



The Lancashire Well-Being Programme Senior Leader Handbook



The Lancashire Well-Being Programme

Introduction

The staff well-being programme has been running for several years, in partnership with Worklife Support and has focused predominantly on schools, and school improvement. However a number of services and teams have now joined and follow the same process to address staff well-being. At its heart, the programme has a confidential organisational survey which is based on the Health and Safety Executive standards for addressing stress in the work place. The survey is used as the focus for addressing the well-being of staff and moving the organisation forward.

The aims of the programme are in line with the Worklife Support national purpose and aims which are...

“The overall purpose of the Well-Being Programme is to help schools secure the well-being and effectiveness of their workforce in order to create the best possible conditions for the development and achievement of children and young people.

The Well-Being Programme aims to do this by:

- helping schools develop and sustain a healthy, supportive working environment that brings out the best in people
- enabling individuals to proactively manage their own wellbeing and personal effectiveness
- developing a solutions-focused culture that engages everyone in positive change
- facilitating colleagues at vulnerable times to access early and appropriate support
- providing a means of sharing best practice across schools.”

When schools/teams run effect well-being programmes the benefits to senior leaders are wide and far ranging.

Senior Leaders have an opportunity to:

- address their wellbeing, demonstrate that they are effective managers and implement their duty of care to their employees
- acknowledge that well-being is not their sole responsibility by getting staff to work together
- show a genuine interest and investment in staff well-being and develop the skills of facilitators and others
- consult with staff about the organisation and their professional role within it.

The survey report will give senior leaders:

- information they can use to re-affirm / re-evaluate their approach to people management
- an indicator of how staff are/are not coping with pressure and change
- an indicator of any harassment, bullying or discrimination being experienced
- a way of moving the organisation forward together
- a gage to the temperature in the staff room from one year to the next.

A successful well-being programme in a school/team makes a significant contribution to:

- staff who feel valued, are happy and want to come to work
- better retention of staff
- less staff absence, less expenditure, less disruption
- a marketing opportunity to use for recruitment
- staff willing to give the extra 1% and who care about their work and managers
- clients who think better of the establishment
- senior leaders achieving their goals.

Research Study into the Links between Staff Well-Being and School Performance.

By Professor Rob Briner and Dr Chris Dewberry

Department of Organisational Psychology, Birkbeck College, University of London

Conclusions and Implications.

'The major implication of these findings is that if we want to improve school performance, we also need to start paying attention to teacher well-being. How teachers feel on a day to day basis is likely to affect their performance and so, in turn, the performance of the pupils they teach. This may happen in several ways. For example, happier, motivated teachers may make pupils feel happier, motivated and more confident. Happier teachers may also be able to concentrate better on the job of teaching, and experiencing more motivation to help pupils in need of special attention....'

Worklife Support reports....

'Our Well-Being Programmes are a cost-effective way of employers demonstrating they have undertaken a suitable and sufficient risk-assessment for work-related stress and are meeting their duty of care.'

"The Well-Being Programme from Worklife Support is broadly equivalent to the HSE Management Standards approach. Participation in the programme will enable organisations to demonstrate they have met their duty of care under Health and Safety legislation"

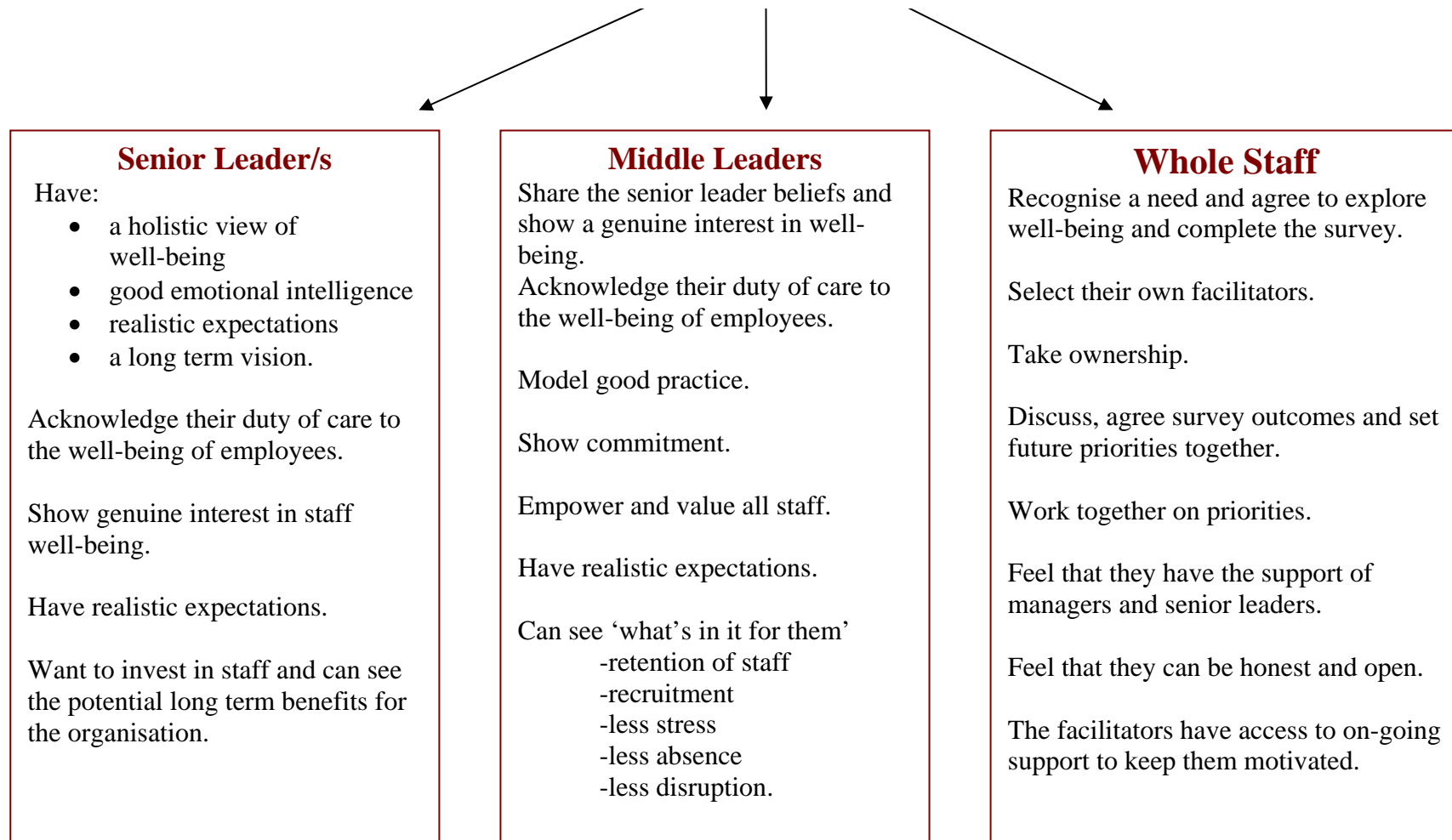
Health & Safety Executive

"I would wholeheartedly recommend the Well-Being Programme... it has served as a timely reminder of the importance of investing in the wellbeing of the staff, who represent our most valuable resource" Manager

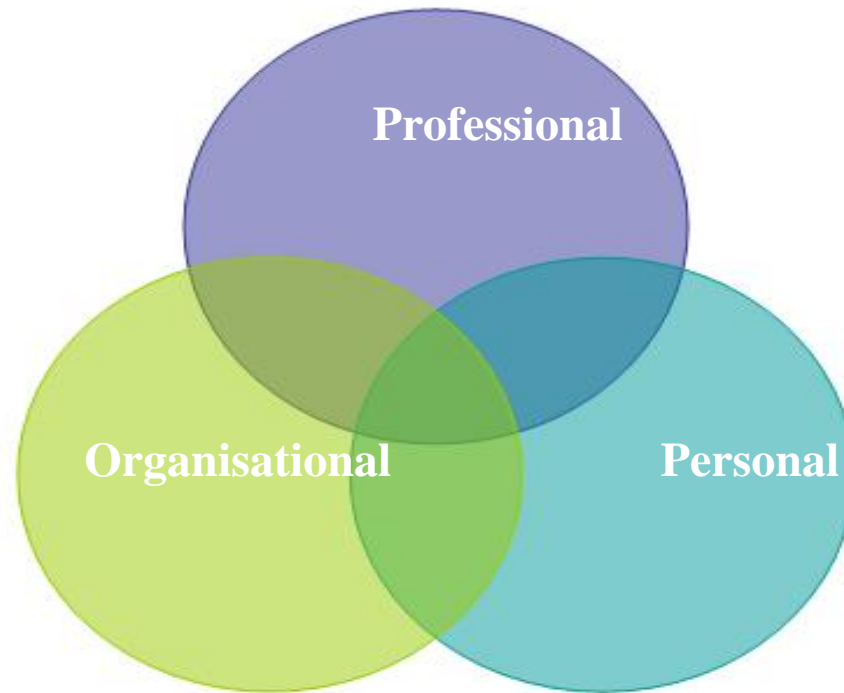
"I don't see Well-Being as a project, but as part of the ethos of the school. I would recommend every school in the country to take part. It isn't about whether they can afford to, it's about whether they can afford not to" Head teacher

The Lancashire Well-Being programme

More likely to succeed if ...

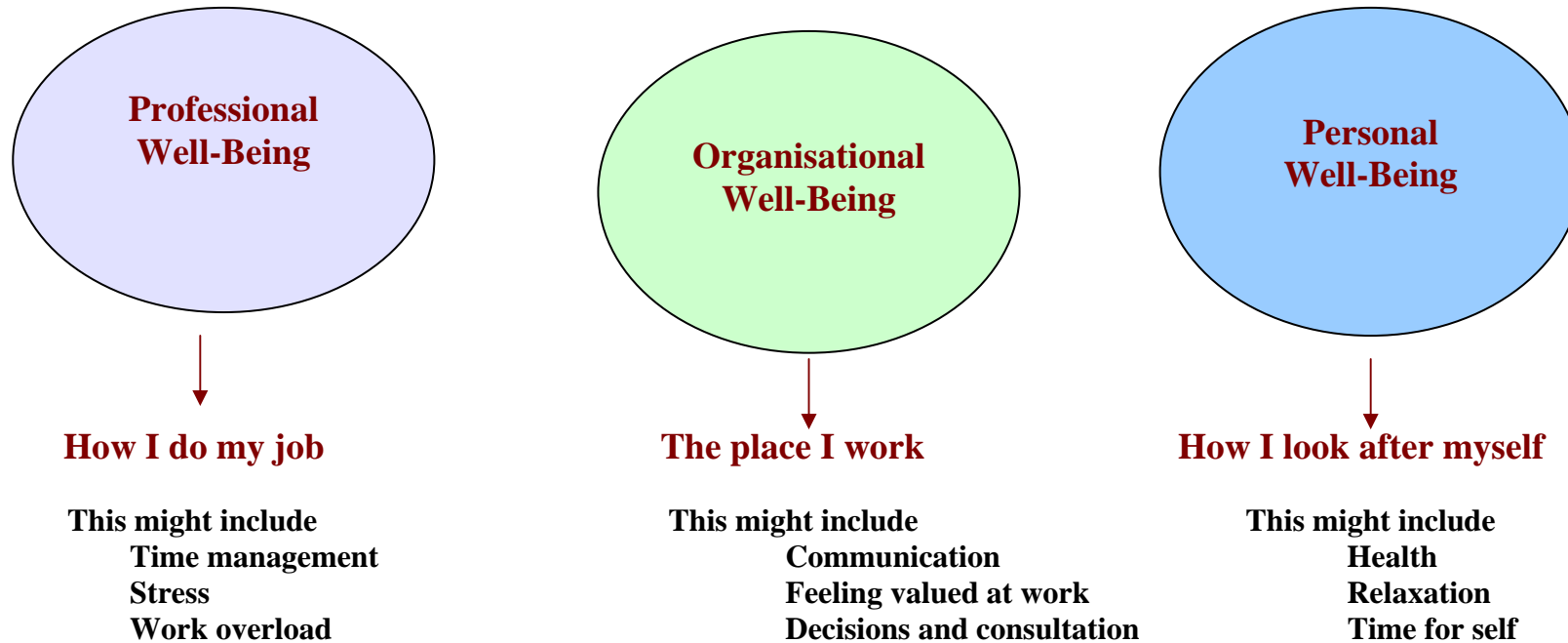


The Lancashire Well-Being Programme.



The Lancashire Well-Being Programme

A Holistic Approach to Well-Being



The Lancashire Well-Being Programme addresses all three components by offering

Continuing Professional Development to address Professional Well-Being

An Organisational survey to identify developments

A 'Look After Yourself' programme.

The Lancashire Well-Being Programme organisational survey.

Legal Duty of Care as an Employer.

Employers have an obligation to look after the health, safety and welfare of their employees (HSWA 1974) and a duty to carry out (and act on the findings of) risk assessments for workplace hazards, including work-related stress.

The Health and Safety Executive developed Management Standards to give employers a practical framework through which to undertake the statutory risk-assessment process. The confidential, organisational survey undertaken as part of the Well-Being Programme is based on these standards for addressing stress in the work place.

The Organisational Self Review Measure (The Survey)

Worklife Support was established in 1999 by the national charity Teacher Support Network.

Lancashire has a contract with Worklife Support to give schools and teams in the Lancashire Well-Being Programme access to the OSRM on-line survey.

The Lancashire programme then offers continuing support and guidance which subscribing schools and teams value highly.

The OSRM survey is divided into eight themes;

Culture, Demands, Control, Relationships, Change, Role, Support, and Personal Well-Being and Worklife Balance.

Each theme has a number of associated statements which participants score on a rating of 1-5. ... 1 being strongly disagree and 5 strongly agree.

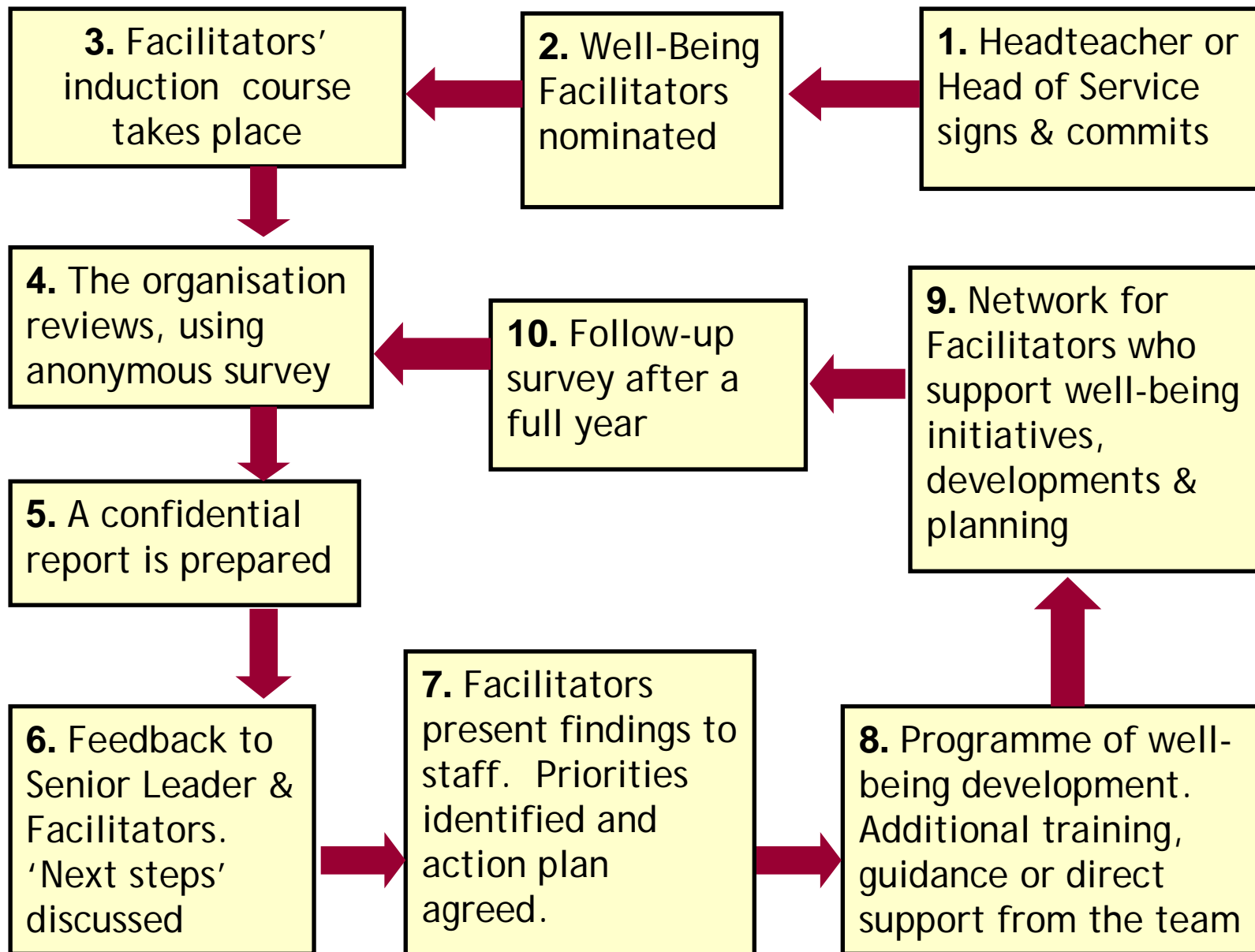
The OSRM sections of the on-line survey are broadly equivalent to the Health and Safety Executive's Management Standards on work related stress and participation in the survey will enable schools and teams to demonstrate that they have met their **duty of care** under Health and Safety legislation.

The Organisational, Self Review Measure

A confidential survey to address these 8 themes



How the Programme Works



Implementing the Lancashire Well-Being Programme in School

TASK	ACTION	BY WHOM	COST	TIME SCALE	ANTICIPATED OUTCOME	MORE LIKELY TO SUCCEED IF...	RISK FACTORS
Clarify purpose of joining	Discuss and agree plan of action to move forward Agree to uphold the national aims of the programme	Senior leader/s and middle managers			Clearer intentions of purpose Commitment to well-being by all leaders and managers	Everyone is clear about why and how.	School not prepared to invest in staff Sickness rates become the main focus of attention
Clarify Well-Being and seek commitment from all employees	Well-being is discussed with all employees	Senior leader		In time for either autumn or spring induction	Clear understanding of what well-being is/is not Staff agree to move forward together	Everyone knows what is involved	Staff do not want to do the survey
	Staff appoint facilitators			In time for either autumn or spring induction	Facilitators appointed	Facilitators: <ul style="list-style-type: none"> are supported by managers have good people skills represent all staff are respected by staff 	No one appointed
	Complete application form and send into well-being office	Senior leaders facilitators	Subscription for 09 -11 Based on number of surveys required		Access to two surveys and all other training and events at subsidised rates	Applications received early	

TASK	ACTION	BY WHOM	COST	TIME SCALE	ANTICIPATED OUTCOME	MORE LIKELY TO SUCCEED IF...	RISK FACTORS
Introduce and complete survey	Facilitators attend Induction Day	Well-Being adviser	Included in subscription	Sept 09 or Jan10	Facilitators gain in confidence and feel more able to introduce the survey Better completion percentage More meaningful and valuable report	Facilitators feel they are supported by managers Facilitators have access to the portal	Facilitators have poor people skills
	Staff meeting to discuss completion of the survey	Facilitators		End of Sept 09	Better completion percentage	Confidentiality is paramount	Some staff refuse to complete Sceptical views about confidentiality
	Confidential codes distributed and time set aside to complete survey	Facilitators receive codes from Well-Being office		2 week window in Oct 09 or Feb 10	Better completion percentage More meaningful and valuable report	Specific time set aside for completion of survey during working hours	Little thought given to the distribution of codes or how to complete
Report compiled and results fed back	Data analysis	Worklife Support	Included in subscription				
	Report printed	WB team	Included in subscription	Nov 09 or March 10	Report ready for feedback session	Dates are kept to	
	Report feedback given to senior leaders and facilitators	WB Adviser	Included in subscription	Nov 09 or March 10	Themes for future action emerge	Senior leader has a positive focus	Facilitators have little influence to implement
Write a plan of action	Initial feedback to whole staff is planned	Facilitators and WB adviser	Included in subscription	Within two weeks	Staff know which areas need developing	Facilitators have time to complete	Too much emphasis on negative responses

TASK	ACTION	BY WHOM	COST	TIME SCALE	ANTICIPATED OUTCOME	MORE LIKELY TO SUCCEED IF...	RISK FACTORS
Write a plan of action cont.	Whole staff identify priorities	Facilitators			Teams to work on areas to develop together	Collaborative approach is adopted	Sceptics continue to sabotage the work of facilitators
	Well-being group or working party established	Facilitator and staff		On-going over next year	Improved ownership across staff Identification of what can be achieved straight away, what might take longer and what can't be changed at all	Realistic view is adopted Staff training session is used to explore what can be achieved and which are the priorities	Staff focus too much on what can't be achieved
	Plan of action to address priorities is written and tasks allocated	WB group		On-going over next year	Improved ownership of programme	A wide cross section of employees are involved	It is left to facilitators
Continuing support	Facilitators attend development days and annual conference	WB adviser	As advertised, subsidised rates for subscribing schools	On-going over next year	Greater understanding of staff and how to keep motivation high	They all attend They inform other staff Motivation is maintained	No sharing of learning Enthusiasm drifts.
	Access to CPD opportunities offered on well-being web site	All staff	Subsidised rates for subscribing schools	On-going	Increased in strategies to deal with issues Reduction in stress levels Less absence	Linked to performance management	No funding allocated
	Facilitators attend locality meetings	WB adviser	Included in subscription	Once a term	Increased motivation Gain ideas Share experiences	They are willing to share and learn from others	No time allocated

TASK	ACTION	BY WHOM	COST	TIME SCALE	ANTICIPATED OUTCOME	MORE LIKELY TO SUCCEED IF...	RISK FACTORS
Continuing support	Facilitators prepare case study of their work and attend event	Facilitators		Ready to share in July 2010 event	Innovative ideas shared	Given time to complete	
Preparation for and completion of second survey	Staff meeting to discuss	Facilitators		July 2010	Better completion percentage	Confidentiality is paramount	Some staff refuse to complete
	Confidential codes distributed	All staff		2 week window in Sept 10	Better completion percentage	Time set aside for completion of survey in work time	
Report compiled and results fed back	Data analysis	Worklife Support	Included in subscription				
	Report printed	WB team	Included in subscription	Oct 10	Report ready for feedback session		
	Report feedback given to senior leaders and facilitators	WB Adviser	Included in subscription	Nov 10	Themes for future action emerge	Senior leader has a positive focus	Facilitators have little influence to implement
Write a plan of action	Cycle continues						

Making the links from the Well-Being Programme to the OfSTED Inspection Framework 2009

The Organisational Self Review Measure is a confidential survey of all employees and lies at the heart of the Well-Being Programme. The themes for the survey statements are Culture, Demands, Control, Relationships, Change, Role, Support and Personal Wellbeing and Worklife Balance. Participants score each statement on a 1-5 scale, 1 being strongly disagree and 5 strongly agree. The results from the survey will give valuable evidence for inclusion on the SEF.

OfSTED inspection framework June 09	Schools considered to be outstanding when...	The Lancashire Well-being Programme
<p>Leadership and Management statements</p> <p>‘The effectiveness of leadership and management in embedding ambition and driving improvement</p> <p>The effectiveness of partnerships in promoting learning and well-being</p> <p>The effectiveness with which the school promotes equal opportunity and tackles discrimination’</p>	<p>‘Morale is very high and belief in the school’s success runs through all levels of staff.’</p> <p>‘There is no discrimination and where there has been any evidence of inequality this has been tackled exceptionally well’</p> <p>‘Pupils...are open to new ideas, appreciate cultural diversity and challenge racism.’</p>	<p>OSRM statements about morale, vision and improvement...</p> <p>‘We are always searching for new ways to be better’</p> <p>‘We all have a clear and shared understanding of what we are trying to achieve’</p> <p>‘We are achieving things we can be proud of’</p> <p>‘We believe in our organisation’</p> <p>OSRM statements about discrimination...</p> <p>‘I am able to work in this organisation without experiencing unfair discrimination’</p>
<p>Gathering staff views</p> <p>‘From September 2009 inspectors will be able to gather the views of staff through a questionnaire.</p> <p>However, participation in this type of survey is voluntary.</p> <p>If a staff survey is carried out, individual members of staff can elect not to participate.</p> <p>The views of staff are not normally reported in the inspection report.’</p>	<p>‘Staff, children and parents have contributed to rigorous self evaluation and the development of a clear and achievable plan which supports continuous improvement’</p> <p>‘Pupils from a wide range of groups have a strong voice in decisions relating to their learning and well-being.’</p>	<p>The Well-Being programme OSRM survey is confidential</p> <p>Data produced shows the ratings out of a possible 5 for all the statements</p> <p>Individual feedback given to schools and a plan of action drawn up</p> <p>All staff take responsibility to move things forwards together</p> <p>Data produces an overall well-being rating for the whole organisation out of 5</p> <p>A second survey is completed after 12 months to chart improvements</p>

OfSTED inspection framework June 09	Schools considered to be outstanding when...	The Lancashire Well-being Programme
<p>‘Inspectors should take account of the extent to which teachers:</p> <ul style="list-style-type: none"> • are well motivated and have high expectations of the pupils • committed to bringing improvement across all outcomes for pupils • share the vision and ambition of senior leaders.’ 	<p>‘The school is highly committed... to taking a leading role in a range of significant activities. These activities make a consistently excellent contribution to pupils achievement and well-being’</p> <p>‘The school’s curriculum provides memorable experiences and rich opportunities for high quality learning and wider personal development and well-being’</p>	<p>OSRM statements about motivation, improvements and vision</p> <p>‘We all help and encourage one another to do a good job’</p> <p>‘I enjoy my job immensely’</p> <p>‘I feel that I contribute to the success of the organisation’</p> <p>‘There are things about working here that make me want to stay’</p> <p>‘I have the right amount of challenge and pressure to keep me interested and motivated’</p> <p>‘Looking ahead the prospects are positive’</p> <p>‘Everyone gives their best’</p>
<p>‘Inspectors should take account of the extent to which:</p> <ul style="list-style-type: none"> • the school’s self-evaluation indicates compliance with statutory requirements • the rigor of the governing body’s procedures to ensure the health, safety and well-being of staff and pupils.’ 	<p>‘The school evaluates its work rigorously in order to build on its many strengths.’</p> <p>‘Governors.... are vigorous in ensuring that all pupils and staff are safe’</p>	<p>OSRM statements about well-being</p> <p>‘At work I am less stressed than 12months ago’</p> <p>‘All in all my quality of life is very good’</p> <p>‘I am valued as an individual not just a job holder’</p> <p>‘There are things about working here that make me want to stay’</p> <p>‘I feel my contribution is valued’</p> <p>‘We are not encouraged to work excessively long hours’</p> <p>‘I am well able to cope with the pressures I feel at work’</p>

Making the links from the Well-Being Programme to the Healthy School Standard

The Organisational Self Review Measure is a confidential survey of all employees and lies at the heart of the Well-Being Programme. The results from the survey will give valuable evidence for the Quality Standards Leadership, Management and Managing Change and Ethos.

Healthy Schools Standard	Lancashire Well-Being Programme Survey section and relevant statement	Lancashire Well-Being Programme What might be seen happening in school
Leadership, Management and Managing Change	Employees score each statement from 1-5	
'Physical and emotional health and well-being is integral to the school vision and SIP and the senior leadership team is actively implementing and monitoring it'	Culture 1.1 There is a real interest in the welfare and wellbeing of the people who work here	The school is signed up to the two year well-being programme and pays a subscription for 09-11 Time is set aside to complete the OSRM survey Staff well-being is a regular agenda item at meetings
'The workforce has a shared responsibility for promoting the physical and emotional health needs of members of the whole school community to enable everyone to learn achieve and progress.'	1.7 We all have a clear and shared understanding of what we are trying to achieve Role I feel that I contribute to the success of the organisation	Facilitators are selected by the whole staff The OSRM survey is clearly explained to everyone A good completion percentage is achieved
'SLT promotes the expectation that the workforce is respected by children and young people, by colleagues, by families and supported by systems which are in place'	Demands 2.9 The people my colleagues and I deal with treat us with decency and respect Relationships 4.1 We treat one another with dignity and respect	Facilitators have plenty of help and support Confidentiality is upheld at all times
'SLT ensures that the workforce is involved in the decision making process'	Control 3.3 I feel part of the decision making process Change 5.7 In times of change we feel a part of the process	The survey report is shared openly with staff Areas for development are discussed and an agreed plan of action is drawn up by the whole staff. Task and finish groups are set up to address specific needs
'SLT ensures that there are systems in place to identify, address and minimise levels of stress.'	Personal well-being 8.3 At work I am less stressed than 12 months ago	Relaxation, stress management techniques are shared Occupational Health is advertised on the well-being board
SLT ensures that there is signposting to information and expert advice, health screening, counselling.'	Control 3.6 If the pressure of work is ever too great I feel I can do something constructive about it	Everyone takes a role in well-being at some time The well-being board acts as a signpost and displays strategies, tips and ideas The 'Look After Yourself' programme is advertised Occupational Health is advertised on the well-being board
SLT ensures that there is a clear structure of roles and responsibilities throughout the school which is understood by all.'	Role 6.1 I am clear about my roles and responsibilities 6.4 My role and responsibilities are clear to other people	The role of facilitator is discussed with all staff who gain clarity about what a facilitator does/does not do

Reasons for change are clearly explained, sufficient notice is given and views are sought to facilitate adjustments if required.'	Change 5.2 The need for change is quickly and clearly communicated to all concerned 5.4 We are asked for comments, questions and suggestions about the changes that affect us 5.7 In times of change we feel part of the process 5.6 The effects of change are closely monitored	Facilitators attend regular training events on change and are given appropriate time to cascade ideas back in school Facilitators act as 'a port of call' for staff at times of change Facilitators have good people skills to spot any problems arising Repeat surveys are carried out in 12months time
Ethos Quality Standard 'The whole school community feels valued, respected and safe'	Support 7.5I feel my contribution is valued 7.9I am valued as an individual not just a job holder 7.2I receive adequate health and safety training, information and support 7.8 Staff support and value managers	A culture that nurtures and gets the best from people is established A 'thank you' culture is established which is genuine and honest Well-being is seen and understood to be for everyone including managers Little acts of kindness are encouraged
'The school develops policies whichguarantee the entitlements of all with due regard to gender, faith, disability, age, race, language diversity and sexual orientation'	Relationships 4.3 I am able to work in this organisation without experiencing harassment, bullying or victimisation 4.5 I am able to work in this organisation without experiencing unfair discrimination	4.3 and 4.5 results from the survey are discussed at the feedback meeting and a way forward is agreed
'The workforce is involved in the decision making process	Control 3.3 I feel part of the decision making process	The organisation plan of action is agreed with the whole staff and people identified to take actions forward
There are systems in place to identify, address and minimise levels of stress'	Culture 1.9 Different groups and teams plan together and coordinate their activities 1.12 We are not encouraged to work excessively long hours 2.3 I have the skills and training to do my job well Control 3.8 If I take on new work I can get the training and development I need Support 7.6 If I make an extra effort, managers and colleagues show that they appreciate it	Specific issues arising out of the survey are addressed according to need All well-being courses and events are open to everyone The 'Look After Yourself' programme is advertised on the well-being board Facilitators attend regular training events and meetings The survey is completed in 12 months time as a means of monitoring stress levels and progress in other areas according to the plan of action
'Training includes opportunities to be trained by external experts on a range of areas linked to ...well-being such as relaxation, stress management, health and fitness and assertiveness'	Personal well-being 8.8 All in all, my quality of life is very good Control 3.6 If the pressure of work is ever too great I feel I can do something constructive about it Demands 2.3 I have the skills and training to do my job well	Facilitators signpost staff via the well-being board to other providers Facilitators keep in close contact with the well-being office and watch the web site for new information

Joining the Lancashire Well-Being Programme

Subscription 2009-2011.

Subscription charges are directly related to the number of staff in each school/setting requiring access to the survey and the support offered by the well-being office to enable the school/setting to move forward and maintain momentum and enthusiasm.

There are two entry points to the programme.

The first is in the autumn term 2009, the second in the spring term 2010.

The subscription charge covers the period from September 2009 to July 2011. This can be paid in full in September 09 or by instalments. Once subscribing the school/setting will be able to complete two surveys and access all the well-being programme courses and events at a reduced rate between Sept 2009 and July 2011.

Subscribing to the programme 2010-2012.

The same process as above will be repeated

Facilitators Induction

Induction days are for two new facilitators from new schools/teams subscribing to the Lancashire Well-Being Programme from September 2009.

Application forms to join the programme should have reached the office prior to attendance. Please use the application form on pages 18/19.

Induction days are offered in three local venues.

Choose one date.

Autumn Induction 2009

Tuesday 15th Sept. 9.30am -3.30pm at Woodlands, Chorley.

or

Wednesday 16th Sept. 9.30am -3.30pm at Clayton Park, Accrington.

or

Thursday 17th Sept. 9.30am -3.30pm at Borwick Hall, Carnforth.

Spring Induction 2010

Tuesday 12th Jan. 9.30am -3.30pm at Woodlands, Chorley.

or

Wednesday 13th Jan. 9.30am -3.30pm at Clayton Park, Accrington

or

Thursday 14th Jan. 9.30am -3.30pm at Borwick Hall, Carnforth.



Lancashire Well-Being Programme 2009-2011

A Programme for Staff in Schools and LA Services

Application Form

SCHOOL/SERVICE _____ SCHOOL NUMBER _____

ADDRESS _____ POST CODE _____

TEL. NO. _____ E-MAIL ADDRESS _____

We wish to participate in Lancashire's School Staff Well-Being Programme, in partnership with Worklife Support. We subscribe to the programme's national aims and understand the commitment we are making.

Subscription

We are aware that a subscription charge will be made according to the total number of employees requiring access to the survey and that the school/team will be sent an invoice at the start of the September 2009 for the full amount unless we have opted to pay by instalments.

This subscription will give us access to the programme for the period Sept 2009 – July 2011 and will ensure that we can complete two surveys.

We wish to pay (please circle preference)

The full amount in September / we wish to pay by instalments

Please enter in the box the total number of employed staff.

Please make sure you include everyone.

All teaching and support staff.

This number will determine the cost.

Facilitators

We recognise the importance of the facilitator role and will ensure representation from across the workforce and support from a senior leader.

For communication purposes we will ensure they have an email address which they check regularly and have access to the facilitators post on the portal.

We nominate the following as our Well-Being Facilitators:

Full Name _____ Role _____ Email _____

Full Name _____ Role _____ Email _____

Please continue on the next page.



Lancashire Well-Being Programme 2009-2011

A Programme for Staff in Schools and LA Services

Application Form

There are two opportunities to join the programme. One in September 2009 and one in January 2010. Follow either the autumn or spring dates for induction, survey and feedback.

Autumn Term

Facilitators Induction

Tuesday 15th Sept. 2009 Woodlands, Chorley

Wednesday 16th Sept. 2009 Clayton Park, Accrington
Accrington

Thursday 17th Sept. 2009 Borwick Hall, Carnforth

Survey completion.

	Please tick your choice		Please tick your choice
Mon 5 Oct - Fri 16 Oct		Mon 12 Oct – Fri 23 Oct	

Feedback

The feedback date will be arranged during the two week window of Mon 16 Nov. – Fri 27 Nov. 2009.

Our preferred date and time would be

	DATE	AM	PM
1 st choice			
2 nd choice			

Spring Term

Facilitators Induction

Tuesday 12th January 2010 Woodlands, Chorley

Wednesday 13th January 2010 Clayton Park,

Thursday 14th January 2010 Borwick Hall, Carnforth

Survey completion.

	Please tick your choice		Please tick your choice
Mon 25 Jan- Fri 5 th Feb		Mon 8 Feb – Fri 19 Feb	

Feedback

The feedback date will be arranged during the two week window of Mon 15th March Fri 26th March 2010.

Our preferred date and time would be

	DATE	AM	PM
1 st choice			
2 nd choice			

Signed on behalf of the school or service: _____ Head of School / Service Date _____

Fax to 01772 531249

Training and Development

A course application form is available to download from the web site.

A full course programme is offered to schools and teams and is advertised on the web site.

Please visit www.lancashire.gov.uk/education/wellbeing and go to the relevant page.

It includes topics such as stress management, resilience and team building. If you need to discuss another topic for training days please contact the office on 01772 532653

A selection of venues is offered around the county.

Please note that Borwick Hall, Carnforth has been chosen in the north as it is a LCC venue and is very conducive to well-being. It is easily accessed from the M6 motorway and Carnforth train station is only a very short taxi ride for those people who don't drive.

Development Days.

The main target audience for these days is facilitators. The days will enable them to carry out their role more effectively and help them plan sessions for staff.

Half Day courses and In-house training and development.

Examples of the packages on offer can be seen on the web site. Please contact the office if you need a more bespoke package to meet your needs. It may be possible to join up with another school/s to reduce costs.

Annual conference.

This is held in November and has proven to be very popular over the years. Early application is recommended.

Targeted audiences.

A support programme is offered for a variety of individuals. These include head teachers, deputy heads, bursars and learning mentors. All available to view on the web site.

The 'Look After Yourself programme'

This programme of events is offered for individuals to access and covers such topics as relaxation, pamper days and family activity days. There is no charge to the school/team. All participants pay direct to Borwick Hall when booking. This is done separate from the work place and is open to all LCC staff, family and friends. Schools/teams subscribing to the well-being programme can access subsidised rates.

Contacting the Lancashire Well-Being programme

Specialist Adviser	Marion Waddington
Administrator	Pat Nicholson
Address	Room A43 County Hall, Preston. PR1 8RJ
Telephone	01772 532653
Fax	01772 531249
Mobile	07785935908
Email	schoolstaffwellbeing@lancashire.gov.uk
or	hrcyp.wellbeing@lancashire.gov.uk
or	marion.waddington@lancashire.gov.uk
Web Site	www.lancashire.gov.uk/education/wellbeing