

Team handbook

Date created: April 2024

Latest revision date: May 2025

Revision date: As needed

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WELCOME

Welcome to the Whole Human Education team member handbook

Hi, I'm Tomlin, and I am going to tell you a story about two people who came together with the same idea. The idea is simple and not new, though how we plan to do it is pretty different from those that have done things before us. We both want to create a space where people come together to learn together in a truly human way and in which being wholly, individually and authentically human is celebrated and nurtured.

We not only want to provide this space for young people, but also for all the people in the team supporting those young people.

Maz and Tomlin are completely dedicated to supporting people to learn, discover, reach their own goals, meet their needs and be wholly regulated.

Our aim in producing this document was to create a one-stop information point where you would be able to access all the information you are likely to need in relation to your employment with us. The handbook and corresponding policies, along with your statement of employment particulars, form your contract of employment with Whole Human Education Ltd.

The document gives an overview of the terms and conditions of your employment, and outlines what you can expect from us as your employer. In return we ask you for a high degree of commitment, dedication and loyalty to help us achieve the aims and objectives of the Company.

I hope you find this a useful guide during your employment with us. However if you are unable to find the answer to your question here, please feel free to contact a Director who will certainly be able to find an answer for you. It is our aim to provide a working environment that is entrenched in our values and guiding principles and is as nurturing to wellbeing and development as our settings are for students. We look forward to working with you to make this happen.



Maz Wilberforce



Tomlin Wilding

Chapter 1

WHERE TO FIND STUFF

Employment stuff

All the details of working at WHE can be found either within this document (team handbook) or within one of our policies. This section is a brief directory of where to find some of the standard employment details

Team handbook (this document)

Mission, vision, values and guiding principles
How our learning organisation works
How our social enterprise works
How we do education
Corporate social responsibility

Wellbeing policy

Ill-health absence
Working patterns and hours
Holiday
Special leave
Health promotion

Dignity policy

Grievance procedure
Capability procedure
Disciplinary procedure
Bullying and harassment policy

Family policy

Maternity policy
Paternity policy
Adoption policy
Parents and carers leave
Building alternative families

Involvement policy

Recruitment and onboarding
Pay and benefits
Behaviour and conduct expectations
Decision making and organisational development
Team learning and development
Notice periods

Redundancy policy

Website

All policies

Changes in personal information for employment purposes

It is important that our records are correct, because inaccurate or out of date information may affect your salary or cause difficulties in situations where contact is required for emergencies. You must notify a Director immediately of all changes in the following personal information:

- Name
- Home address
- Telephone number
- Bank account details
- Examinations passed/qualifications gained
- Emergency contact
- Driving licence penalties (if you are required to drive for work)
- Criminal charge, caution or conviction
- Conflict, or potential conflict of interest

Personal data on employees is held in accordance with the provisions of the WHE's Data Protection Policy which will be made available for inspection by you if required.

Chapter 2

WHO WE ARE

Mission

Our mission is to be a sustainable community for progressive, autonomous, human-scale education that nurtures and develops students inclusively; providing personalised learning that inspires a life of wonder and success.

Vision

Our vision is to initially create education, learning and support, on a part-time basis, for home-educated students and their families, or those students who cannot otherwise access education, particularly those with neurodivergences or school anxiety. This alternative and flexible provision will be a professionally facilitated consent-based learning environment, known as the Hawthorn Learning pod. To meet the needs of those students we will offer an alternative style of education centred around our values and guiding principles.

In the future we will expand to also offer consent-based education on a wider, full time basis. We will do this on the same site as Hawthorn learning in the first instance, and then seek to expand by supporting others to open similar settings elsewhere in the UK.

Values

Values are a person or group's basic and fundamental moral standards and beliefs that guide or motivate their attitudes and actions. In our case these values that follow are those that we consider the most important. These values are the foundations that help us to determine what is important to us and ensure that our decisions are aligned with our intentions:

- Agency
- Balance
- Courage
- Diversity
- Exploration
- Facilitation
- Growth

Agency

All people involved in the organisation deserve to have personal agency over their experiences, their development and their lives now and in the future. At Whole Human Education, this level of autonomy is woven through every aspect of what we do, ensuring everyone learns, works and plays in alignment with their own personal agency.

Agency at Whole Human Education means being:

- Self-directed
- Fully involved in decisions and experiences (voice and choice)
- Part of consent culture
- Supported to be personally capable
- Responsible for your actions and choices
- Held accountable with compassion.

Balance

The most fundamental principle in nature is that of regulation or balance. Everything that nature (and therefore humans) need is maintained on the principle of enough, but not too much. At Whole Human Education we seek to find this balance throughout our relationships, and within everything we do, including in how we help team members to regulate themselves and their needs, and how team members balance their lives for the wellbeing of the whole community.

Balance at Whole Human Education means:

- Being well-regulated as a whole human
- Understanding what balance looks like for ourselves and others
- Having a considered learning and working environment
- Having a well-rounded and suitable curriculum
- Having the right amount of time in and out of the setting
- Ensuring the day meets the needs of every human in every age-group.

Courage

We know that many people who come to Whole Human Education don't feel brave at first, whether student or adult. Often we have come here through a story that can leave us feeling pretty vulnerable at times, and we might believe we are not good enough. If you feel like this, you are in good company. We have felt this way before too. The thing to

remember, is that someone who isn't scared, and vulnerable, cannot be brave. There is no courage, without fear. It took great fear, vulnerability and courage to create this setting.

Living courageously is the only way to live as a whole human in this world, and we aim to lead with courage in the hope we can inspire students and team members to do the same.

Courage at Whole Human Education means:

- Being willing to try things out
- Feeling safe to make mistakes and be vulnerable
- Feeling capable to step up and out of our comfort zone even when it is scary
- Being able to say no and set boundaries even when we are afraid
- Allowing ourselves to challenge others and be challenged
- Creating a consistent and supported space where people can be courageous.

Diversity

It is diversity that ensures the survival of any species, and it must be celebrated and encouraged at all opportunities. We do not just accept difference at Whole Human Education, we look for it and celebrate it. Further to this, diversity is a value impacting the approaches we take to learning, the tools we use, and the content of the curriculum.

Diversity at Whole Human Education means:

- Celebrating all kinds of human difference
- Increasing our understanding of all individual difference and general diversity more deeply
- Encouraging divergent thinking and diverse perspectives
- Using diverse approaches to learning
- Actively working against stigma and systems that oppress people and groups
- Being adaptable to changing circumstances and different needs.

Exploration

Exploration is a natural human drive to find out new information, and to seek truth through investigation and experience. At Whole Human Education we understand that encouraging, and instilling the skills for, exploration in people leads them to choose life-long learning and supports innovation.

Exploration at Whole Human Education means:

- Encouraging multiple perspectives to see a fuller picture
- Taking plenty of time to let connections arise
- Having as many different experiences as possible
- Holding ideas and concepts lightly whilst continuing investigation
- Being adaptable when new discoveries are made
- Being willing to ditch things that are not working and try again
- Choosing and assessing different tools within our exploration.

Facilitation

Facilitation is an unobtrusive and empowering form of achieving education. At Whole Human Education facilitation is the key to creating a dynamic learning environment where students enhance their knowledge, skills and understanding. Our team of facilitators is dedicated to a collaborative learning paradigm, empowering students to learn in their own unique way, with highly-trained professional scaffolding when needed. We believe that discovery is a team activity, so we focus on skills and behaviours that foster effective learning. We also believe that being facilitators leads to better lives for team members.

Facilitation at Whole Human Education means:

- Recognising that humans learn best through direct experience and observation rather than simply being told information. We strive to model learning and explorative behaviours through engaging experiences.
- Providing context for the topics being explored and supporting each other to find connection with themselves, others and the environment.
- Encouraging open conversations and play. We believe in the power of open dialogue, playful interactions, and the exploration of stories as valuable tools for learning and understanding.
- Teaching knowledge and resource access skills to equip students with the necessary skills to access and utilise knowledge and resources effectively, empowering them as independent learners.
- Offering supportive scaffolding to provide the necessary support to meet the diverse needs of each student, ensuring both regulation and learning are supported.
- Establishing and maintaining suitable and appropriate boundaries to ensure the wellbeing and growth of everyone involved, balancing individual need with the needs of others within the community and the environment.

Growth

Growth is an ever expanding idea. It doesn't get to a point, an age, a certificate or an exam and stop. It is life-long. At Whole Human Education our goal is always about supporting personal growth, and a desire for continuous expansion. We also understand that learning and growth comes from making mistakes and changing understanding and behaviour, and so we encourage and celebrate imperfection as a fundamental skill to successfully achieve our goals for growth.

Growth at Whole Human Education means:

- Recognising each others' successful progression and learning
- Encouraging appropriate risk-taking
- Understanding that mastery takes effort and work
- Viewing challenge and struggle as an opportunity for discovery
- Focusing on the process more than the outcome
- Providing actionable and constructive feedback in real time.

Guiding principles

These eight Cs are our guiding principles for everything we do and create here at Whole Human Education. These key foundational principles form the questions that we ask whilst we are building the organisation, creating and running learning settings, creating the curriculum, and when we are working together as a team to explore new ideas and facilitate learning. They are what guides how we act in all that we do, and they facilitate our values.

At Whole Human Education we are:

Collaborative

Being collaborative as a guiding principle ensures that all team members, especially students, are co-designers of the curriculum, of all learning, and of the culture of the organisation. It insists on democratic leadership and collective decision making.

We ask questions about whether we are including all relevant voices when we make decisions and whilst we are learning. We foster an environment where people understand that working together is more beneficial than achieving outcomes alone. We ask whether we could be more collaborative than we are being right now.

Connected

Being connected as a guiding principle ensures that everyone finds meaning in what they are doing, who they are with, and where they are. We know that feeling a connection to your purpose increases commitment to the process and the outcome. Students and facilitators alike are passionate about what they are doing and understand the purpose and context of their learning and work.

We ask questions about whether there is more truth to gain, and more we can understand. We continuously seek to build and maintain significance in our relationships with each other. We ask if we can integrate learning across our curriculum.

Curious

Being curious as a guiding principle ensures that exploration is at the heart of our learning and our work. It allows everyone to be driven by their interest and to continually seek new ideas, perspectives, skills and experiences. Curiosity further celebrates compassionate understanding of diversity in ourselves and others.

We ask questions about why things are the way they are and whether that is helpful. We ask what all the possibilities are before narrowing down options. We ask what we are curious about as individuals right now, and how that can fit with, or alongside, the community interest. When things get tricky, we get curious about our internal experience instead of retreating from it.

Compassionate

Being compassionate as a guiding principle ensures that we find ourselves in shared humanity with those around us, seeking to understand deeply alternative experiences, and act in accordance with the most generous interpretation of others' behaviour. It insists that we have clear boundaries to prevent blame and resentment, allowing for persistently warm relationships of appropriate interdependence.

We ask questions to enable us to really see and hear each other. We ask whether we have been clear enough in our boundaries to enable others to meet our needs. We consider if we are being flexible enough in our approach, and remind ourselves that we share the experience of being human, and share our planet with each other and the rest of nature.

Consistent

Being consistent as a guiding principle means ensuring that we provide a stable and enduring environment that people can depend on to meet their needs, allowing them to feel able to be courageous and to explore in safety. Attachment theory tells us that humans need a safe-base from which to venture, and we know that predictability is essential to that.

We ask questions about whether we are acting in consistency with our values, and with what we know to be right (instead of what is fast, fun or easy). We ask whether we are being consistent and equitable across many situations, whether we are being clear enough with others about our actions and intentions, and when we change how we manage something, we are consistently clear about the reasons.

Child-centred

Being child-centred as a guiding principle ensures that we centre the rights of the child in a world where children's rights are not upheld, and in which children have little or no voice.

Students at Whole Human Education settings are the entire reason for their existence. We meet children where they are, as individual and authentic human beings with their own needs and rights.

We ask questions about whether this learning path fits this specific child and how we can build the best learning with them. We ask many questions to get to know, and continue to know, the individual and changing child, and their family to the best of our ability.

The reality is that we are human-centred, treating every person involved in the organisation in this way, but it is essential to state that we are child-centred because it is children, and not adults, that are usually denied their rights and put first.

Consent-based

Being consent-based as a guiding principle ensures that we honour our own and others' rights to personal agency and autonomy, whilst keeping in mind and respecting the responsibility and accountability that are inherent within that.

We ask each other to be authentic, transparent and accountable. We ask for a clear yes, no, or maybe. We ask whether we are all listening to each other so we can hear consent or its withdrawal. We ensure no one is forced to do anything they truly do not want to do.

Community-structured

Being community structured as a guiding principle ensures that we operate as a group of people with shared goals and ideas, and at a scale that meets our human needs. Successful communities are built on collective culture, diverse characteristics, structure, common goals, personal freedom and fairness. This means remaining at a human scale, seeking the involvement of all stakeholders, and encouraging diversity. It means developing shared agreements, processes of compassionate justice, traditions and language across our community.

We ask what others need and how we could contribute to that. We ask if we have made the best use of our collective attributes. We understand that we are models for others in the community, as well as modelled by it.

Structure

Although we know that any organisation needs strong leadership, we do not believe in hierarchy and power dynamics for the sake of them. In our settings, the organisational matrix structure allows for leadership and collaboration at all levels, with each individual knowing where they are responsible. Within the larger team, there are smaller teams that have specific areas of responsibility and accountability. Some people will be members of multiple smaller teams. This structure functions to create a matrix that helps each setting to work as a cooperative system.

Line management

In terms of direct line management, we are keen to keep the structure as flat as possible. As Directors of the setting Maz and Tomlin are equally the line managers of every other member of the whole team. This means that team members can reach out to either of us at any time, and we can use each other as line managers without hierarchy between us. The Advisory board provide any oversight of the directors that might be needed,

Support and supervision

With the system of teams described above and the therapeutic and needs based culture, support can be sought across the team. We have specific mechanisms in place for this support, such as huddles, collective learning, supervision sessions and reviews.

You can find all the information about how this works in section five of the team involvement policy.

Chapter 3

HOW WE WORK

The learning organisation

The “learning organisation” is a model put forward originally by Peter Senge and provides useful insight into an approach to organisational leadership and culture that creates competitive advantage through adaptability, and in line with our values and principles. We have adapted his model to meet the needs of Whole Human Education Ltd as an organisation.

We are a learning organisation, which means we follow these six ideas:

Systems thinking

We consider the organisation as one system with sub systems that all work together. We understand the importance of every aspect and role within those systems, and consider how what we do impacts system wide.

Continuous personal mastery

We know that each individual pursuing their own personal interests and development will always benefit the system as a whole.

Challenging mental constructs

We know that challenging the status quo, being curious, and not making assumptions, will help us to grow and be successful.

Collective learning

Shared learning experiences benefit the whole organisation through the increased knowledge of everyone, but also the culture that the shared experience brings.

Collaborative vision

We share our clear vision and listen to each other to ensure we focus on our goals.

Compassionate leadership

We choose to do business by responding to the world and all humans with compassion.

Social enterprise

A social enterprise is a business with a primarily social or environmental purpose. Like any commercial business it trades to generate profit, but the majority of that profit is used to meet specific social aims.

According to Social Enterprise UK,

"Social enterprises demonstrate a better way to do business, one that prioritises benefit to people and planet and uses the majority of any profit to further their mission. Social enterprises contribute to reducing economic inequality, improving social justice and to environmental sustainability."

Social Enterprise UK, Their website

We are committed to being a highly successful business that uses profit to make children's lives better.

Our commitment

Our social commitment is to provide opportunities for education that nurtures human beings holistically, especially those with neurodivergence and mental health difficulties. This means providing progressive, autonomous, human-scale education and ensuring that this education is accessible to those who need it most.

Throughout this description of how we use our profits we will give an example showing what would practically happen if the net profit after all necessary outgoings was £100,000 in the year.

Growth and development	35%
Accessibility, diversity and sustainability	20%
Grass roots change	5%
Recognition - team profit share	5%

Recognition - dividends

35%

Growth and development

We guarantee that at least 35% of our net profit will be spent on growth and development of the organisation in support of our mission.

In our example we can see that we would have at least £35,000 available to spend on things such as:

- Purchasing new items for the benefit of our mission such as transport or buildings
- Increasing budgets for the following year for our current provision, including:
 - increased benefits or salaries to ensure we have competitive recruitment and retainment of an excellent team
 - Increased teaching or SEN resources
- Increasing the provision we offer by working towards a new setting or post-16 provision
- Increasing training bursaries for all team members or considering a special bursary for a specific team member to increase knowledge/skill capital in the organisation.

Accessibility and diversity

We guarantee that at least 20% of our net profit will be spent on accessibility and diversity of the provision, breaking down barriers for disadvantaged children.

In our example we can see that we would have at least £20,000 available to spend on things such as:

- Bursaries for disadvantaged students for learning or assessment
- Adaptations to the site to make it more accessible to a diverse range of people
- Increasing the level of support offered to anyone with disabilities or diversity.

Grass roots change

We guarantee that at least 5% of our net profit will be spent on grass roots change related to our mission.

In our example we can see that we would have at least £5,000 available to spend on:

- Supporting charitable organisations and social enterprises that encompass our values and seek to make positive change in the areas of progressive education, children's rights, neurodivergence and mental health.
- Development of training, development and support to other educational organisations that share our mission and values.
- Campaigning for legal and political change in the areas of progressive education, children's rights, neurodivergence and mental health.

Recognition

We guarantee that at least 5% of net profit will be shared between all team members who are not otherwise shareholders equally (prorated to working hours) in recognition of their contribution to the success of the organisation. This leaves a maximum of 35% of net profit that will be available to be returned as dividends to shareholders.

In our example we can see that we would share at least £5,000 with our team members, leaving a maximum of £35,000 for dividends. This is how this would break down:

Team profit share

If there are 24.3 Whole Time Equivalent (WTE) team members. £5,000 divided by 24.3 = £205.76. Each team member will receive their WTE share as a bonus payment. A full time team member would receive the full £205.76 bonus, whereas someone who works 3 days per week (0.6 WTE) would receive a £123.46 bonus.

Dividends

For shareholders, up to a maximum of £35,000 in total would be available to return as dividends. These dividends represent recognition for the contribution not only in terms of effort, but the financial contribution, ownership and accountability, along with associated risk. This amount is split proportionally according to share ownership as in the following example:

Shareholder	% ownership	Example dividend
Managing director 1	35%	£12,250
Managing director 2	34%	£11,900
Investor 1	18%	£6,300
Investor 2	11%	£3,850
Investor 3	1%	£350

Communication

How we communicate with each other is an essential part of this being an awesome place to work. It must be a core foundation of our exceptional culture. We therefore look to our values and most relevantly, our guiding principles to inform the way we want to communicate at WHE.

Consistency and clarity

Our primary communication motto at WHE is:

“Clear is kind, unclear is unkind”

Brené Brown

By this we mean that when we communicate as clearly as possible, we leave less chance of being misunderstood, misinterpreted, and of leaving people to guess or make assumptions. This helps our workplace be more predictable and relationships be less complex to navigate.

We ask people to be as clear as possible in their communication, and to be brave enough to say if they are not completely clear about what is being communicated. A good example might be saying, “I’m not quite understanding everything you are trying to get across and I want to fully understand”.

Clarity and consistency go hand in hand because they are both about knowing what to expect and feeling confident in our relationships.

Consent

“Consent is power within, instead of power over”

Tomlin Wilding

The way we communicate is the difference between a culture where all people have power within themselves rather than the cultures we usually see across our society where some people hold power over others. To achieve this:

- We communicate what is ok and not ok for ourselves.
- We communicate in ways that encourage a consent culture.
- We communicate in ways that encourage people to be honest and authentic.
- We communicate in ways that encourage others to respect and communicate their own boundaries without fear.

Curiosity

“Be curious, not judgmental”

Walt Whitman

When people's approach is to believe they already know exactly what is happening, all they can do is make judgements on those assumptions, whether positive or negative. When people's approach is to wonder what someone means, or what is happening for them, they ask questions, seek better understanding, and are more able to build positive relationships. This leads to collaboration and compassion. We approach all our interactions with curiosity.

- We ask a lot of questions.
- We wonder about things with other people.
- We communicate in ways that allow others to give us as much information as possible.
- We avoid communication that intentionally leads people in a specific direction.
- We listen actively with the intention to understand better, rather than to answer.

Compassion

“Extend the most generous interpretation possible to the intentions, words and actions of others”

Brené Brown

When we are compassionate, we assume the best of people, and that they are doing whatever their best is in any given moment. Living our lives as if people are always doing what they can do, leads to being happier and kinder. Compassionate communication

involves making observations, focusing on the experience of the other person without judgement, and making requests without blame or criticism.

- We allow time to communicate with pauses and respond consciously.
- We take time to notice what is happening for us and the others.
- We use observational commentary.
- We focus our communication on the core need at play in our interaction whenever possible.
- We understand what emotions are at play in our communication.
- We offer feedback instead of blame and criticism.

Collaboration

“Nothing about us without us”

From an ancient proverb

The word collaboration is derived from the source, “co-labour”, meaning working together. Human beings are wired to work together in communities, to share their skills and workload, and to co-regulate .

- We communicate in ways that encourage sharing ideas and working together.
- We communicate in ways that encourage all parties being heard.
- We avoid competitive or divisive language that separates people into them and us.
- We avoid communicating in ways that create or encourage binaries and hierarchies.
- We communicate in ways that make others feel that we trust them to contribute effectively.
- We ask for others' help, considering outside input as an essential part of our work.
- We communicate our feelings, needs, goals and ideas with each other, using each other as inspiration and support.
- We communicate recognition of each other's strengths and wins, celebrating together.

Connection

*“Connection is the relationship that exists between ourselves
and everything else that has meaning in our lives”*

Tomlin Wilding

When humans share meaning and understanding with each other, or derive meaning or understanding from things, experiences or the world around them, they create a connection. This is a fundamental human need. We seek to communicate in ways that build relationships, meaning and understanding with each other and the environment where we exist.

We communicate in a way that promotes a sense of belonging

Chapter 4

HOW WE TAKE RESPONSIBILITY

Corporate Social Responsibility describes how an organisation self-regulates to ensure that how it is involved in its environment has the right impact. All of our work is designed to have a positive impact on society in relation to our mission. Beyond that, we seek to ensure that any negative impact we have is minimised.

Conscious consumerism

We are aware that consuming can do damage in and of itself, but it is unavoidable. Therefore, we aim to consume consciously.

Preventative boycotting

We do not purchase from, associate with, or give time or money to, unethical companies. Examples include:

- We actively boycott **Nestlé** due to their unethical practices across a range of issues, including infant formula promotion, water restriction, and child labour.
- We boycott events associated with **Clarion** due to their ties to the arms trade.

Positive purchasing

When we buy we seek to ensure that we are buying lower impact products, from ethical organisations. We do not sell or hire products from unethical companies. Where products are our own, we seek to ensure that all elements are ethically sourced. We do not knowingly recommend professionals or organisations that are not ethical, or inclusive.

Our purchasing decisions consider the impact on the planet, people and resources at all times.

Purpose-focus partnerships

We believe in collaboration. When we work with others, we partner with those who share our ethics, in addition to our shared mission and goals. Our partnerships are born from ethical compatibility. Each of these organisations consciously work towards inclusivity, lower negative impact, as well as seeking better lives for children.

Education of consumer responsibility

We open discussion with students about the need for consuming responsibly in our society, ensuring that they become positive contributors to society.

Sustainable development

Protect the community

We develop our organisation in a way that works for our community. We are committed to only establishing and developing human-scale settings because this is the right thing for both the team and the students.

Protect society

We aim to give more to society than we take; as a social enterprise, profits are reinvested, and invested in the community through social projects and campaigning for change.

Protect economies

We ensure our growth is at a rate that is functional and sustainable.

Protect the planet

We reduce waste and energy use and increase efficiency as much as possible to reduce our impact on the planet.

Explicit inclusivity

Representation and diversity

We actively seek out ways to make our community representative of the diversity in the world, offering opportunities to those often not represented. We understand (and continue to improve our understanding) of our current deficiencies and seek to overcome them.

Amplifying diverse voices

We know that the most important thing we can do is listen to the experiences of people directly affected by these issues. We continue to seek out education from diverse sources to improve our knowledge and understanding as directors, and throughout the community.

Internal education

We ensure that every team member has a good understanding of diversity and inclusivity, and is clear that we are all on a learning journey.

Accessibility

We seek to make our community, our training, and all our services as accessible as possible to all people. This means offering learning materials in multiple formats, offering support with affordability on a global and situational basis, taking into account neurodivergence, and different family situations, and specifically offering services to people who are otherwise less catered for. There are many more ways that we try to be accessible, so if you are ever struggling to access our community or services, please contact us and we will work with you to improve.

Human focus

Wellbeing over productivity

Our people are always more important than our productivity. As human beings we know that energy and focus fluctuates, and wellness creates better outcomes for everyone. We focus on working in a way that supports personal and collective well-being.

Protecting spaces

We ensure that everyone in our spaces, either virtually or in-person is safe physically and emotionally. We put appropriate boundaries in place, and do not tolerate intolerance. All team members are trained to create supportive and nurturing environments.

Protecting privacy

Information safety and protection is essential to human wellness. We will protect people's right to keep their information safe and private at all times. We never sell people's information, or share it beyond what is needed to complete our role. There is more information about this in our privacy policy, linked below.

Pursuit of grass-roots change

We seek out ways of working that challenge capitalist consumerism, including caring for the needs of families primarily. Examples of this include:

- Inclusivity is explicit here.
- Working for us is truly flexible, allowing for family, neurology, and mental health.
- Our goals are centred on wellbeing, not productivity.

- We will use future funds and time to campaign for wider changes in policy and law

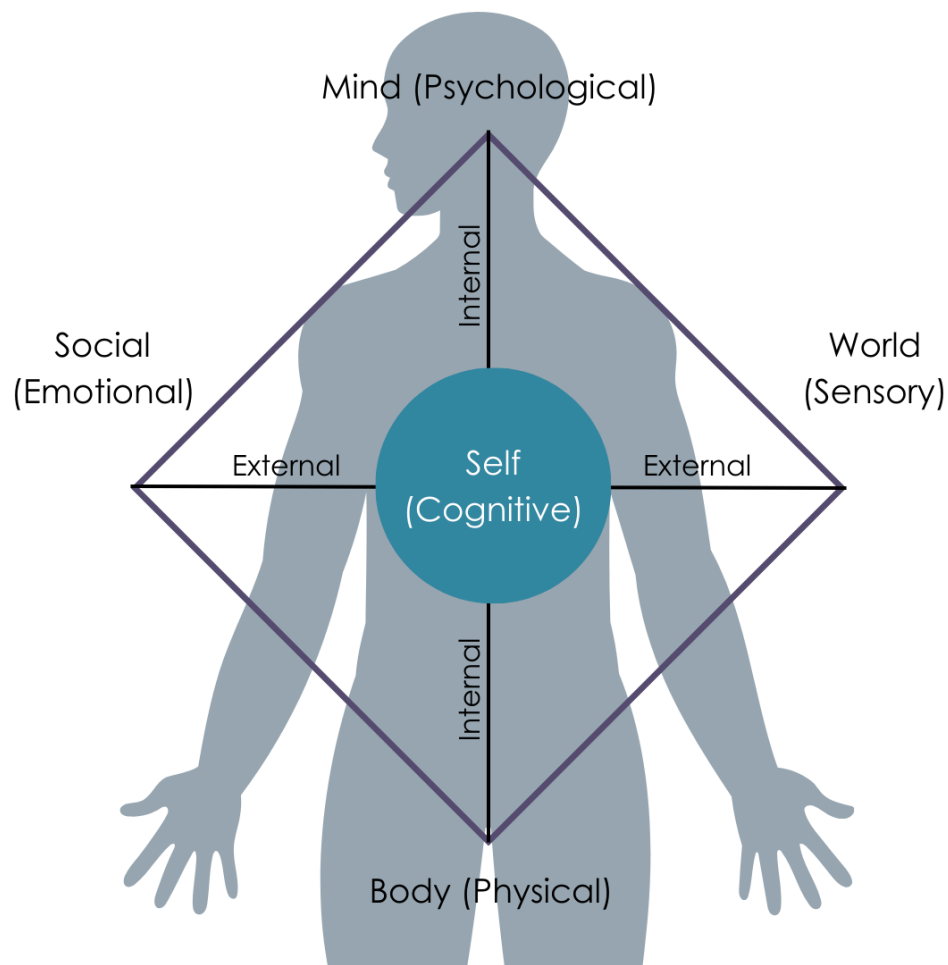
Chapter 5

BEING A WHOLE HUMAN

Our entire philosophy is centred around the idea of providing an education suitable for the whole human as a natural being in our modern world. To do this, we need to understand what it means to be human.

We are brains. That brain is attached to a nervous system connecting us to our body which carries us around and helps us interact with the world. We experience the world through our body but essentially in our brain. We experience everything, including our world and ourselves in our brain, and then our brain creates (motivates) our behaviour (actions) in order to meet its most fundamental human need: to be regulated.

Like all life on earth, homeostasis is ideal for humans. The brain is wired to regulate itself, to find balance between extremes in all aspects from the simple aspects like temperature control, to the complex social aspects of human life.



In simple terms, a human has five aspects that the brain seeks to regulate: physical, cognitive, sensory, emotional and psychological. Each of these aspects of regulation are complex. In addition, there are the purely psychological needs that include: protection, predictability, connection, recognition, novelty and autonomy.

Regulation of all five human aspects

Physical

Our needs for things such as food, water, warmth etc.

Sensory

The need to feel comfortable in our environment and within our own body.

Emotional

Our need to experience emotion, but not feel overwhelmed by it.

Cognitive

Our need to be able to think clearly, and make choices.

Psychological



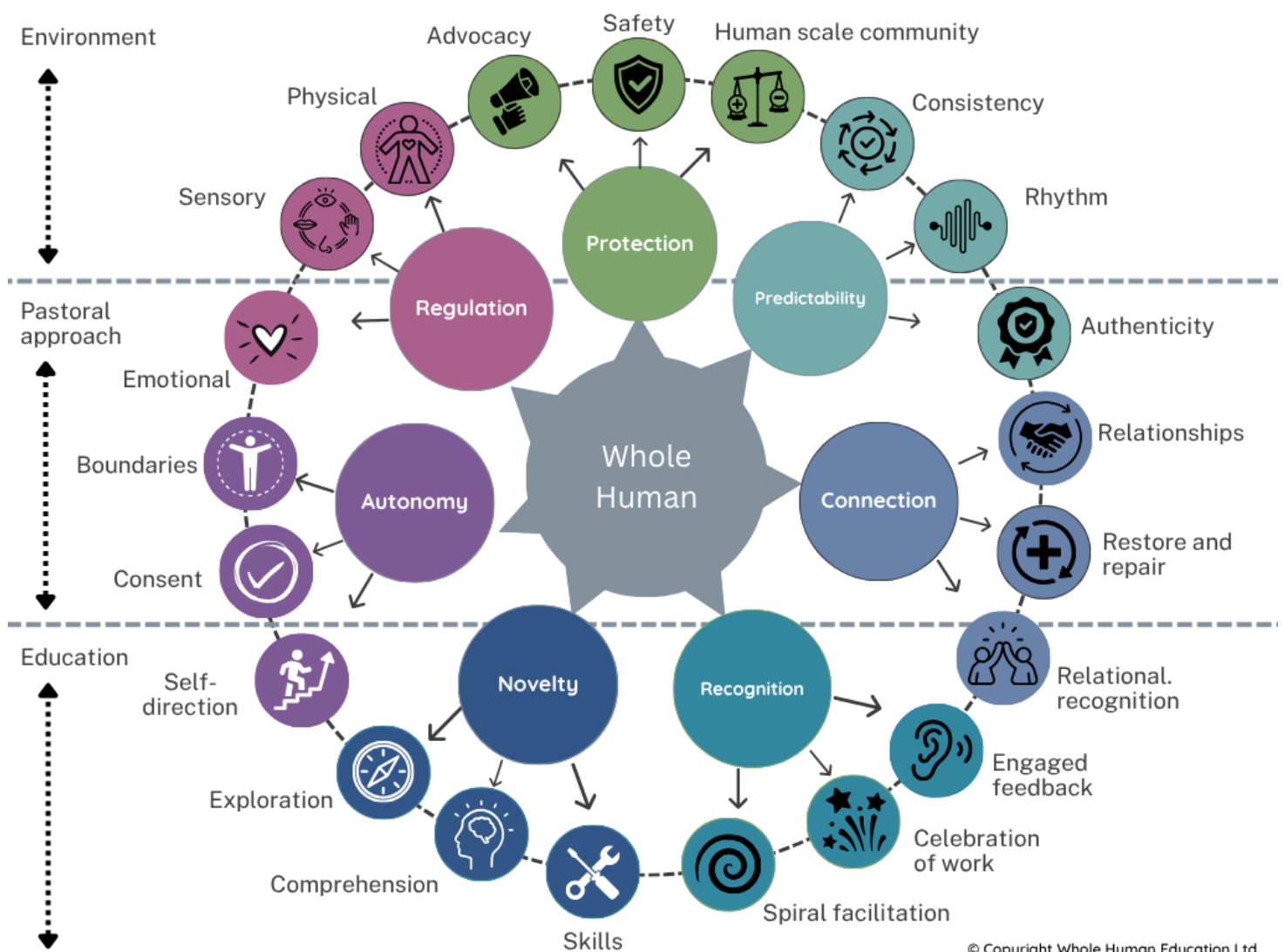
The regulation of our behaviour requires that the above elements are regulated as well as the drivers mentioned below. These are the broad categories that explain what our brain is wired to make us do beyond the regulation of the above.

Chapter 6

WHOLE HUMAN EDUCATION

Understanding how human brains work helps us to see clearly that if we are to provide education, we must provide an environment that meets the needs of humans physically, sensorially, cognitively, emotionally and psychologically. The only brain that can build new neurons is the one that is well regulated. The human brain seeks to learn and develop. When regulated, we are driven to explore, and when we do so, our brains grow and become more complex.

This diagram shows how a whole human approach provides exactly the right



environment, relationships and therefore education.

The concept of Whole Human Education and the Whole Human Curriculum can be found in the Whole Human Curriculum document.

Chapter 7

LEADING BRAVELY

What is a leader

A leader is anyone who takes responsibility for finding the potential in people and processes, and has the courage to develop that potential.

Brené Brown says:

“Leadership is not about a title or the corner office. It is about the willingness to step up. Put yourself out there, and lean into courage. The world is desperate for braver leaders. It’s time for us all to step up.”

We couldn’t agree more.

Everyone who joins the Whole Human Education community and takes part in our mission and vision is a leader. You may not feel very brave, that isn’t relevant. You came here because you want to gain the knowledge and skills to develop the potential in people, and you want to put yourself out there, in some way.

About bravery

We know that some people who come to Whole Human Education don’t always feel brave. Often we have come here through a story that has left us feeling pretty vulnerable at times, and believing we are not good enough, and won’t be enough. If you feel like this, you are in good company. The thing to remember, is that someone who isn’t shit scared, and vulnerable, cannot be brave. There is no bravery, without fear. And there is no leadership without bravery, or the courage to step up.

So, if you are willing to be vulnerable, and show up, you’ve got this. If you are also willing to be brave enough to sometimes not show up for others because you need to show up for yourself, and be vulnerable, you are way ahead of the game. If you are working on this, you are safe here with us.

Let’s be brave enough to be honestly vulnerable together, so we can support each other to step up, and lead others.

These seven characteristics are worth striving for when you are seeking growth as a leader. We do not all do all of these well, and some will come naturally whilst others feel

unnatural. That's ok. It is the understanding of what we are working towards that will help us to lead for change effectively.

Characteristics of brave leadership

Boundaries

A brave leader respects others' boundaries, and when they are not clear about what's okay and not okay, they ask. They are, just as importantly, willing to create healthy boundaries around themselves, and say no with compassion.

Reliability

A brave leader does what they say they will as much as they possibly can. This means staying aware of your competencies and limitations so you don't over promise and are able to deliver on commitments and balance competing priorities. This is a tough one.

Accountability

A brave leader owns their mistakes, apologises when it is warranted, makes amends, and changes their behaviour when it makes sense.

Confidentiality

A brave leader does not share information or experiences that are not theirs to share. They need to know that their confidences are kept, and that no one is sharing any information about other people that should be confidential. This means that checking whether information is confidential is essential and keeping information confidential shows others they can trust you.

Integrity

Brave leaders do what is right even when no one is looking, even when the alternative is easy, and even if it would be fun to do something else. They choose courage over comfort, and choose to act within their values rather than simply professing them.

Non-judgment

Brave leaders avoid making judgements of all kinds. This enables an environment in which everyone can ask for what they need, and act authentically without fear. It facilitates talking about how we really feel.

Generosity

Brave leaders extend the most generous interpretation possible to the intentions, words, and actions of others, whilst maintaining appropriate boundaries or themselves.

Videos on brave leadership

Here you will find two excellent and useful videos of Brené Brown talking about key



concepts of brave leadership. The first is a simple interview on the concept of key characteristics of good leaders.



This second video is about our experience of shame, and the vulnerability we must allow to be part of our work, if we are to be successful in leading others to change.

As part of your induction and continuing professional development, we would like you to read *Dare to Lead* by Brené Brown. You can borrow our copy.