



Involvement Policy

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1. Purpose of the policy

We recognise the vital role that all members of the team and the community play in the development of Whole Human Education and its settings and we are committed to investing in our team members, providing opportunities that meet their needs in multiple areas of their lives, whilst working together towards our mission. We are a small team where all members are integral to our success. This policy sets out the ways that we seek to involve all our team members to ensure we maintain our high standards and competitive advantage.

This policy is divided into these main areas:

- Entering the organisation
- Recognition for your contribution
- How the community behaves (us and you too)
- How we collaboratively lead
- How we develop the organisation (and each person within it) together
- Ending your time with us.

This policy will not discriminate, either directly or indirectly, on the grounds of age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, sexual orientation, trade union membership, or any other personal characteristics. The policy and procedure will be reviewed periodically giving due consideration to any legislative changes.

Our goals for involvement

Our specific goals at Whole Human Education for full team involvement are to:

1. Ensure that the whole team continues to have a shared vision for the organisation
2. Increase innovation through playfulness, exploration and challenge
3. Maximise whole human wellbeing by the regulation of the whole team's psychological needs
4. Enable an organisational systems approach
5. Enable continuous team learning and development
6. Ensure the impact of the organisation on the team and the wider community is positive overall
7. Model the behaviours and skills we want the whole community to use.

2. Entering the organisation

The full details of safer recruitment at Whole Human Education can be found in the Safer Recruitment Policy, which must be read in conjunction with this policy.

2.1 Decision making for recruitment

The directors will review recruitment and training needs as part of the annual business planning process. Recruitment may also be necessary on shorter notice (for example to cover sickness or other absence or to meet a particular demand for work).

If the directors decide to recruit a new member of the team, a role profile and person specification will be drawn up and will then decide on the appropriate strategy for identifying a suitable field of candidates.

2.2 Recruitment within the community

Consideration will always be given to internal promotion and discussion within the team of suitable candidates will take place. To ensure fair recruitment for all, available positions will be communicated to the team as a whole, and all applications will be considered. Any team member applying for a new role in the organisation will need to go through a fair and reasonable selection process, as described below. The decision of whether to offer a position externally or only internally is entirely at the discretion of the directors.

2.3 External recruitment

External recruitment may involve referrals, advertising and use of agencies.

Job adverts

Vacant job positions will be advertised on the Whole Human Education website and the specific setting's website, and placed on appropriate social media sites such as, but not limited to, LinkedIn and Facebook. Adverts may be placed in educational publications and/or with recruitment agencies where this is deemed appropriate and necessary.

All job adverts will contain:

- The safeguarding statement
- The closing date for applications
- A clear and concise description of the recruitment process
- The expected start date for the role
- An attached role profile and person specification
- Links to information about Whole Human Education, the specific setting and all relevant policies.

The following statement will be included in all advertising for positions:

“Whole Human Education is committed to safeguarding and promoting the welfare of children and young people and expects all team members to share this commitment. The successful candidate will be subject to an Enhanced DBS check with List Checks Disclosure along with other relevant employment checks.”

Role profiles

A role profile is a document that states in clear detail what the role being advertised includes. In particular all role profiles will outline:

- Whether the role is permanent, adhoc or fixed term (and if so for what period)
- Whether the role is full time, zero hours or part time (and the expected hours)
- The salary for the role
- The main duties and activities of the role
- Information on the individual's responsibility for promoting and safeguarding the welfare of children.

Person specifications

A person specification is the document that states in clear detail those attributes that are “required” and “desirable” to undertake this role. In particular person specifications will outline the following types of attribute, either as required or desirable:

- Experience
- Qualifications, certifications and training
- Registrations of professional bodies
- Capabilities (skills)
- Knowledge
- Personal attributes.

All roles will require the candidate to undergo and pass the pre-employment checks as outlined in this policy. This will be stated clearly in the person specification.

2.4 Selection

The selection of the right candidate for a role is taken very seriously and will be a rigorous process to ensure the best possible outcome for the organisation, and most importantly, for the children.

Visits

At any time during the application process, we encourage anyone considering candidacy to contact us to arrange an informal visit.

Application

All candidates will be required to complete a standard Whole Human Education application form and will have the opportunity to supply their personal CV to accompany the form. In addition to supplying information for how the candidate will fulfil the role and meet the person specification, the application form will require the candidate to provide:

- Their full legal name and pronouns
- Any previous names
- Their address and previous addresses for 3 years
- Their National Insurance number
- Sufficient details to allow us to receive two references
- A statement of any criminal convictions.

Shortlisting

Stage 1: The executive assistant or a director will scrutinise all applications to ensure they have been fully completed and signed and are therefore eligible for shortlisting. Any applications that are not fully completed, do not contain essential information, or are not signed will not be considered.

Stage 2: Initial shortlisting of all eligible applications will be undertaken by one or more of the directors or a recruitment-trained member of the team, comparing the details given in the application form to the person specification. All applications that do not meet the “required” criteria in the person specification will be eliminated as candidates.

Stage 3: Full shortlisting involves at least two directors meeting to discuss the remaining candidates and making clear, conscious and fair decisions regarding the candidates they would like to invite for in-person assessment. The role profile, person specification, application form and our values and guiding principles will fully inform this process

Important notes on shortlisting

- All decisions will be made in line with our equality, diversity and inclusion policy and will be free from discrimination.
- Comprehensive notes will be recorded and kept for the legally specified period regarding both successful and unsuccessful candidates.

- We will not always be able to provide feedback for unsuccessful candidates who are rejected at this stage of recruitment.
- For all candidates that are invited to in-person assessment, applications will be scrutinised to create questions for clarification at interview.

In-person assessment

In-person assessment will always involve at least a formal interview, but will often involve other selection activities. These will usually, but not always, happen in one visit. In-person assessment is likely to involve being available for a half-day or full day in which the candidate may be asked to perform specific tasks, facilitate a group (if appropriate), take a tour, chat with other team members, and attend a more formal interview. Candidates will always receive clear and comprehensive information about what their assessment will entail when invited to attend, including:

- Date, time and duration of the assessment in total
- The nature of any tasks they will be asked to undertake
- Details of tours and times for meeting team members
- The title / nature of any facilitation or presentation required
- The time and duration of the formal interview.

Tasks

Tasks used to aid our selection process will be created in line with the specific role. They will be designed to help candidates display appropriate competencies, skills, and/or their values and temperament.

Chats and tours

During the in-person assessment day, it is likely that time will be scheduled for candidates to receive a tour by one of our team members or a number of students where appropriate, and there may be opportunities to have informal chats with both team members and students.

Facilitation / presentation

During the in-person assessment day, candidates may be asked to facilitate group learning, take part in a group discussion with potential colleagues, or present on a prepared topic.

Formal interview

The formal interview will involve a series of standard questions that are asked of each candidate, followed by asking more bespoke questions for each individual candidate.

Standard questions may be open questions that provide the opportunity for the candidate to express their suitability, or they may relate to aspects of performing the role or our values. Individual questions will relate to the candidate's application, skills, and experience. This is designed to be a robust and humane process in which:

- The leadership team can ask standard questions to determine the best candidate for the role and organisation.
- The leadership team can ask responsive, bespoke questions of each candidate to clarify their history and any other aspects of their suitability, including ensuring there are no safety concerns.
- The candidate can speak openly and directly to the leadership team about why they want to join the organisation in this role.
- The candidate can ask any questions of the leadership team about the organisation and the role.
- The leadership team can assess the candidate's ability to support our approach to the promotion and safeguarding of children's welfare.

The interview panel

The panel will be decided in advance of the interview, and brief details of the panel members will be communicated to the candidates. The panel will meet before the formal interview to discuss the candidates' applications and agree both standard questions that will be asked of every candidate, and bespoke questions for each individual candidate that clarify and support their application.

The interview panel are collectively responsible for ensuring notes of the pre-meeting and the interview are recorded and kept on file, and for ensuring all candidates who are interviewed are contacted with appropriate feedback after the assessment.

Notification

Candidates will be notified of the result of their in-person assessment as soon as possible after all candidates have been assessed. They will always be informed about when they will be notified on the day of their interview. The successful candidate will usually be contacted first and will be offered the position conditionally and verbally.

Once the successful candidate has accepted the offer verbally, the pre-employment checking procedure will be initiated in writing with a written, conditional offer of employment. Unsuccessful candidates will then be contacted by telephone (or email if they prefer) with the result as soon as possible. They will then receive written feedback within two weeks.

Offers of employment will always be conditional on:

- The receipt of two satisfactory references.
- An acceptable DBS check, including Lists Check Disclosure (and Prohibition Orders check if required) and an overseas check where a candidate has lived abroad.
- Verification of qualifications and registrations declared during the application process.
- Verification of identification and right to work in the UK.
- An accepted pre-employment medical questionnaire.

2.5 Onboarding

All candidates must complete all the pre-employment checks before starting work at any of our education settings.

Disclosure and Barring Service checks

All team members, including both paid team members and unpaid volunteers must have an accepted DBS check prior to working at our settings. In exceptional circumstances, a previous DBS certificate issues within the last 2 years may be accepted temporarily with a risk assessment and with the team member being supervised by another member of the team. This is recorded on our Single Central Record. For all other information about DBS checking at Whole Human Education,

Health and support

At this stage we will ask the candidate to complete a brief questionnaire in regard to their health and any medical or other support needs they may have. Our intention is to be as inclusive as possible, offering adjustments and support wherever possible to allow the successful candidate to perform their role optimally.

Only in very rare circumstances will this health discussion result in a conditional offer of employment being reconsidered. This would only happen where a person's medical condition was so incompatible with the role or environment that we are unable to make reasonable adjustments or support them.

References

We require a minimum of two satisfactory references confirming previous employment to be received prior to the commencement of employment. Character references may be obtained in exceptional circumstances where previous employment is limited. The purpose of seeking references is to obtain objective and factual information in regard to previous employment.

Referees must:

- Be contacted directly by Whole Human Education for their reference
- Not be related to the candidate
- Receive the role profile and person specification with the reference request
- Sign their reference declaration.

Identity and right to work

All candidates must prove their identity and right to work in the UK by providing the appropriate official documents. We must see the original documents which will be checked, and photocopies will be taken by us and kept in the team member file.

Qualifications and registrations

All candidates will be required to provide certificates or registration numbers for online checking where applicable for any qualifications or registrations that are “required” for their role. We must see the original documents which will be checked, and photocopies will be taken by us and kept in the team member file.

2.6 Induction

Statement of particulars

Once all five pre-employment checks are completed, an unconditional offer of employment will be made in writing and a start date will be formally agreed. We will then issue a Statement of Particulars (the legal name for a contract of employment) with the Whole Human Education team handbook.

The statement of particulars will include:

- Our name as the employer
- Your name as the employee
- Your role title
- The date when your employment commenced (including details of a period of continuous employment)
- Your salary and pay intervals
- Your place of work
- Your hours and days of work
- Your contract type and period of employment including an end date where this is applicable (fixed-term contracts)
- The details of notice periods
- Details of where to find the information about all employment details, including:

- ▶ Term time and holiday breaks
- ▶ All types of paid and unpaid leave
- ▶ Pay and benefits information, including pensions
- ▶ Training and development
- ▶ Absence reporting.

Handbook and policies

This policy, alongside our other team policies and your statement of particulars detail all of the terms of employment at WHE, including but not limited to:

- Pay, benefits and payroll information
- All leave information
- Sickness and other absence information including reporting procedures
- Conduct information.

Furthermore, our team member handbook is issued prior to any team member starting work at one of our settings. This provides vital information about the organisation, its structure and culture, and assists team members to deeply understand how we work. It is essential that all team members have read the following documents in full. These can all be found on our website:

<u>Policy</u>	<u>Includes</u>
Wellbeing	Working arrangements, holiday, special leave, health and safety at work, supporting and managing ill health, illness, promoting health and wellbeing.
Dignity	Grievance, capability, disciplinary, bullying, whistleblowing, equality and diversity.
Family	Maternity, paternity, adoption, parents and carers, building alternative families.
Involvement	Recruitment, selection, new starter information, conduct, decision-making, leadership, training, CPD, team development, organisational development, benefits, remuneration and leaving the organisation.
Handbook	Organisational culture, structure, managing profit, corporate social responsibility, communication, curriculum and regulation.

Induction programme

All new team members will take part in a facilitated and supportive induction programme to ensure they transition into the organisation comfortably. Our induction programme ensures our culture of putting children's safeguarding, protection and welfare at the forefront is upheld at all times.

Initial standard training

All new team members will experience a personalised induction programme that will include at least the following:

- Issuing and embedding all WHE policies
- Safeguarding and child protection in KCSE and our procedures
- Health and Safety procedures including risk assessment
- First aid procedures
- SEN and neurodivergence understanding
- Diversity, Equality and Inclusion
- Information management procedures
- Whole Human Education values and guiding principles
- The whole human approach and curriculum
- Supporting regulation and rumbling.

Introductory period

The initial period of employment, which takes over 6 months (at least), is known as your introductory period. During this time we expect to be collaborating closely with you to ensure you get used to the way that we work and we get to know each other.

We know that working with WHE will be quite different from other organisations and so there will be purposeful support in place. We expect to meet with you at least once per month during this period. We will mutually agree when we collectively feel we can move out of this phase.

3. Recognition of contribution

3.1 Remuneration

Salary arrangements

Your salary will be paid monthly in arrears on the last working day of every month by direct transfer to your designated UK bank account.

Your starting salary is outlined in your statement of particulars. Any subsequent amendments to your salary will be notified to you in writing by the directors.

Part-time team members will be paid on a pro-rata basis, based on the hours they work. In all other aspects, their salaries will be paid in accordance with the pay arrangements for full-time team members.

If any queries arise with regard to pay, or if it looks as if a mistake has been made, you can speak to one of the directors immediately so that they can take appropriate action. Unless agreed otherwise, any minor pay errors, whether of over or underpayment, will be rectified in the next salary payment. Any more serious error, such as receiving less than 75% of your correct pay, will be rectified as quickly as possible.

Appropriate deductions will be made from pay including income tax, National Insurance contributions (NICs), student loan payments and pension contributions, which are subject to each team member's earning level, family status and the number of hours worked, as dictated by law.

Income Tax

If there are any changes in your personal circumstances which will affect your tax status, you should notify the Inland Revenue, who will automatically inform Whole Human Education of any changes to your tax code. Addresses of local offices and enquiry centres can be found here: <http://www.inlandrevenue.gov.uk/menus/officesmenu.htm>

Pay scales

At Whole Human Education we believe it essential that we have a fair, transparent and progressive pay scale. The way that these are used is described in detail below. During our development phase between April 2023 and September 2026, salaries will be transitioned to reach the scales below to manage our affordability.

Payscales

	TR	1	2	3	4	5	6	7
Apprentice 1	£11,875	£13,125	£16,200					
Apprentice 2	£14,850	£16,500	£18,125					
Support scale	£19,250	£20,500	£21,000	£21,500	£22,000	£23,000	£24,000	£25,000
Learning scale	£19,750	£21,000	£22,000	£23,000	£24,000	£25,000	£26,000	£27,000
Coordinator scale	£25,000	£26,000	£27,000	£28,000	£29,000	£30,000	£32,000	£34,000
Curriculum and therapy scale	£28,000	£30,000	£32,143	£34,000	£37,000	£40,000	£42,000	£44,000
Leader scale	£42,000	£44,000	£46,000	£48,000	£50,000	£52,000	£54,000	£56,000
Director scale	£44,500	£56,000	£60,000	£64,000	£69,000	£74,000	£80,000	£85,000

The annual salary shown is based on the expectation of satisfying your role completely on a full time basis. Most roles within WHE will require attendance at some meetings in addition to the standard working time between 8:30am to 4:30pm Monday to Friday for 36 weeks of the year. Any part time team members on any scale will have that salary pro-rated according to their hours of work.

Role design

On design of a role within the organisation, roles are assigned to a pay scale according to their duties and responsibilities.

Entry points

All new team members will start at point 1 on the appropriate scale for their role except in the following circumstances (detailed explanation follow the list):

- They are an apprentice (see details below)
- They have prior years of service with Whole Human Education
- They begin on the curriculum and therapy scale as a fully professionally accredited teacher or psychologist
- They are being promoted from another role within Whole Human Education and point 1 would offer no pay raise.

Prior years of service

Only years of experience within Whole Human Education will be considered for the purposes of determining entry onto a higher point on the pay scale. Only full year's of service will impact the point on the pay scale. Each full year of service will increase the starting point by 1, up to the top of the scale.

Qualified teaching and therapy experience

For entrants onto the curriculum and therapy pay scale who have full QTS or BPS accreditation, you may be able to start on point 2 or 3 on the curriculum and therapy scale where you have significant experience as a teacher or psychologist.

Promotion

For a current team member being promoted to a role on a scale with higher values, the team member will always receive a pay rise. They will enter the new scale on the next point that has a value above their current salary. For example, an administrative assistant on point 7 who is promoted to executive assistant, will enter the new scale on point 2.

Progression

Progression is related to service and not performance. Every team member will progress annually from point 1 to point 7 by one point each year on the 1st of the month in the month of the anniversary of their start date.

For instance, if someone started work on 29th September 2024, their pay increase would be effective from 1st September 2025 and then every year on that date. At no time shall any team member progress more quickly or by more than one point at a time. At no time shall an team member be held back from progression.

Inflation related pay rises

Salary scales can be revised at the end of each financial year to provide universal increases for the beginning of the next financial year. The pay scales will be re-aligned according to changes in market competition and inflation in the form of a universal percentage increase in the value of the whole salary scale. The increase would effect all bands equally. Team members are allocated to a particular point on their pay scale and are therefore individually affected by a general increase as follows:

Team member X is paid £32,000 per annum which is point 3 on the curriculum scale. There are 7 points on the scale, ranging from £28,000 - £44,000. If the band increases by a value of 2.5%, the band becomes £28,770 - £45,100 and point 3 has a new value of £32,800.

Important information on specific scales

Apprentice scale

The apprentice scale has entirely different principles than our other scales as it offers two distinct points for those in the first year of their apprenticeship.

- Point 1: For those specifically employed as an apprentice on a fixed term contract (not previously employed in the role), who are either aged between 16 and 18 in any year of the apprenticeship, or who are aged 19 and over and in their first year.
- Point 2: For those who were previously employed and have undertaken an apprenticeship as continuous development to their current role, who are aged 19 or over and are in the first year of their apprenticeship.

The annual salary for apprenticeships is prorated to total hours of work including both “on the job” hours and “off the job” hours. The 5.6 weeks paid annual leave must be taken in the holiday period. Only apprentices will be placed on these scales.

Apprentices in their second year and beyond will enter the main scale for their role at the 1st point. If someone undertakes a second, higher level, apprenticeship immediately after their first, they will enter on the first point of the scale for their role and will not return to the apprenticeship scales for their first year.

Support scale

The intended roles on this scale are the administrative assistant and the facilities assistant.

Coordinator scale

The intended roles on this scale are the executive, activities and assessment coordinators. Unqualified teachers will be given roles as activities coordinators.

Learning scale

The intended roles on this scale are learning facilitators.

Curriculum and therapy scale

The intended roles on this scale are the curriculum facilitators and the therapeutic pastoral facilitator.

Leader scale

Although we do not currently have roles planned that would apply to this scale we know that in the longer term, there will be a need for leaders within Whole Human Education in specific areas to allow the directors to focus more on business growth and the wider network of settings. We also want this family of roles to be in place to offer material progression to people in the organisation.

The responsibilities of these future roles will initially be part of the role profile for the directors. Future roles on this salary scale might include:

- Marketing manager
- HR Manager
- Finance Manager
- Facilities manager
- SENDCo / Pastoral lead
- Assessment and examinations manager.

Director scale

The intended roles on this scale are company and setting directors.

Overtime

Overtime is defined as all hours worked in excess of your full time contracted hours, which has the prior explicit approval of a director. Overtime is only payable to posts which have been specifically designated as qualifying for overtime payment, and is paid at your usual equivalent hourly rate.

This will only be approved in exceptional circumstances where you are asked to work beyond the scope of your normal role. If you regularly need to work beyond your contracted hours to adequately perform your usual role, something has gone awry and we need to work through it together and find a solution.

Many roles within WHE will require occasional work outside of usual hours that are a necessary part of the role and therefore are not eligible for overtime. Examples of this include but are not limited to attendance of some training, off-site trips, meetings and parent-facilitator evenings.

Reimbursement

You will be reimbursed for any expenditure necessarily incurred in order to do your job when working away from your normal place of work. Public Transport and accommodation costs will be reimbursed at actual cost where they have been agreed in advance and when receipts accompany the claim form. For travel in a personal vehicle, mileage will be paid at 0.45p per mile.

3.2 Benefits package

In addition to fair and appropriate remuneration for the performance of the role, team members also receive a comprehensive benefits package, some of which they can autonomously co-create according to their needs and preferences. The benefits of working at Whole Human Education fall into seven categories:

- Financial
- Health
- Work-life balance
- Family
- Training and development
- Conditions at work
- Organisational culture

* Benefits marked with this star will not be implemented immediately and may not be possible before September 2026.

Financial

Beyond a fair, transparent and generous remuneration offer, we offer some other key financial benefits to our team members:

- Team member **profit sharing** scheme as described in section 2.6, paid as a bonus.
- Increase in statutory employer **pension** contribution up to 5% of qualifying salary (by matching your contribution).
- Opportunity to pay any additional pension contributions as a salary sacrifice.
- Opportunity to purchase some technological items as a salary sacrifice.*
- Opportunity to join an **Income protection** salary sacrifice scheme.*

Profit sharing

We believe our team are essential to our success and so we feel it essential that all team members share in that success. As such, 5% of our net profit each year is paid out in bonus payments to our team. 5% of the total net profit is split into equal amounts, regardless of your position in the team according to your WTE. Details of this can be found in the team member handbook.

Pension scheme

As soon as you are employed by WHE, you will be automatically enrolled onto our workplace pension scheme which is provided by Penfold. Full details of the scheme and how your pension is managed can be requested at any time and will be sent to you within your first 6 weeks of employment.

By law you are required to contribute 5% of your qualifying salary and we are required to contribute a minimum of 3%. However, we want you to be well looked after even after you leave us and so we will match your contribution and pay 5% as long as you do.

Our pension scheme gives you control of your pension so you can choose how you invest, choosing both the type of things you invest in, and the level of risk you take to grow your money. You can opt-out of the pension scheme in certain circumstances. If you want to do this, you need to contact a director in writing.

Health

We are keen to ensure the health and wellbeing of our team members, and to ensure that health needs are not a barrier to your satisfaction and accomplishment. We offer some key benefits in regard to team health:

- Increased entitlement to **sick pay** beyond the statutory
- Free **private health cover***
- Opportunity to increase private health cover as a salary sacrifice*
- Opportunity to join a **cycle to work** salary sacrifice scheme.*

Work-life balance

We live our values and therefore we genuinely want team members to have the right balance in their lives. We offer some key benefits in regard to team balance:

- **16 weeks annual leave** per annum
- Encouragement to leave work at work
- Increased entitlement to various types of leave
- Multiple opportunities to **follow your personal passions** and interests at work.

Family

Families are super important to us, and we want team members to feel that their whole family are included in our care. We offer some key benefits in regard to family:

- A **50% discount on fees for places** for your children in our settings
- Childcare voucher salary sacrifice*
- Family of team members being invited to key events.

Conditions at work

We believe that the environment in which you work is an essential factor in team member satisfaction. We feel that Whole Human Education settings offer the following key aspects that add to a truly positive working environment:

- Comfortable, inclusive settings
- A human scale environment with small learning groups and a family feel
- Free drinks on site
- A natural environment
- Individualised working conditions according to your needs.

Training and development

We hope that it would go without saying that we are an organisation that values life-long learning. It is right there in our mission. Continued training, learning, education and development for team members is a crucial part of what we do. The key benefits we offer in regarding to training and development are:

- In house training opportunities far beyond the statutory
- A dedicated week of the year in which no students attend, specifically for training and development, in addition to planning and preparation time and training days.
- Opportunities for financial contributions to be made for relevant study
- Opportunities for salary sacrifice schemes to reduce the cost of any study*
- An annual personal learning budget to be spent on learning of any kind.

Organisational culture

Further to the physical environment, the culture of the organisation makes a huge difference to how satisfied we are within our role. We feel that Whole Human Education settings offer the following key aspects that add to a truly positive working environment:

- Varied opportunities to facilitate according to your own preferences
- Freedom to bring your own style of facilitation
- Work as part of a collaborative and highly supportive team
- A no blame culture
- Inclusivity
- High levels of team involvement.

For more information on this please refer to the team member handbook.

3.3 *The recognition framework for team members*

R Reflective practice

Reflective practice is essential in recognising our own achievements, skills and development opportunities, instilling a culture of self-reflection, and of team reflection.

E Engaged feedback

Engaged feedback is that which is given at the time (or the soonest appropriate time), from a place of being connected, curious and compassionate. Feedback can be positive, neutral or for the purpose of improvement and it is essential that it helps to empower, motivate and aids reflection, with intention for celebration and growth in ourselves and others, never for judgement or blame.

C Celebration

Expressing joy at accomplishment, completion and achievement is a natural human response and form of recognition. We want team members to feel able to celebrate their wins proudly and we will celebrate with you.

O Ownership

Just as we own our wins in proud celebration, we must also recognise that we are all human, we make mistakes and recognising those is important too. This helps us trust the people around us to hold space for us, and to never shame us.

G Gratitude

We consciously practice gratitude as much as possible, to each other and within ourselves. This helps us all feel appreciated and seen.

N Noticing

People feel seen and heard when we notice what they are doing, how they are feeling, who they are and their achievements. We actively notice team members' contributions.

I Interest

We will take a genuine interest in team members' activities, working styles and interests. We will ask questions and listen. We are interested because team members matter to us.

S Support

Ensuring our team feel seen, heard and understood means offering excellent support. We provide opportunities for supervision and support so that people can be nurtured in a non-judgmental way that helps you feel valued.

E Exhibit

We provide opportunities for team members to display or exhibit their work and their achievements to each other as an effective way to provide opportunities for recognition.

4. Community conduct

At WHE we believe that it is essential for everyone to be treated with the same level of respect and compassion across the entire community. To ensure this happens we make working together agreements, and we set clear boundaries as a whole pod, and in individual learning groups. In the behaviour policy we outline the agreements that we ask of the community as a whole. We feel it is essential that these apply to everyone, whether a team member, student or parent.

We have listed below those whole pod agreements and boundaries. We have adapted the wording of the participation agreements here so that they apply more specifically to your role as a team member. By entering into and continuing your employment with us you are agreeing to meet these agreements and respect these boundaries as well as the further guidance in respect to team member conduct.

4.1 Agreements

Behaviour agreements

I agree to:

- Act in consideration of balancing my own needs, and the needs of others
- Act in consideration of the needs of the environment
- Display compassion to myself and others
- Act in accordance with the WHE values and guiding principles
- Accept others as they are, and for who they are
- Take responsibility for my actions, and hold myself accountable when necessary
- Ask for support whenever I need it
- Support others whenever it is appropriate to do so
- Be willing to try things out
- Respect my boundaries and the consent of others at all times.

Communication agreements

I agree to:

- Be as clear as possible in my communication
- Ask for what I need
- Be honest
- Speak up for the truth and for marginalised people
- Communicate with leadership, other team members and students to help them meet my needs and keep me safe

- Communicate with respect for other's identities and personal values
- Tell people what is ok and not ok for me clearly and kindly
- Choose language that does not shame or belittle others
- Choose language that is collaborative and supportive rather than competitive or demanding
- Offer appropriate feedback and gratitude to others.

Participation agreements

I agree to:

- Attend work on time and ready to participate collaboratively
- Bring and wear what I need to work so that I can participate
- Approach work with open curiosity
- Engage as much and as often as possible in learning and development
- Help to create a safe environment for others to contribute courageously
- Seek out and encourage alternative perspectives
- Listen to others' contributions to gain further understanding of them
- Be mindful of allowing a balance of voices to be heard in a group
- Display the type of participation I would like to see from others
- Look for ways to make meaningful connections in my learning and experiences.

4.2 Boundaries

The following is a non-exhaustive, indicative list of conduct that is not ok in our community at any time, in any environment:

- Wilful damage to setting or public property
- Bringing any prohibited item into our settings (see Appendix B of the behaviour policy)
- Physical violence of all kinds
- Verbal abuse of all kinds
- Aggressive behaviour of all kinds
- Bullying or harassment as described in the team dignity and anti-bullying and harassment policy
- Wilfully endangering yourself, others, or setting or public property
- Purposeful and malicious disruption of learning
- The use of any technological device to cause any sort of harm to yourself, others or the setting
- Non-attendance at work without appropriate notification or leave

- Acting in such a way that damages the reputation of others, including students, family members, team members and Whole Human Education.
- Breaches of consent and body autonomy, unless to prevent imminent risk of injury
- Theft of setting property
- The use of discriminatory and extremely offensive language of all kinds
- Any unlawful behaviour either in or out of work.

For further information on these agreements and boundaries, please read the Behaviour policy in full.

4.3 *Other team member conduct guidance*

In respect of employment we are required to give guidance regarding specific areas of conduct. These details follow:

Conflict of interest

You should not, directly or indirectly, engage in, or have any interest, financial or otherwise, in any other business enterprise which interferes or is likely to interfere with your independent exercise of judgement in Whole Human Education's best interest.

Generally a conflict of interests exists when a team member is involved in an activity:

- Which provides products or services directly to, or purchase products or services from Whole Human Education Ltd.
- Which subjects the team member to unreasonable time demands that prevent them from devoting proper attention to their responsibilities to Whole Human Education Ltd.
- Which is so operated that the team member's involvement with the outside business activity will reflect adversely on Whole Human Education Ltd.

Should you be in doubt as to whether an activity involves a conflict, you should discuss the situation with a director before you undertake the activity.

Appearance

We understand that clothing helps people to feel comfortable and protected, and helps us show up as our authentic selves. We wear clothes to meet many physical, sensory and psychological needs. Our whole-human approach to clothing is informed by our values:

Agency	All individuals have ultimate choice and responsibility over what they wear to the learning settings.
Balance	It is important to consider a need for balance and to regulate physically and sensorially when choosing clothes to wear to the learning setting. It is also important to bear in mind balancing our choices with the environment in which we will be, the activities we will be doing, and with the needs and feelings of others.
Courage	WHE settings are an environment where everyone feels safe to courageously express themselves.
Diversity	All types of dress from all types of cultures, identities and personality types are celebrated here.
Exploration	People are able to explore their identity and style safely here.
Facilitation	We encourage people to consider what clothing will facilitate their activities and work most effectively and safely.
Growth	People grow and learn best when they are regulated as a whole human. Ensure your clothing meets your needs so you can make room for personal growth.

Personal property

Any personal property such as jewellery, cash, credit cards, clothes, cars, motorbikes or bicycles etc. left on Whole Human Education premises is done so entirely at your own risk. You are strongly advised not to leave any valuables unattended, either on our premises, in our vehicles or in your own vehicle. Whole Human Education does not accept liability for loss or damage to any personal property whatsoever.

Telephones & correspondence

WHE telephone / mobile phone or postal facilities must not be used for private purposes without prior permission from a director. If, for any reason, personal use is made of these items then arrangements must be made to pay the cost price of all services used. Abuse of these facilities will be considered a potential disciplinary matter.

WHE phones can be used to take and store images of our students. Images of students must never be sent from these devices to any external devices.

Team members must not use personal devices to take photos of students in a WHE setting and must not store any personal information about students on their devices. Team members can only access information regarding students using our regulated shared drives and groups, and must never transfer files, information or images from those drives onto their personal devices.

Smoking and Other Substances at Work

Whole Human Education settings are no smoking sites. Smoking is prohibited anywhere on a Whole Human Education setting site, in any WHE vehicle, and in view of any WHE student. Team members who smoke should do so away from the premises and out of site of students and parents. It is illegal to smoke in enclosed public spaces, including vehicles.

Bringing alcohol or any unlawful drugs to our settings, or imbibing them there is strictly prohibited both during work time or during a period prior to work where the effects carry over to the workplace. Any such instances will be dealt with under the disciplinary procedure and may lead to your summary dismissal.

Confidentiality

It is a condition of your employment that you have a duty of confidentiality with regards to Whole Human Education Ltd and all its settings. During the course of your employment you may find yourself in possession of sensitive information, the disclosure of which could be construed as a breach of confidentiality. It is a condition of your employment that you have a duty of confidentiality to WHE, and you must not discuss any sensitive or confidential matter whatsoever with any outside organisation including the media.

Any such breach of confidentiality would be deemed as gross misconduct except as otherwise provided or as permitted by any current legislation (e.g. the UK Public Interest Disclosure Act 1998) and could lead to your dismissal.

Computer, email and Internet use

If you have access to the WHE's computers including email and access to the internet as part of your job, you must use these facilities for purposes related to WHE business.

Personal use of the internet is permitted during your breaks and only when you are not supervising students. All internet use is monitored and accessing pornographic or other unsuitable material is strictly prohibited and would be considered a serious disciplinary offence which may result in dismissal.

Only software packages properly authorised and installed by WHE may be used on WHE equipment, and you must therefore not load any unauthorised software onto WHE computers.

If you have a WHE or setting email address, this is provided for responsible use for our business and should not be used in any other way whatsoever. You must not make reference to WHE or its services, or represent yourself on behalf of WHE on social media without formal permission. All team members must make themselves familiar with the WHE's Information Management and Safeguarding Policies.

Receipt of Gifts

Your working relationships may bring you into contact with outside organisations where it is normal business practice or social convention to offer hospitality, and sometimes gifts. Offers of this kind to you or your family can place you in a difficult position. Therefore no team member or any member of their immediate family should accept from a supplier, customer or other person doing business with WHE, payments of money under any circumstances, or special considerations, such as discounts or gifts of materials, equipment, services, facilities or anything else of value unless:

- They are in each instance of a very minor nature usually associated with accepted business practice.
- They do not improperly interfere with your independence of judgement or action in the performance of your employment.

In every circumstance where a gift is offered, the advice of a director must be sought.

Bribery and other corrupt behaviour

The Company has a strict anti-bribery and corruption policy in line with the Bribery Act (2010). A bribe is defined as: giving someone a financial or other advantage to encourage that person to perform their functions or activities improperly or to reward that person for having already done so.

If you bribe (or attempt to bribe) another person, intending either to obtain or retain business for WHE, or to obtain or retain an advantage in the conduct of WHE's business this will be considered gross misconduct. Similarly accepting or allowing another person to accept a bribe will be considered gross misconduct. In these circumstances you will be subject to formal investigation under WHE's disciplinary procedures, and disciplinary action up to and including dismissal may be applied.

Data Protection and Access to Information

Whole Human Education will comply with all statutory requirements of the Data Protection Act by registering all personal data held on its computer and/or related electronic equipment and by taking all reasonable steps to ensure the accuracy and confidentiality of such information.

The Data Protection Act protects individuals' rights concerning information about them held on computer. Anyone processing personal data must comply with the eight principles of good practice.

Data must be:

- Fairly and lawfully processed
- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate

- Not kept longer than necessary
- Processed in accordance with the data subject's rights
- Secure
- Not transferred to countries without adequate protection.

Team members can request access to the information held on them by the WHE. All requests by team members to gain access to their personnel records should be made in writing. There is no charge for this service.

4.4 *Managing difficulty*

Difficulties arise at work when team members struggle to perform their role in alignment with their own, or our WHE values, or when they struggle in their relationships, and this is most likely to happen when team members are dysregulated. Our ethos behind managing difficulties is to maximise and prioritise the regulation of team members so that they can thrive and offer their best selves to their role and each other. A well regulated, appropriately motivated, appreciated and valued person is much less likely to struggle with their role and relationships. Having said this, humans are imperfect and our roles, our own regulation and our relationships are tricky.

We approach difficulties as a reflection of some form of dysregulation or rupture of relationship, and seek to support the team member to regulate, and resolve any difficulties. We approach this with curiosity, compassion and connection.

Methods of support

Our primary methods for managing difficulties at Whole Human Education are:

- Regulation
- Reasoning
- Recognition
- Rumbling
- Rebalancing.

A full description of these can be found in our behaviour policy, which applies to all members of our community and therefore must be read in conjunction with this policy.

If a difficulty arises (other than in cases of gross misconduct), this will be drawn to attention first informally, by way of a two-way discussion, giving you the opportunity to discuss any problems you are experiencing. Our focus at this stage is always to mutually understand the problem, identify the causes of the problem if any, and seek a solution that will improve the situation. This does not form part of our formal disciplinary procedure. The use of the informal discussion is simply an aspect of normal day-to-day management.

However, if the required improvement does not take place, consideration will necessarily be given to the use of the formal procedure. The disciplinary procedure can be found in the team Dignity policy.

Trade Union Membership

It is your choice as to whether you wish to belong to a trade union recognised by the Whole Human Education. Whether or not you are a member of a trade union, you will be able to make your views known on all issues affecting team members within WHE. Trade unions also provide a recognised route to resolve issues affecting groups of team members where other methods have not been effective. In addition, the unions can provide personal representation for you if you experience difficulties at work via their accredited representative system. WHE recognises the following Trade Unions:

- UNISON
- NASUWT
- NEU
- NAHT
- Other government recognised educational unions (please check with us if unsure).

5. Leadership and development

We know that sustainable and successful organisations have strong and clear leadership, with day to day decisions made promptly and confidently. However, this leadership must always sit within the integrity of the mission, values and principles. For this reason, whilst we as directors have the authority to make decisions, we consider it a profound responsibility to the whole community. To do this with integrity we need the whole community to be truly involved in the leadership, development and governance of the organisation.

As shown in our organisation chart, we operate a matrix structure, that is non-hierarchical and instead is made up of teams with specific areas of responsibility. This area of responsibility has a defined aim. The directors are centralised within the system supporting links across the teams to provide effective leadership of all areas. Teams operate in a sociocratic model as described below.



The roles shown and listed below represent our team at full capacity and development. Prior to completion of this development, not all roles will be filled and other team members will fulfil the responsibilities of these roles.

5.1 Responsibility

The executive team

The executive team is responsible for the organisation's strategic development and for reviewing the progress and efficacy of the organisation to meet its mission in alignment with our values and guiding principles. They are also responsible for oversight of difficulties such as complaints, disciplinaries, grievances and safeguarding processes. Some of the areas that the executive team will work on together are:

- Recruitment
- Safeguarding
- Education
- Governance
- Budgeting

The team's remit is to ensure that WHE settings remain sustainable businesses, that offer progressive, human-scale, autonomous education leading to wonder and success. They must ensure that we do this by being true to our values and guiding principles. Furthermore, we ask that our settings remain accessible, inclusive and neuro-affirming, with children's rights and mental health at the forefront. The team is made up of the directors and the advisory board (more on this below).

The business team

The business team is responsible for supporting the directors in running the organisation as a whole, and its settings, including all activities that happen on our sites. They are tasked with keeping the organisation running smoothly on a day-to-day basis. Decision making in this team is based around organisation and efficiency. The business team is made up of the directors, the executive coordinator and administrative assistant, the site manager, facilities assistant and the IT coordinator.

The therapeutic pastoral team

The therapeutic pastoral team is responsible for the SEN and pastoral needs of everyone within the organisation. As a team they take a strategic and reflective view of the needs of everyone within the organisation.

Decision making is related to compassionate pastoral care, a trauma-informed approach, safeguarding, and SEN arrangements. The therapeutic pastoral team is made up of the human needs director, the therapeutic coordinator, the learning facilitators and any externally contracted professionals in the area of SEN, therapy and support.

The assessment team

The assessment team is responsible for ensuring that students are appropriately recognised for their full range of strengths, and have access to all the opportunities that they want to pursue in the future. They are tasked with curating bespoke and accredited assessment alongside opportunities to access external qualifications including project qualifications and GCSEs. The assessment team is made up of the education director, the exams and assessment coordinator, the curriculum facilitators and the IT coordinator.

The curriculum team

The curriculum team is responsible for curating, in collaboration with the students, a comprehensive programme of opportunities for learning that meets their needs and prepares them for a life of wonder and success. They are tasked with ensuring our curriculum is effective, and aligned with our mission, values and guiding principles. The curriculum team is made up of the directors, curriculum lead, SENCo, foundation lead, assessment coordinator and the therapeutic pastoral lead. Decision making in this team is based around ensuring width and depth of the offer for students, alongside support for their individual SEN.

The education team

The education team is responsible for facilitating education on a day-to-day basis. They are tasked with meeting the regulatory and learning needs of students as both generalists and specialists. Decision making in this team is based around balancing needs of students, facilitators and learning in small and larger groups. The education team is made up of the education director, the curriculum lead, and all the curriculum and learning facilitators.

The foundation team

The foundation team is responsible for creating a foundational consent-based learning experience for our youngest students, in which quality play and whole human regulation is paramount. They are tasked with providing a stable base for exploration and relationship building. Decision making in this team is based around most effectively meeting the needs of those students, and preparing them to progress. The foundation team is made up of the human needs director, the foundation curriculum lead/facilitator and learning facilitator.

5.2 Governance and decision making

As mentioned above, Whole Human Education operates as a sociocracy, which is a collaborative, peer-governance system based on consent.

This system is the one best suited to our values and guiding principles, allowing for all people to be involved in a consent-based relationship within the organisation, whilst ensuring decisions are made and the organisation thrives sustainably. You can read more about sociocracy in general here. (<https://www.sociocracyforall.org/sociocracy/>)

Our sociocracy

The key feature of any sociocracy is the idea of having small groups of people who have an area of responsibility as previously described in this section. Here are some important aspects of how this works:

- Small groups work collaboratively to make decisions or complete projects in a huddle.
- Groups might be pre-defined, such as our structural teams, or might be put together across teams for another specific purpose. E.g. To build a new play structure.
- Huddles each have a defined aim (a description of what they are doing) and agency for a domain (what they have responsibility for and authority over).
- Huddles will define roles at the beginning to ensure it can run smoothly, e.g. note-taker.
- Huddles make decisions by consent. There is consent to a proposal when no member of the huddle has an objection. By definition, objecting requires that a huddle member has reason to assume that the huddle cannot achieve its aim adequately if the huddle approves the proposal. In other words, any huddle member can flag an issue in a proposal and make sure the huddle improves the proposal before passing it.

Huddle process

Huddling for direct action, decision making and leadership purposes needs a process to follow to ensure it happens in line with our values and guiding principles. This process is outlined in the Whole Human Sociocracy document.

Standard scheduled huddles

Team development time

Team development time happens every week on Tuesday evening for 60 minutes between 16:00 and 17:00. There is an expectation of every team member to attend as often as possible. This time will be used for different types of huddles and for knowledge sharing, collective learning, planning and preparation. Huddles may be whole team, in our smaller teams, or formed across teams for specific aims.

Whole school huddle (will apply once we are a school)

Whole school huddle happens every week during the core day with all team members and students invited to attend and fully participate.

Attendance is opt in and so no-one is required to attend, though if something has been raised as an agenda item by students that is particularly in a team member's area of responsibility, there is an expectation that the team member will make every effort to participate. This huddle is an opportunity for the team to discuss ideas that have arisen in other huddles with students, and most importantly for students to raise issues and their own ideas with each other and the team.

Daily pod huddles

Every day each pod group will huddle twice per day. Morning huddle gives everyone a chance to discuss mood and energy levels on the day and then discuss as a group what adventures are available, what missions the students want to take on and what else they want to do. In afternoon huddle we reflect on the day and look forward to what we want to do in the future.

Executive decisions

Executive decisions are informed by the ideas and findings of the other huddles from all the teams with responsibility, and by both the whole team and school meetings. These decisions are made by the directors with the advisory board as appropriate.

The advisory board (once we are a school)

The advisory board consists of:

- Two student representatives, elected by the students each year
- Two team representatives, elected by the team each year
- Two parent representatives, elected by the parents each year
- Two child's rights or progressive education advocates selected by the directors
- A representative of the investors, chosen by the investors.

Every person on the advisory board has an equal voice and vote. Their job is to support and advise the directors. In the case of a split decision that cannot be reconciled between the directors about any course of action, the advisory board will hear both parties points of view, and will make a final decision. All members of the board must spend time in our settings, read reports provided for them and attend meetings every term and once during the summer break.

5.2 Leadership

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."

Leading bravely

We strive towards these seven characteristics of brave leaders:

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.

Vault (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.

Leading with compassion

Compassionate leadership involves a focus on relationships through careful listening to, understanding, empathising with and supporting other people, enabling those we lead to feel valued, respected and cared for, so they can reach their potential and do their best work. There is clear evidence that compassionate leadership results in more engaged and motivated staff with high levels of wellbeing, which in turn results in high-quality care. However we don't do it because it creates results; we do it because it is the right thing to do and because we actually care a lot about our team.

Attending

The first step in being a compassionate leader is being an attentive leader. Being attentive means being present with and focusing on our team members and how they are feeling. We will ensure we are purposefully paying attention to how team members are, noticing their needs and behaviours, and asking about challenges, difficulties and feelings.

Understanding

We will first and foremost be curious when things aren't going well for any member of the team. We will withhold blame and judgment and search for lessons and solutions. Understanding the situation is our primary goal. This involves taking time to properly explore and understand the situations people are struggling with. It implies valuing and exploring conflicting perspectives rather than leaders simply imposing their own understanding.

Emotional regulation

We use a unique approach known as the emotional regulation CAVE to support emotions that arise due to difficult and challenging circumstances. First we contain emotions; we hold safe space for emotions to be heard and voiced. Next we Acknowledge the emotions that are occurring and the circumstances that has led to them. Then finally we offer Validation and Empathy of those feelings and for the situation.

Supporting

Providing appropriate support for the team involves involves taking thoughtful and intelligent action that is helpful in alleviating the challenges and difficulties experienced by individuals and teams. We aim to remove obstacles that get in the way of people doing their work and provide the resources the team need to thrive. Furthermore, we know that sometimes the solution is as simple as providing space for feelings.

5.3 *Developing the organisation*

Organisational development (OD) takes a humanistic approach here. Margulies and Raia (1972) articulated the humanistic values of OD as follows:

- Providing opportunities for people to function as human beings rather than as resources in the productive process
- Providing opportunities for each organisation member, as well as for the organisation itself, to develop to their full potential
- Seeking to increase the effectiveness of the organisation in terms of all of its goals
- Attempting to create an environment in which it is possible to find exciting and challenging work
- Providing opportunities for people in organisations to influence the way in which they relate to work, the organisation, and the environment
- Treating each human being as a person with a complex set of needs, all of which are important to their work and their life.

This aligns fully with our values and guiding principles and leads in to our approach as a learning organisation.

Systems thinking

When we consider the future of the organisation, the most important factor will always be the team and how it works as a whole system. We will then consider what the team needs in order to work well as a system to reach our goals, including considering what might be added (where might an extra team member or more time help everyone and meet our goals), and what skills, knowledge and understanding might enhance the working of the team. This might be adding to one person's skills, or it could be everyone.

Information gathered in our huddles, particularly the whole school huddle will be essential in continuously reviewing this.

Challenging mental constructs

Mental constructs are deeply ingrained beliefs, assumptions, and attitudes that influence how people think and act. These shape the way individuals see problems and make decisions. However, sometimes these constructs are no longer useful or limit our ability to think creatively.

Team members are encouraged to challenge their mental constructs, ensuring that they are innovative, diverse and considerate of alternative viewpoints and options. Breaking free from old mental constructs allows organisations to be more adaptable, flexible, and open to new possibilities.

Collaborative vision

A shared vision is a clear, compelling picture of what the organisation aims to achieve. It's not just the vision of the top leadership; it's developed collaboratively with input from all levels of the organisation. When everyone shares the same vision, they are more motivated to work toward common goals. A strong shared vision fosters commitment, energy, and alignment, making it easier to navigate challenges and stay focused on long-term goals.

Our teams are all working together to develop the vision for the organisation collaboratively.

5.4 *Developing the team*

Development objectives for the team

- Making sure team members are aware of, are aligned with, and help to shape the vision of the organisation
- Encouraging team members to face and solve problems instead of avoiding them

- Strengthening interpersonal trust, collaboration, and communication for the successful achievement of organisational goals
- Encouraging all team members to be involved in idea creation, planning and implementation.
- Replacing formal lines of authority with personal knowledge and skill
- Preparing members to align with changes and to break stereotypes
- Creating an environment of trust so that team members willingly accept change.

Collective learning

We believe that team development is most effective when it happens collaboratively. Collective learning harnesses the diverse skills and experiences of our team to drive continuous improvement and better outcomes for our students. Collective learning is when team members work together to share knowledge, reflect on practice, and solve problems as a group. This approach moves beyond individual professional development by promoting shared responsibility and a culture of ongoing learning.

We aim to:

- Build a supportive and collaborative team culture
- Share good practice and expertise across all subjects and educational stages
- Foster innovation and evidence-based approaches
- Improve team confidence and wellbeing
- Enhance outcomes for students,

Scheduled Collaboration

- Weekly team huddles will include a dedicated 20-minute slot for collective learning (e.g. sharing strategies, discussing case studies, or reflecting on recent training).
- In the first week of term in September of each year, the whole team will spend a week working together collaboratively. This will feature collaborative workshops where team members co-design or review resources and approaches.

Peer observation and feedback

- Team members are encouraged to take part in a peer observation cycle each term, focusing on a collective area of development (e.g., communication strategies, differentiation).
- Observed staff and observers will meet afterwards to reflect and share insights, using a simple feedback template.

Shared resources and reflection

- A shared digital folder will be maintained for team members to upload and access resources, research articles, and case studies.
- A 'learning wall' in the Hullypod will highlight key insights and practical tips from recent collective learning sessions.

Inclusive participation

- All team members are invited and encouraged to participate.
- Leadership will actively seek feedback to ensure sessions meet the needs of both experienced and newer team members.

5.5 Individual development

Personal mastery

We encourage team members to be proactive in their own growth, striving for excellence in everything they do. This not only involves improving technical skills but also emotional intelligence, creativity, and leadership abilities.

We foster an environment where team members are motivated to take ownership of their personal development. For instance, a team member who is interested in learning new marketing techniques might be supported by the company through training programs, mentorship, or hands-on projects. We all benefit as a whole as these team members bring new ideas and innovations that help us grow.

Personal mastery is essential because it helps individuals reach their full potential and see their own psychological needs while contributing to the overall success of the organisation.

Personal learning budget

Each team member has a personal budget for external development. Types of development that have been undertaken or are planned are:

- Government approved apprenticeship programmes
- Assessment certifications
- SEMH and other SEND specific skills such as ELSA
- Knowledge based online learning programmes

Individualised learning and development pathways

As with our students we work with team members to continually develop an individualised autonomous learning and development pathway with every team member. This involves an overall direction and steps to get there, with on-the-job learning, in-house training and external training and qualifications all potentially included in the plan.

Problem-based research projects

We encourage team members to see a problem and try to solve it. This develops the individual and the business. Importantly this applies to small problems noticed day to day, and potentially bigger societal problems that relate to what we do. In the cases of these larger issues, we encourage team members to undertake their own research projects to explore, and discover solutions. This could be collaborative or individual and could even turn into published work.

Individual reflective practice

Personal reflections

We recognise that personal reflective practice is essential for professional growth, self-awareness, and the continuous improvement of our provision. We encourage all team members to engage in regular reflective practice as part of their ongoing training and development.

Definition

Personal reflective practice involves team members taking time to think critically about their experiences, behaviours, and decisions in the workplace. It enables individuals to identify strengths, areas for development, and strategies for improving practice.

Expectations

- Every team member is expected to engage in reflective practice as part of their role.
- Reflection should be both informal (e.g. through daily self-evaluation) and formal (e.g. through supervision, reviews, and training activities).
- Team members are encouraged to use reflective journals, peer discussions, or structured models (such as Gibbs' Reflective Cycle or Kolb's Learning Cycle).

Process

- After key moments (positive or challenging), team members are encouraged to record reflections, noting what went well, what could be improved, and what they will do differently next time.
- During huddles, CPD sessions, supervisions sessions and reviews team members will be provided with time to reflect on learning and consider how to apply and embed new knowledge or skills.
- Line managers will support reflective practice through regular 1:1s, providing feedback and encouraging open discussion.

Confidentiality

Reflections should be kept confidential unless sharing is necessary for professional development or safeguarding purposes.

Support

WHE provides resources (such as templates and guidance) and time within the working week for reflective practice, particularly during and after team huddles.

Supervision

We recognise that regular supervision is essential for supporting the professional development, wellbeing, and safeguarding responsibilities of all team members working with children. Supervision provides a structured opportunity to:

- Further discuss any previously noted safeguarding and child protection concerns
- Reflect on professional practice and challenges
- Identify training and development needs
- Set and review targets aligned with setting priorities
- Promote team wellbeing and resilience.

Arrangements for supervision

- All team members working with children will have supervision meetings at least once per half term (and more frequently if required). Other team members will have supervision once per term.
- Supervision will be conducted by a director or senior member of the team such as a curriculum facilitator where this is appropriate.
- Meetings will be held in a confidential setting, either in person or via video call.

Structure of supervision sessions

Each supervision session will include:

- A review of actions from previous meeting
- Reflection on any previously noted safeguarding and child protection concerns
- Reflection on successes and challenges in current role
- Identification of support, resources or training needs
- Agreement on actions and timescales

Record keeping

- Supervisors will maintain a brief written record of each meeting, noting key discussion points and agreed actions.
- Records will be stored securely and in accordance with our confidentiality and data protection policies.
- Any safeguarding issues raised will be recorded in line with our safeguarding procedures.

Links to team training and development

- Outcomes from supervision will inform individual and whole-team training plans.
- Team members will be encouraged to identify and request relevant training as part of the supervision process.
- Ongoing support and coaching will be provided as identified in supervision meetings.

Initial development planning meeting

Towards the end of a team member's introductory period and definitely within their first year of employment, they will meet with the Human Needs director for an initial development planning meeting to develop a first individualised development plan (IDP). This will form a baseline for review annually.

360 degree review

We operate an annual 360 degree appraisal system to highlight areas of development, ensure the best performance of the team, develop and review individualised learning and development pathways, and celebrate progress and achievement.

360-degree appraisal is designed to provide comprehensive feedback for staff development by collecting input from a range of colleagues, including peers, supervisors, directors and (where appropriate) direct reports. This process supports professional growth, enhances performance management, and contributes to a positive culture of continuous improvement.

Scope

This process applies to all team members, including teaching and support staff, as part of their regular appraisal cycle. For director appraisal, the process may also include feedback from the advisory board and, where appropriate, parents/carers.

Principles

- *Confidential:* All feedback will be anonymised and treated confidentially.
- *Constructive:* Respondents are encouraged to provide feedback that is specific, constructive, and focused on behaviours and outcomes, not personal attributes.
- *Transparent:* Team members will be informed in advance about the 360-degree process, what information will be collected, and how it will be used.
- *Considerate:* The number of feedback requests per person will be limited to prevent unnecessary workload.
- *Supportive:* 360-degree feedback will be used to support professional development and not focused on performance-related decisions.
- *Gentle:* The feedback meeting will take a non-judgemental, explorative approach.
- *Celebratory:* One of the main objectives of the review is to highlight areas of celebration.

360 degree review process

1. Preparation

- Team members will be notified of the upcoming 360-degree appraisal and the areas in which feedback will be sought.
- Team members may agree with their appraiser on specific themes or objectives to focus the feedback.
- A pool of reviewers will be selected and discussed with the team member.

2. Feedback Collection

- Standardised feedback forms will be distributed to selected team members as reviewers.
- All responses will be returned confidentially to the designated appraiser (usually the Human Needs director) or the executive coordinator.

3. Review and Discussion

- The appraiser will collate feedback and share a summary with the team member during their annual review and development meeting.
- Strengths and areas for development will be discussed, with an emphasis on action planning.

4. Action and Follow-up

- Outcomes from the discussion will inform ongoing professional development and support.

6. Leaving us

6.1 Notice periods

Your notice period for resignation of your position is a full term for all team members who work with children, and one half term (6 weeks) for any other team members. You must give this notice in writing to a director. In all cases we reserve the right to enforce your full notice period.

If you resign and are in possession of WHE property (including computer files), you should make a director aware of these, and arrange how they will be handed back to a director. You remain bound by the confidentiality arrangements outlined in your contract of employment during this period.

In exceptional circumstances, if deemed appropriate and as an alternative to working your notice, WHE reserves the right either to transfer you to other suitable duties during your notice period or to require you to accept payment in lieu of any entitlement to notice.

If you are dismissed for reasons of gross misconduct, your employment will be terminated immediately without the benefit of notice or payment in lieu of notice.

6.2 Pay on leaving

On leaving, WHE will calculate any outstanding payment we owe you, or you owe us, and will apply these to your final pay. We will deduct from any money as you may owe to WHE such as, but not limited to, any loans, relocation assistance, court orders and payment made for leave taken in excess of entitlement.

If you leave without giving notice and without WHE's agreement, you are in breach of your contract and you may forfeit some or all of any salary due to you.

If your employment is terminated following disciplinary action it is likely you will receive payment in lieu of notice. However, as there are numerous reasons as to why someone is dismissed, payment in lieu of notice will be reviewed on an individual basis taking into consideration the reasons behind the dismissal.

If you are dismissed for reasons of gross misconduct, your employment will be terminated immediately without the benefit of notice or payment in lieu of notice.

6.3 Returning items

Before leaving, you must hand over to a director all articles belonging to WHE, including your ID badge and any documents, equipment and computer software used at home. Documents and software include (but are not limited to) correspondence, diaries, address books, databases, files, reports, plans, records or any other medium for storing information.

You should not retain any copies, drafts, reproductions, extracts or summaries of documents and software.

6.4 Restrictions after leaving

After you have left WHE, you must not:

- Solicit or seek to entice away any WHE team members
- Bring WHE into disrepute
- Use or divulge to any person or organisation any confidential information relating to the business of WHE.

6.5 Redundancy

WHE is committed to retaining team members if at all possible, and as such we will always try to avoid compulsory redundancies, but sometimes they may be necessary, for example when the pattern, volume or methods of working change in ways we could not have foreseen. In this section we will describe what happens whenever a reduction in team numbers is necessary, with the intention to:

- Keep all affected team members clearly informed
- Ensure that all team members are treated fairly, reasonably and without discrimination throughout the redundancy process
- Try to find alternatives to compulsory redundancy
- Consult and collaborate with team members
- Ensure selection of team members for redundancy is handled fairly and compassionately.

Avoiding compulsory redundancy

When the possibility of redundancies arises, we will consult with affected team members individually. Firstly, we will consider the following to avoid compulsory redundancies:

- Reducing any use of consultants, self-employed contractors, or agency staff
- Restricting recruitment in any area where team members could be redeployed
- Freezing salary increases for a period of time until the risk of redundancy and recruitment restrictions are no longer a concern
- Offering voluntary redundancy, voluntary retirement, voluntary reduction in hours or other flexible working arrangements that continue to meet the business need and reduce the cost to the business. All voluntary arrangements are completely at the directors' discretion and we reserve the right not to offer voluntary terms or to refuse an application.

Any avoidance measures adopted must not negatively impact WHE as an organisation or, most importantly, our students.

Making compulsory redundancies

When it is not possible to avoid compulsory redundancies, we will meet with all affected team members to advise of the reasons for this and the number of roles at risk of redundancy.

We will never discriminate directly or indirectly on the grounds of sex, gender, sexual orientation, marital or family status, nationality, race, colour, ethnic background, religion, spirituality, disability, or age. Part-time team members or those working under flexible arrangements will not be treated differently to their full-time colleagues.

We will consult with the team and the advisory board in regard to the procedure that will be followed in each case, including the pools for redundancy and the selection criteria that will be applied, and will communicate this to the affected team members in writing.

Compulsory redundancy procedure

Selection

Where selection of team members for redundancy is necessary, the criteria used to select those who will potentially be made redundant will be objective, transparent and fair, and based on the skills required to meet WHE's existing and anticipated business needs.

Where there is more than one team member in the selection pool, each potentially redundant team member will be scored against the criteria and those provisionally selected based on their score will be informed in writing of this.

Redundancy meeting

Each potentially redundant team member will be invited to a meeting to discuss their provisional selection for redundancy, where they will be individually consulted. No final decision about redundancies or the exact team members to be made redundant will be made at this stage.

Team members are allowed to attend individual redundancy meetings with a trade union representation or colleague and have reasonable time to prepare before the meeting. At the meeting each team member will individually discuss their scores (if any), the proposal to select them for redundancy and they will have the chance to make comments about their scores (if any) for us to consider. If there are other relevant available roles, these may also be discussed at the meeting.

Confirmation of redundancy

Where selection for redundancy is confirmed by the decision maker, team members selected for redundancy will be invited to a further meeting and can attend with a trade union representative or a colleague.

At this meeting, it will be confirmed that the team member has been selected for redundancy and after this meeting the team member will be given notice of termination of employment in line with their contract and written confirmation of the payments that they will receive. Team members will be given the opportunity to appeal against this decision and will be advised of how to do so, when their redundancy is confirmed in writing.

Appeal

If a team member chooses to appeal, they will be invited to an appeal hearing. Both directors will attend this meeting as well as an appropriate member of the advisory board who is impartial. The team member can be accompanied by a trade union representative or colleague at this meeting. Following the meeting, the result will be confirmed to the team member in writing and that will be the final decision.

Alternative employment

We will continue to look for alternative employment for redundant team members up until their termination date. Alternative employment may be offered for a trial period, at our discretion.

If we are unable to offer alternative employment, team members under notice of redundancy may be entitled to take reasonable amount of paid time off work to look for alternative employment, attend interviews, or to arrange training for future employment.

6.6 Retirement

In line with current legislation WHE does not have an age where it expects team members to retire. However, it is our policy to have regular discussions with all team members where they can discuss performance and any development needs they may have, as well as their future aims and aspirations. Team members can also use this opportunity to discuss retirement planning should they want to do so.

You need to ensure that you inform a director at least 6 months before you plan to retire to ensure all appropriate arrangements are made (e.g. sourcing a replacement, mobilising your pension etc.).

7. Policy administration

7.1 Monitoring and Review

The WHE directors monitor the effectiveness of this policy on an ongoing basis and review the policy at least annually. The Human Needs director is responsible for ensuring that this policy is compliant with employment legislation and represents the best interests of both the business and all team members.

7.2 Record keeping

WHE keeps a variety of records in regard to the involvement of our team members. All recruitment activities, remuneration and benefits decisions, redundancy records, performance reviews and business development activities are monitored and logged in a secure document which is only accessible to relevant leadership. All personal details of team members are recorded securely in the team member's personal file and are kept highly confidential.

7.3 Related policies, procedures and documents

- Behaviour policy
- Equality, diversity and inclusion policy
- Dignity team policy
- Health and safety policy
- Family team policy
- Wellbeing team policy
- Safe recruitment policy
- Team member handbook