESE (ZUCCHINI, EGGPLANT, TOMATO, PEPPER, ONION)			GNOCCHI IN TOMATO SAUCE WITH CHEESE & ROASTED ZUCCHINI			VEGETABLE HASH BROWN,STEAMED BULGUR AND GREEN PEAS			FRIED NOODLES WITH VEGETABLES		
	Energia: 192,51Kcal / 804,69 Kj			Energia: 805.19 Kcal / 3,365.69 Kj			Energia: 570.12 Kcal / 2,383.10 Kj			Energia: 605.63 Kcal / 2,531.53 Kj			Energia: 603.78 Kcal / 2,523.80 Kj		
	Protein	Fat	Saturated fat	Protein	Fat	Saturated fat	Protein	Fat	Saturated fat	Protein	Fat	Saturated fat	Protein	Fat	Saturated fat
	20,19	10,71	1,93	8,83	14,35	3,79	11,5 g	20,78	5,69	18,6	29,85	3,44	13,43	12,2	1,57
	Carbohydrate	Sugar	Salt	Carbohydrate	Sugar	Salt	Carbohydrate	Sugar	Salt	Carbohydrate	Sugar	Salt	Carbohydrate	Sugar	Salt
	88,58	0	2,07	39,71	0.01 g	1,59	49,22	14,99	0,86	97,49	0	4,1	66,57	0	5,91

Appendix 6: Staffroom pictures





Appendix 7: job description

Britannica International School
Budapest
an Orbital Education School

JOB DESCRIPTION
Staff Wellbeing coordinator

Job Title:	School Wellbeing coordinator
Directly responsible to:	NM
Supervisory responsibility for:	Wellbeing committee

Major Duties:

- Contribute to an annual programme of wellbeing related activities and campaigns, in partnership with your staff colleagues; e.g. general health campaigns, work/social balance, mental health strategies, exercise
- Provide information to staff on staff-related issues eg general welfare, psychological wellbeing and personal health.
- Manage and lead the staff wellbeing committee, holding regular meetings and feeding back findings and suggestions to SLT
- Manage and lead the school towards achieving the Nourish the Workplace award, collating the necessary evidence and submitting our portfolio to the Nourish the Workplace team for accreditation
- Provide updates to staff about wellbeing developments and contribute to wellbeing initiatives and events.
- Create a mechanism for staff to voice ideas for developing their wellbeing
- Liaise with SLT to ensure staff receive appropriate wellbeing CPD and training.
- Attend SLT, at least once a term, to update SLT on the progress being made towards the NTW award, identifying any gaps in the schools Wellbeing programme.
- Support the school to implement wellbeing initiatives
- Play an active role in the induction of new staff to ensure their needs are met when they first come to work for the school

Appendix 8: Staff survey comments

- I feel the coaching sessions have been helping me put things into perspective.

What are you doing to help your wellbeing at the moment?	- Coaching

Appendix 9: email policy

Britannica International School
Budapest
an Orbital Education School

Use of Email Guidelines for Staff

Emails are something we use every day. They're great at speeding up and simplifying communications. However, if used badly, email can contribute greatly to workloads, poor work-life balance and can be a source of stress.

These guidelines are designed to contribute to effective use of email and eliminate some of the negative effects. They are not exhaustive but underlying them should be these simple questions to consider when planning to send an email:

1. Is the email necessary or is there a more effective way of communicating?
2. What is the purpose of the email? Why are you sending it and are you **only** sending it to the person/people who **NEED** to read it?

Here are a few specifics:

Use of CC

While CC is a useful tool both for saving time and improving communications, it's often used too liberally, without proper consideration to some basic communication etiquette. Use caution when keeping people "in the loop." Using it to excess risks inundating recipients with too many emails that they simply won't read. Think about whether each recipient really needs to be copied. Does the email contain information that they need, or is it just adding yet another email to their inbox?

There is no expectation to ever reply to a CC!

Use of Reply All

- When is it appropriate to reply all? Mostly never. It is never appropriate to reply all to say 'Thanks' or 'Okay'. Again, using the questions above will generally answer whether you should Reply All!

Add NRN to your email

- Stating **'no response necessary' (NRN)** at the start or end of emails indicates a response isn't expected to the message. This is mostly used for announcements or for general messages that don't require a reply but is also a kindness for the recipient of 'Just FYI' emails.

Thanks for your email

- If this is all the email is saying, please don't send – your recipient will silently thank you!

Timing of emails.

This can cause considerable stress if misused. The school has a responsibility to do what it can to help staff have a good work life balance. Out of office emails are often cited as a real barrier to being able to 'switch off' from work. Therefore:

- Staff may choose to send or respond to work related emails at a time of their own choosing, but there is no expectation to respond to these emails outside of school hours. (8:00-4:30).
- Please do not send emails outside of these hours unless absolutely necessary. For senders who wish to compose their emails outside working hours always use **Schedule Send (Gmail)** or **Delay Delivery (Outlook)** to be delivered in working hours
- Staff should aim to reply to parent emails within two working days
- Staff absence and cover emails can, and should, be sent as early as possible and should therefore disregard the above timings.

Emotional/Offensive emails

- Never send an email if you're angry. If you absolutely have to respond, waiting at least 24 hours can be extremely helpful. If you really can't wait, use draft and have someone else read your response to make sure it isn't too emotional.
- Staff will not respond to offensive or abusive emails and will forward them to the Head of School or The Principal.

As stated at the beginning of these guidelines, emails can be a useful and effective means of communication. However, teachers and managers are very busy with teaching, planning, marking and a myriad other tasks that take up their time. We hope these guidelines will help colleagues to stay focussed on the job without being too distracted by emails and also help staff have 'reasonable' expectations of each other.

Britannica International School
Budapest

an Orbital Education School

Use of Email Guidelines for Secondary Parents

Emails are something we use every day. They're great at speeding up and simplifying communications. However, if used badly, email can contribute greatly to workloads, poor work-life balance and can be a source of stress.

These guidelines are designed to contribute to effective use of email and eliminate some of the negative effects. They are not exhaustive but underlying them should be these simple questions to consider when planning to send an email:

1. Is the email necessary or is there a more effective way of communicating?
2. What is the purpose of the email? Why are you sending it and are you **only** sending it to the person/people who **NEED** to read it?

Here are a few specifics:

Student Absence

- If your child is absent please send an email to the form tutors/class teachers and contact@britannicaschool.hu. *No one else usually needs to know.* Please remember to keep us updated and likely return date if known.
- For permission for an extended planned absence e.g. a sporting completion or necessary family holiday please contact the Principal and appropriate Head of School.

Thanks for your email

- If this is all the email is saying, please don't send – your recipient will silently thank you!

Content

- Please don't seek to discuss **in detail** your child's academic progress, learning expectations, or behavioural issues via email. These are best addressed via Zoom or in person.
- Staff and parents are not expected to respond to emails that are contentious or require ongoing dialogue. A face-to-face meeting should be arranged in this circumstance.

Timing of emails.

This can cause considerable stress if misused. The school has a responsibility to do what it can to help staff have a good work life balance. Out of office emails are often cited as a real barrier to being able to 'switch off' from work. Therefore:

- Please respect staff personal time, including after school hours and weekends. Parents should not send emails outside of work hours and expect a swift response. Emails should **not be sent to teachers** during school holidays.
- Staff will aim to reply to parent emails within two working days, only if a reply is deemed necessary.

Add NRN to your email

- Stating **'no response necessary' (NRN)** at the start or end of emails indicates a response isn't expected to the message. This can be very helpful for busy teachers.

Emotional/Offensive emails

- Never send an email if you're angry. If you absolutely have to respond, waiting at least 24 hours can be extremely helpful. If you really can't wait, use draft and have someone else read your response to make sure it isn't too emotional.
- Staff will not respond to offensive or abusive emails and will forward them to the Head of School or the Principal.

As stated at the beginning of these guidelines, emails can be a useful and effective means of communication. However, teachers are very busy with teaching, planning, marking and a myriad other tasks that take up their time. We hope these guidelines will help teachers to stay focussed on the job without being too distracted by emails and also help parents have 'reasonable' expectations of our staff.

Appendix 10: Assemblies schedule

Week	Monday	Name/Group/ Subject	Topic	KS/All
B	29/08/2022	GBA/HOKS	Our Values	All x 2
A	05/09/2022	GBA/All Staff	ECAs Intros	All x 2
B	12/09/2022		No Assembly	
A	19/09/2022	CWA - DofE	DofE presentations	KS4/5
B	26/09/2022	MFL	European Day of Languages	KS3
A	03/10/2022	Sec leaders Y12/13 RRO	Secondary Leadership - What we can do for you!	KS4/5
B	10/10/2022	Y11 Girls	Winter Dance - Promotion 10 Minutes Bring Devices	Y11-13
A	17/10/2022	DD1 &	Discovery Day Prep for Students?	All & 10 Mins with Just Year 11
Half Term	24/10/2022		**Half Term**	
Half Term	31/10/2022	**Bank Holiday**	**Half Term**	
B	07/11/2022	11A	(Plus promotion of Hamlet theatre performance to KS4and 5 - 5mins)	KS4
A	14/11/2022	11B	Not Happening	Cancelled
B	21/11/2022	8A	Racism and Police Brutality	KS3
A	28/11/2022	8B	The World Cup	KS3
B	05/12/2022	Y13	Study/Revision Skills	Y11/Y12
A	12/12/2022		No Assembly	
	19/12/2022		**Christmas Holidays**	
	26/12/2022		**Christmas Holidays**	
B	02/01/2023		**Staff CPD**	
A	09/01/2023	IGO / LTR /MHM / AKI	Identity	All
B	16/01/2023	10A	Disney's influence on society	All
A	23/01/2023	10B	Workers' Appreciation	KS4

Fridays (during assembly) Timetable Term 3 2023

Week	Date	Assembly	Focus	Led by
Week 1	21st April	Earth Day/World Water Day (AH, AP)	Year 2 EAL Planning Year 4 EAL Planning Time	VP, EA, HK, VK ZM, JB, AG
Week 2	28th April	Y2 Phoenix	Year 3 EAL Planning Time	VP, ZM, BW, AP
Week 3	5th May	Y2 Eagles	Year 5 EAL Planning Time	ZM, NB, TG
Week 4	12th May	Y6 Prometheus	Year 1 Planning Time	VP, EA, BV, DM
Week 5	19th May	Celebration (DM)	Year 6 EAL Planning Time	VP, EA, PG, RP
Week 6	26th May	Music (KB)	Year 3 EAL Planning Time	VP, ZM, BW, AP
Week 7	2nd June	Y1 Ravens	Year 2 EAL Planning Year 5 EAL Planning Time	VP, EA, HK, VK ZM, TG, NB
Week 8	9th June	English/House (NB/ZM)	Year 1 EAL Planning Year 4 EAL Planning	VP, EA, HK, VK ZM, JB, AG
Week 9	16th June	Holiday		
Week 10	23rd June	Prize Giving (MM)	Year Group Planning Time	All
Week 11	30th June	INSET Day		

Appendix 11: Private health care plan discount

Staff at Britannica have included in their salary package funding to purchase the below health plan. The school has negotiated a significant discount allowing staff to get the plan for the group price listed below.

The FirstMed Adult Premium Health Pass has the following benefits

- Use of general medical, telemedicine , internal medicine or gynecological examinations and follow-up visits up to 20 times a year. (Consultations in addition to these are available for HUF 16,000.
- In-house specialist care, control examination up to 8 times. (The price of consultations above these is HUF 21,000.)

In-house services covered by the Health Pass:

- Acute medical examination: family doctor, internal medicine, gynecological consultation
- Specialist examinations in the following areas:
  - Allergology
  - Cardiology
  - Dermatology
  - Radiology
  - Urology
  - Neurology
  - Orthopedics / traumatology
  - Ophthalmology
  - Ear nose throat Hospital
  - Endocrinology

If you need a specialist consultation, please check with the reception to see if it is available in-house. Examinations performed at an external location are not covered by the Premium Health Pass.

- In-house diagnostics - with medical referral: X-ray, ultrasound, mammography
- Laboratory: in-house laboratory tests performed with FirstMed equipment and some designated external laboratory tests (see section 4 for more important information)
- Medical examinations required for occupational health, work and residence permits
- Medical examination required for a license
- Preventive Examinations: Annual General Screening Examinations, Annual Gynecological Examination, Manager Screening
- Telemedicine / video consultation
- COVID tests: 1 time PCR, 2 times Antigen test, additional PCR / Antigen / Antibody tests 35%
-
- Minor surgical procedures performed at the Clinic - 1 time:
  - mole and wart removal
  - sclerotherapy
  - treatment of lipoma, abscess, furuncle, hair follicle inflammation
  - hemorrhoids - thrombectomy.
- Also once a year
  - influenza vaccination
  - dental screening (Fürstner dentistry)
  - physiotherapy consultation
  - psychiatric consultation
  - psychotherapy consultation
  - dietary consultation

** The cost of all in-house lab tests and most external tests is covered by the Premium Health Pass. We also put an X next to the name of the examinations that are paid for with the Premium Health Pass. They are billed at reception. For more information, please contact Tina Pálfalvi, our colleague responsible for health passes. (palfalvi@firstmedcenter.com)*

Services not covered by the Premium Health Pass

All other health services not mentioned above, such as:

- Heart ultrasound
- EMG / EEG / ENG
- Out-of-order medical care, which costs HUF 16,000 at a time.
- Hospital care
- Dental care
- Infertility and artificial pregnancy treatment
- Bone density test
- Medicines and disposable medical devices (eg vaccines, bandages, plaster, splints, etc.)
- Rental of reusable medical equipment (eg crutches, blood pressure monitor, nebulizer, sleep monitor, etc.)
- Ambulance service and home visit
- Pregnancy care
- Immunotherapy
- Laser treatment
- Diagnosis and treatment of the consequences of alcoholism, sexually transmitted diseases and drug overdose
- Sleep medicine
- We cannot perform mammography for our patients with implants, the examination will be organized at an external location, the price of which must be arranged at the given clinic.

Important!

- Services not covered by the Premium Health Pass can incur significant costs. Please inquire about their prices before using them!
- One time corresponds to the basic examination (30 minutes for a general practitioner, 20 minutes for a specialist). If more time is needed than the visit, it is considered two times.
- Appointments made by the patient but not canceled (canceled within 24 hours) are included - once in the case of general medical and specialist care
- We are able to sell the Premium Health Pass only after filling in the Payment Guarantee form . The form also facilitates a smoother payment for the above services at extra cost .
- FirstMed is not responsible for arranging external appointments if the patient chooses to pay at the service location. However, we can provide information regarding the details and contact details of the external location .
- The Premium Health Pass does not cover all laboratory tests, please contact our receptionists.
- For our patients with implants, we can arrange the Mammography at an external location, the cost of which is not covered by the health pass.

Prices

Adult (16+ years)	
Total price (HUF / person)	230 000
Loyalty price (3rd, 4th year renewal) / person	**215 000**
Loyalty price (5-9 years renewal) / person	200,000
Loyalty price (for 10 years and more) / person	**185,000**
Group price for 2-4 people / person	203 000
Group price for 5-9 people / person	**178,000**

The discounted price provided by the loyalty will take effect upon the conclusion of the 4th continuous contract. The start of the plan is the 0th renewal.

Valid from 1 January 2022.

Appendix 12: Fitness sessions & facilities free of use

- **Boxing:** Lewy will be running a boxing fitness session every Tuesday after school from 16:45-17:30 in the gym – everybody welcome!

- **Zumba sessions for staff** – Betty has very kindly volunteered to run Zumba sessions for staff starting on Thursday. Please come along after school if you wish to take part, we will be in the club!

Appendix 13: Staff survey data

Item	2021	2022	Difference
I enjoy my job	Average – 7.8 Range – 2-10	Average – 8.1 Range – 5-10	Average: +0.3 Range: +3
I feel happy at work	Average – 7.8 Range – 2-10	Average – 7.9 Range – 4-10	Average: +0.1 Range: +2

Appendix 14: Staff Wellbeing Guiding Statement

Staff Wellbeing – Guiding Statement

1. INTRODUCTION AND BACKGROUND

We recognise that supporting positive staff wellbeing provides significant benefit for our colleagues, but also can more widely support school objectives. Improving staff wellbeing can help reduce and prevent stress and increase motivation, creating positive working environments where the individual and school can thrive. Wellbeing is important as it can deliver mutual benefit to our colleagues, our organisation, and wider communities.

Because individual needs and challenges are different, a one-size-fits-all approach to wellbeing is unlikely to support our colleagues in the most effective way. For these reasons we do not adopt a singular or common policy in respect of supporting wellbeing but have instead developed this Guiding Statement.

The purpose of this Guiding Statement is to promote a clear focus around improving staff wellbeing and support our schools develop approaches which are best suited to meet the needs of their colleagues and local environment.

2. OBJECTIVE

The aim of this Guiding Statement is to describe our core commitments to staff wellbeing. It sets out how we intend to support wellbeing across all our Schools.

Aside from the benefits wellbeing programmes provide to our colleagues, we recognise there is a link between improved wellbeing and wider performance. This is supported by numerous studies which highlight health and wellbeing as a core enabler of employee engagement and organisational performance. Organisations who invest in wellbeing report a clear correlation between improved wellbeing practices and higher productivity; better performance; improved customer satisfaction; improved employee commitment and engagement; as well as lower turnover.

It is clear that supporting staff wellbeing has benefits for the individual but also benefits for us all. Simply, helping those around us be better, helps us all become better, both personally and in respect of the contributions we make to our work.

3. OUR WELLBEING COMMITMENT

We expect all our schools to share a clear commitment which focuses upon supporting staff wellbeing. Assistance and support to enable this is provided by Head Office, who share this commitment.

All our schools should put in place measures to prevent and manage employee wellbeing challenges, together with appropriate training, individual support, and feedback mechanisms which assist us to continually improve. We should also seek to foster healthy culture by promoting awareness of mental health and offering guidance, support, and knowledge, which provide our colleagues with the tools to develop awareness and better manage their mental health and wellbeing.

4. GUIDING EXPECTATIONS FOR WELLBEING

To support our wellbeing commitment, we have developed a number of consistent expectations for wellbeing.

These expectations are based upon best practice initiatives and approaches to wellbeing, which have been shown to be consistently effective in improving the wellbeing of employees and teams.

For the reasons stated above, we do not seek to prescribe how our schools should implement or develop wellbeing practices or initiatives, instead leaving our schools to determine and implement the wellbeing initiatives which best meet local needs. However, we agree upon the following **Guiding Expectations which all Orbital schools should incorporate into their local wellbeing strategies;**

i) All schools should implement wellbeing working committees/focus groups. There should be a mechanism for feedback from the wellbeing committee to the school SLT (or an alternative arrangement for open feedback to SLT) which supports communication and assists identify opportunities for continuing improvement. Groups should reflect a cross section of employees at the school.

ii) Basic Mental Health First Aid Training is available to colleagues across our schools, which support increased understanding of Mental Health difficulties and promote improved management of personal challenges and stressors to increase individual resilience. Initial training and resource are available via the Orbital CPD Hub (and via EduCare), with delivered training to identified needs / individuals available upon request.

iii) Wellbeing Training and Resource is also provided to all colleagues, to support the same purpose.

iv) Wellbeing Surveys should be conducted across all schools to gauge morale and engagement & identify opportunities to improve.

v) All schools should adopt a suite of wellbeing initiatives which respond to local wellbeing challenges and staff feedback specific to their school environment. The following list is not exhaustive, but school-based initiatives may include

- the use of Wellbeing Champions/Leads to assume responsibility for leading initiatives and providing feedback;
- workload reviews/Time & Resource management/streamlining reviews and focus groups, to reduce working pressures though exploring opportunities for more effective working;
- ensuring wellbeing practices are implemented into day-to-day operations, with processes to support increased communication/ opportunity for personal contact and check ins – *i.e., / incorporate wellbeing focus as an agenda item in all 1:1s/annual reviews;*
- approaches which support, involvement and consistency from managers and leaders, to act as role models and ensure day to day awareness and focus on staff wellbeing;
- initiatives which encourage workplace health promotion and support employees to take responsibility for their own health and wellbeing i.e., / *Healthy Eating / Healthy Mind events and communication etc.;*
- a calendar of social/group events which support wellbeing and team building;
- defined work and communication expectations;
- defined school arrangements in respect of protected PPA.

vi) All schools should develop an Employee Wellbeing policy, which reflects this guiding statement and outlines the school's local approach to wellbeing. This should be shared with all staff so that all colleagues understand the measures and supports available to them, and are clear in respect of how the school pro-actively supports staff wellbeing.

vii) The school's Employee Wellbeing policy should contain a statement outlining how the school is seeking to work towards wellbeing accreditation. Once wellbeing accreditation is obtained, the policy should be updated to reflect this and detail how accreditation is maintained.

5. FINAL NOTE

This Guiding Statement is not contractual and is subject to change at the discretion of the Orbital Education Group, as our Wellbeing practices and policies evolve.

POLICY REVIEW

This policy is to be reviewed every two years although any suggestions and/ or amendments will be considered on their merits.

Appendix 15: Equal Opportunities Policy

1140 Equal Opportunities/ Non-Discrimination Statement

Equal Opportunities Policy- Our Commitment

Discrimination includes any action based on gender, race, religion, language, political ideas, or sexual orientation that deprives an individual of his or her full rights as a member of the school community. Harassment includes hostile, intimidating or offensive behaviour and verbal and non-verbal expressions targeting an individual's gender, race, religion, language, political ideas or sexual orientation.

Any kind of negative behaviour or action such as sexual harassment, insulting, libelling, threatening, and inciting other students to do such actions, as well as discriminating, condemning or disparaging persons or groups on the basis of their gender, race, religion, or political ideas may result in suspension, exclusion and/ or legal sanction.

It is the policy of the Board that all board and management decisions about staff assignments, promotion, demotion, transfer, determination of salaries, and benefits shall be made without regard to race, colour, religion, national origin or disability. Individual merit and suitability for the particular job shall be the only considerations.

Orbital Education Group Schools are committed to equal opportunities for all. This policy is to make sure that no pupil, employee, parent or person involved or associated with the schools receives less favourable treatment on the grounds of:

- Age
- Disability
- Gender
- Marital or civil partnership status
- Religious belief or political opinion
- Race (including colour, nationality, ethnic or national origins)
- Sexual orientation

Orbital Education Group is opposed to all forms of unlawful and unfair discrimination. We are committed to the values enshrined in the UN Convention on the Rights of the Child and believe in human rights and for all those connected with this organisation and all members of society. No action shall be taken against them by any person connected with the Group or its schools which would devalue their contribution to society and to Group and its schools, or lead to a loss of their own self-respect, or respect for them from others.

Responsibility for making sure that the school fulfils its obligations under this Policy rests with the Principal/ Head of the school.

Who does the Policy apply to?

All individuals within the Group and its schools are responsible for compliance with this Policy, and for the positive attitude it requires. All external persons connected with the schools are encouraged to hold the same responsibility and commitment.

What will Orbital Education do?

We will make sure that all our staff are aware of our Equal Opportunities Policy, and where applicable, will make people aware of their responsibilities.

All job applicants, employees and others who work within the Group will be treated fairly and will not be discriminated against on any of the grounds named above. Decisions about recruitment and selection, promotion, training or any other benefit will be made objectively and without unlawful discrimination.

Dealing with complaints

It is recognised that many individuals may be unwilling to make a complaint regarding equal opportunities, for a variety of reasons, including:

- Fear that others will consider that behaviour trivial
- Fear of retaliation and/or public humiliation
- Fear that the complaint will not be taken seriously

It is important that employees should feel able to raise concerns without fear and in the knowledge that their complaint will be taken seriously.

All complaints will receive prompt attention and will be properly investigated. Schools will seek to resolve them as quickly as possible.

Sometimes it may be possible for an employee affected by the behaviour of another simply to ask the harasser to stop or make it clear that the behaviour is unwelcome. If this is appropriate, then the employee should do this. However, such an approach may not be appropriate, and any person affected should feel able to raise matters at any time with their line manager or with the Principal/ Head of the school, under the business's existing Grievance Procedure.

Appendix 16: PSHE scheme of work

Week	Topic	Competencies	In this unit of work, students learn...	Resources
25 -26 Aug.	Welcome back, intros, reminders, admin: Tutor time			
29 – 2 Sept.	Transition	Independence & Aspirations	-self awareness through exploring their personal identity and identifying core values - how identity and values can support goal setting for the future - skills to support learning e.g. teamwork and organisation - about school rules and people who can help with transition how to demonstrate respect in the school community	Transition activities
5 – 9 Sept.	Aiming High: Goals for Year 7			Goal Setting
12 – 16 Sept.	Study Skills and Making use of Feedback			Study Skills
19 – 23 Sept.	Revision - Good vs Bad			Revision
26 – 30 Sept.	Identity			Identity
3 – 7 Oct.	Core Values and Influences			Core values and Influences
17 - 21 Oct.	Diversity and Equality	Autonomy & Advocacy	- about the importance of equality and diversity and how to celebrate these - how to show respect for – or respectfully challenge when necessary – the values, beliefs and opinions of others - how to recognise and challenge stereotypes - the impact of stereotypes on perceptions of others - strategies to communicate concerns about, and challenge, prejudice and discrimination	Diversity and Equality
7 – 11 Nov.	Diversity and Equality			
14 – 18 Nov.	Anti Bullying Week			Antibullying week

10 - 14 Oct.	Black History Month	Autonomy & Advocacy	- how to show respect for – or respectfully challenge when necessary – the values, beliefs and opinions of others - how to recognise and challenge stereotypes - the impact of stereotypes on perceptions of others - strategies to communicate concerns about, and challenge, prejudice and discrimination - how to maintain respectful relationships, including online	Black History Month
17 - 21 Oct.	Racism and anti-racism			Racism and anti-racism
HALF TERM				
7 – 11 Nov.	Anti Bullying Week (one week early!)	Autonomy & Advocacy	- strategies to communicate concerns about, and challenge, prejudice and discrimination	Anti Bullying week
14 – 18 Nov.	Assembly preparation: Tutor time			
21 – 25 Nov.	Assembly preparation: 8A Assembly			
28 – 2 Dec.	Target Setting: 8B Assembly			
5 – 9 Dec.	Sexual Orientation and Gender Identity	Autonomy & Advocacy	- about sexual orientation, gender identity and diversity in sexual attraction	Sexual orientation and gender identity

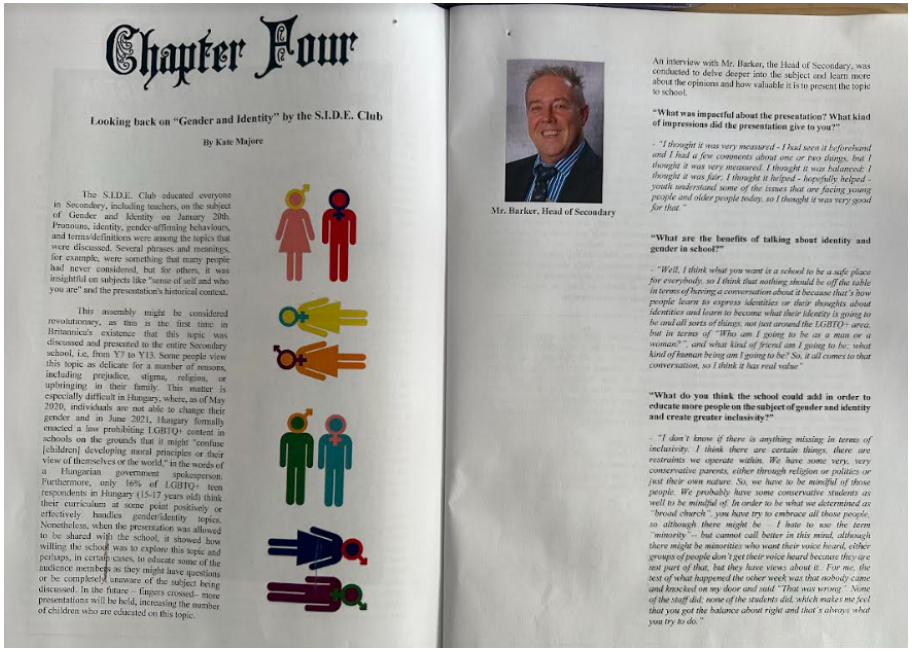
7 – 11 Nov.	Black Lives Matter (Unifrog)	Autonomy & Advocacy	- about the importance of equality and diversity and how to celebrate these	Black Lives Matter

14 – 18 Nov.	Anti Bullying Week		- how to show respect for – or respectfully challenge when necessary – the values, beliefs and opinions of others - how to recognise and challenge stereotypes - the impact of stereotypes on perceptions of others - strategies to communicate concerns about, and challenge, prejudice and discrimination	Anti Bullying week
21 – 25 Nov.	Target setting: Tutor time			
28 – 2 Dec.	Human Rights	Autonomy & Advocacy	- what is meant by the term 'human rights' - the purpose of the Universal Declaration of Human Rights, and how it came into being - about the laws that uphold our fundamental human rights - what happens when human rights are breached	Human Rights
5 – 9 Dec.	Human Rights			

27 – 3 Mar.	Target Setting & Review (3)	Autonomy and advocacy	• to respect diversity in gender identity, sexual orientation, faith, race and disability • about rights, roles and responsibilities in a diverse society and how to respect and advocate for them • strategies to challenge discrimination and prejudice-based bullying • how to manage the influence of gender and sexual norms and stereotyping • about the support available to people with protected characteristics and how to access advice and help for self or others
6 – 10 Mar.	Valuing diversity		
13 – 17 Mar.	Young people's rights		
20 – 24 Mar.	Unconscious bias		
27 – 31 Mar.	Understanding and Preventing Extremism		

Appendix 17: pictures





Chapter Four

Looking back on "Gender and Identity" by the S.I.D.E. Club

By Kate Majore

The S.I.D.E. Club educated everyone in Secondary, including teachers, on the subject of Gender and Identity on January 20th. Pronouns, identity, gender-affirming behaviours, and terms/definitions were among the topics that were discussed. Several phrases and meanings, for example, were something that many people had never considered, but for others, it was insightful on subjects like "sense of self and who you are" and the presentation's historical context.

This assembly might be considered revolutionary, as this is the first time in Britannica's existence that this topic was discussed and presented to the entire Secondary school, i.e. from Y7 to Y13. Some people view this topic as delicate for a number of reasons, including prejudice, stigma, religion, or upbringing in their family. This matter is especially difficult in Hungary, where, as of May 2020, individuals are not able to change their gender, and in June 2021, Hungary formally enacted a law prohibiting LGBTQ+ content in schools on the grounds that it might "confuse [children] developing moral principles or their view of themselves or the world," in the words of a Hungarian government spokesperson. Furthermore, only 16% of LGBTQ+ teen respondents in Hungary (15-17 years old) think their curriculum at some point positively or effectively handles gender/identity topics. Nonetheless, when the presentation was allowed to be shared with the school, it showed how willing the school was to explore this topic and perhaps, in certain cases, to educate some of the audience members as they might have questions or be completely unaware of the subject being discussed. In the future – fingers crossed– more presentations will be held, increasing the number of children who are educated on this topic.

Mr. Barker, Head of Secondary

An interview with Mr. Barker, the Head of Secondary, was conducted to delve deeper into the subject and learn more about the opinions and how valuable it is to present the topic to school.

"What was impactful about the presentation? What kind of impressions did the presentation give to you?"

- "I thought it was very measured - I had seen it beforehand and I had a few comments about one or two things, but I thought it was very measured. I thought it was balanced; I thought it was fair. I thought it helped - hopefully helped - youth understand some of the issues that are facing young people and older people today, so I thought it was very good for that."

"What are the benefits of talking about identity and gender in school?"

- "Well, I think what you want is a school to be a safe place for everybody, so I think that nothing should be off the table in terms of having a conversation about it because that's how people learn to express identities or their thoughts about identities and learn to become what their identity is going to be and all sorts of things, not just around the LGBTQ+ area, but in terms of "Who am I going to be as a man or a woman?", and what kind of friend am I going to be, what kind of human being am I going to be? So, it all comes to that conversation, so I think it has real value"

"What do you think the school could add in order to educate more people on the subject of gender and identity and create greater inclusivity?"

- "I don't know if there is anything missing in terms of inclusivity. I think there are certain things, there are restraints we operate within. We have some very, very conservative parents, either through religion or politics or just their own nature. So, we have to be mindful of those people. We probably have some conservative students as well to be mindful of. In order to be what we determined as "broad church", you have try to embrace all those people, so, although there might be – I hate to use the term "minority" – but cannot call better in this mind, although there might be minorities who want their voice heard, either groups of people don't get their voice heard because they are not part of that, but they have views about it. For me, the best of what happened the other week was that nobody came and knocked on my door and said "That was wrong". None of the stuff did, none of the students did, which makes me feel that you got the balance about right and that's always what you try to do."



Furthermore, an interview was held with one of the students who helped to assemble the presentation and presented it to the whole Secondary school: Elsa Dumon from Y12!

"How do you approach students, parents, and teachers who are against LGBTQ+ education?"

- "I feel like the most important thing when we come up against any resistance like this is that it often stems from a misunderstanding about what LGBTQ+ education is. I try to ground it in my experience of coming to terms with my own identity, and what would have helped me in school to make that process so much easier and safer. Teachers have the most opportunity to institute this kind of education in classrooms, so the best we can do is illustrate how sexuality and gender should not be a barrier to health, sex, or relationship education. In terms of parents, we have the least access to their opposition, but I've found that scientific backing and personal testimony have the power to change some minds than we might expect."

"What are the benefits of talking about identity and gender in school?"

- "Our world is full of people who deviate from any kind of 'normal' we could ever hope to ascribe, and not learning about these differences is a failure to address real-world problems that students will or are already experiencing in terms of discrimination or social attitudes. This kind of education is shown to reduce bullying, promote inclusion, and ultimately make school a more accepting environment to learn in"

"What could we do to provide a secure and safe environment for students who are curious about their gender and identity?"

- "I think the first thing we could do would certainly be recognising the power that school staff have in this matter. By providing teachers with the resources that already exist, they could feel more confident and prepared to deal with students who are questioning their gender or sexuality or who need support surrounding that. Also, developing inclusive policies, including bathroom and locker room policies, dress codes, and student records, would go a long way in helping students at this school feel safer and more welcome. Lastly, empowering staff and students to report and addressing bullying or discrimination concerns, and providing support or mediation when necessary. Sadly, this often also involves dealing with an unwelcoming school culture that is harder to face, but should be paid equally as much attention"

This subject may hit a spot, critically or pleasantly, but either way, the topic should not be ignored, as although you may not be directly affected by the issue, other students need to have this opportunity and need assistance. With Britannica speaking about this topic, it shows how the school is ready to take a step forward, for the betterment of every student's well-being.

Bibliography:
LGBTI Survey Country Data Hungary - Fundamental Rights Agency.
https://fra.europa.eu/sites/default/files/fra_uploads/lgbti-survey-country-data_hungary.pdf