# HISAR SCHOOL EMPLOYEE WELL-BEING POLICY

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# 1. PURPOSE AND VISION

**Purpose:** The purpose of this policy is to establish institutional standards that systematically support and sustain the physical, mental, emotional and professional well-being of all academic and administrative staff working at K-12 level within Hisar School. Our institution approaches employee well-being through a **proactive systems approach that identifies risks early and strengthens preventive practices**. The well-being of our employees is regarded as a fundamental "prerequisite" for the quality of education, our institutional culture and the caring learning environment we provide for our students. This policy is a formal commitment that shifts the institution's approach to human resources from "monitoring" to "supporting".

This policy is directly aligned with the **"Human Development and Well-being"** strategic area of the Hisar School 2027–2030 Strategic Plan. The Strategic Plan identifies supporting employees' physical, psychological, social and digital well-being; ensuring psychological safety; maintaining a balanced workload; and strengthening professional purpose and sense of belonging among the institution's core objectives. This policy is one of the key frameworks for translating these objectives into institutional practice.

**Vision**: Our vision is to create a K-12 ecosystem in which every employee feels psychologically safe, valued and heard, and it is built on the following three foundations:

- Holistic Development and Reflection
- Psychological Safety and a Development-Oriented Approach
- Evidence-Based Standards and Targeted Support

In line with the Strategic Plan objective **"Employee Development: Well-being, Professional Purpose and Voice"**, this vision regards employees not only as recipients of support, but also as active stakeholders who contribute to institutional development, participate in decision-making processes, and develop their professional purpose and competencies.

The outcomes of the Hisar School Employee Well-being Policy are monitored across two dimensions:

| Dimension | Internal Outcomes (Employee-Focused) | External Outcomes (Student-Focused) |
|---|---|---|
| **Outcome** | Employee engagement, motivation, physical/mental resilience and professional satisfaction. | Quality of the learning environment |
| **Impact** | Employee motivation, stress levels, professional commitment, job satisfaction and psychological resilience | Classroom interactions, student motivation, engagement in learning and students' perceptions of self-efficacy |

These two dimensions interact with one another and provide a holistic account of how employee well-being affects the school's learning environment and student development.

## 2. SCOPE

The Hisar School Employee Well-being Policy covers all academic and administrative employees working at Hisar School, as well as all employees of supplier companies that work in collaboration with the school.

## 3. EMPLOYEE WELL-BEING: DEFINITION AND CORE COMPONENTS

Well-being encompasses employees' physical, mental, emotional and social states, as well as their professional development.
A high level of well-being refers to employees' engagement with their work, ability to cope with the requirements of their roles, motivation and resilience in the face of challenges.

The primary aim of well-being is to foster a working culture in which employees look out for one another's well-being and supportive relationships are encouraged. At the same time, well-being is a process that is directly reflected in the learning environment.

Employee well-being is a balanced and dynamic state in which individuals can develop their professional strengths, cope with everyday work-related stress and feel valued within the institution. This includes:

- Active and meaningful engagement in one's work
- Building positive relationships with managers and colleagues
- Feeling safe, valued and respected
- Having a working environment that supports physical, mental and emotional health
- Access to continuous learning and professional development opportunities
- A sense of belonging to the institutional culture.

## 4. CORE VALUES AND PRINCIPLES UNDERPINNING THE POLICY

The principles of respect, empathy, belonging, psychological safety, inclusion, participation, collaboration, transparency and sustainability adopted within the scope of this policy are aligned with the strategic areas of Human Development and Well-being; Collective Wisdom and the Learning Organisation; Talent and Leadership; Good Governance; and a Sustainable and Resilient School in the Hisar School 2027–2030 Strategic Plan.

- **Respect and Empathy: Respecting individual differences and encouraging an empathetic approach**
- **Belonging: Enabling all individuals to feel that they belong to the school community**
- **Self-Awareness and Resilience: Enabling individuals to understand themselves and develop their ability to cope with challenges**
- **Participation and Voice: Ensuring the participation of all stakeholders in decision-making processes**

- **Data-Informed Approach: Regularly monitoring and evaluating well-being practices**
- **Inclusion and Equity: Actively valuing diversity and ensuring equal opportunities for everyone**
- **Trust, Confidentiality and Psychological Safety: Protecting the confidentiality of employees' personal and professional information, supporting trust-based communication, and ensuring a psychologically safe environment in which employees can express their thoughts, needs and experiences without fear of judgement or adverse consequences**
- **Fairness and Transparency: Ensuring fairness in decision-making and implementation processes and supporting open communication**
- **Collaboration and Solidarity: Strengthening collaboration and mutual support across departments/units**
- **Continuous Learning and Innovation: Adopting and sharing professional development and innovative approaches**
- **Accessibility: Ensuring that physical and digital environments are accessible to all employees**
- **Environmental Responsibility and Sustainability: Considering environmental impacts in institutional decisions and practices and promoting sustainable practices.**

## 5. DIMENSIONS OF WELL-BEING AND STRATEGIC PRACTICES

This section defines the strategic dimensions to be followed and the methods to be implemented in order to support employee well-being.

This section defines the strategic dimensions to be followed and the methods to be implemented in order to support employee well-being. The identified practices support the implementation of the Strategic Plan objectives relating to employees' physical and psychological well-being, workload balance, professional development, participation in decision-making processes, healthy digital working habits and safe working environments.

**a. Mental and Emotional Well-being**

- Psychological counselling and referral processes based on confidentiality and voluntary participation are provided according to need.
- Training sessions and workshops on stress management and communication are organised.
- Rest and break areas are provided to support mental relaxation.

**b. Physical Well-being**

- Ergonomic improvements are made in workspaces.
- Regular health services and screenings are provided.
- Activities that support sport and healthy living are organised.
- Access to healthy food options is supported.
- Compliance with standards for cleanliness, air quality, and occupational health and safety is maintained.

**c. Institutional and Community Well-being**

- Institutional activities that strengthen social solidarity and team spirit are organised.

- New employees are provided with a comprehensive orientation and mentoring system.
- Employees' expertise and contributions are recognised and sharing is encouraged; an institutional culture that strengthens inclusive collaboration is supported.
- Structures are developed to strengthen participation in decision-making processes.
- Social responsibility projects (e.g. environmental sustainability projects) and collaborations with stakeholders (e.g. civil society organisations and universities) are organised to support community well-being.

**d. Professional Development and Professional Learning**

- Each employee's individual development goals and career planning are supported.
- Appropriate environments and opportunities are provided for sharing good practice, experience and learning from training; a culture of "learning together" is encouraged through professional learning communities.
- Support is provided for access to professional learning programmes, and employee participation is encouraged.
- Workload and task distribution are monitored regularly; balance is maintained to enable employees to work at a sustainable pace, and adjustments are made when necessary.
- Feedback mechanisms are used throughout the year; evaluations are conducted with a development-oriented approach.
- Professional learning programmes are evaluated through surveys and the results are used for improvement.

## 6. ROLES, CONTRIBUTIONS AND SUPPORTING PRACTICES

The Hisar School Employee Well-being Policy encourages all stakeholders, from managers to employees, to take responsibility, contribute and provide support in the process of protecting and improving well-being.
In line with the participatory, transparent, ethical and trust-based governance approach adopted in the Strategic Plan, employee well-being is regarded as a shared responsibility of all employees and relevant units, not only of the Human Resources Department or school leadership.

**Roles and Contributions of All Employees to Well-being:**

**Across the school, all employees:**

- Take responsibility for their own health and safety.
- Build supportive relationships that demonstrate care for one another's well-being.
- Adopt an approach based on empathy and respect.
- Support colleagues in maintaining a balanced workload.
- Communicate with managers and seek support when health or other support needs arise.
- Participate in employee surveys and evaluation processes.
- Reinforce behaviours that are consistent with institutional policies.
- Contribute to a solution-focused and supportive working culture.
- Make a positive contribution to team spirit and morale.
- Take care to use shared spaces in accordance with communal living rules.

**Role and Contribution of School Principals and Administrative Unit Managers to Well-being:**

- Encourage managers at all levels to participate actively in employee well-being processes; support the integration and sustainability of this approach within institutional processes.
- Support a stronger competency- and development-oriented approach in employee performance evaluations.
- Managers regularly monitor employee workload and make the necessary adjustments to support a sustainable pace of work.
- Promote the development of a non-judgemental, supportive and solution-focused communication culture.
- Encourage sensitivity to employees' physical, mental and emotional states; coordinate referral to appropriate support when necessary.
- Monitor employee well-being through employee surveys and/or structured interviews, adopt an open-door approach, and take complaints and concerns into consideration; ensure that resolution processes are conducted fairly and transparently.
- Promote the wider adoption of an inclusive and rights-based approach.
- Ensure that induction processes for new employees are carried out effectively.
- Develop practices that enable employee participation in decision-making processes.

**Role and Contribution of Human Resources to Well-being:**

- Ensure that job descriptions are kept up to date.
- Ensure that practices are implemented within the framework of the Employee Handbook.
- Facilitate the rapid activation of support mechanisms in sudden health or crisis situations and the provision of solutions appropriate to employee needs.
- Ensure that employee surveys are conducted and that feedback is collected, analysed and shared with the relevant managers.
- Support the planning and implementation of activities that strengthen institutional culture.
- Research opportunities related to employee rights, prepare proposals to improve existing provisions and submit them to management.
- Structure the entire post-recruitment process to create an employee experience in which employees feel valued and supported.
- Structure career development opportunities that support employees' professional development.

**Role and Contribution of the Psychological Counselling and Guidance (PDR) Centre to Well-being:**

- Provide confidential counselling and guidance services to support employees' psychological well-being. When necessary, refer employees to professionals and follow up on the process.
- Observe situations in the work environment that may negatively affect employees' psychological well-being; where necessary, inform school leadership within the boundaries of confidentiality and provide solution-focused consultation in collaboration with management.
- Provide psychological first aid in crisis situations (personal loss, disaster, trauma, etc.) and offer follow-up support after the crisis.
- Plan and conduct awareness initiatives (stress management, empathy, communication skills, etc.) to support well-being.
- Contribute, in collaboration with managers, to the assessment of psychosocial risks in the work environment.
- Contribute to the analysis of well-being-related data in employee surveys and provide recommendations for improvement.
- Conduct initiatives that support employees in developing awareness of work-life balance.

**Role and Contribution of the Finance and Administration Department to Well-being:**

- Ensure that the materials and physical environments employees use to fulfil their duties and responsibilities are provided in the healthiest and safest manner possible, in line with employee needs and Occupational Health and Safety (OHS) regulations; improve employees' daily quality of life by selecting high-quality and healthy products.
- Support physical and psychological safety through OHS practices, risk analyses, protective measures and regular health checks.
- Ensure employees' comfort in the work environment by responding promptly, through campus technical support services, to disruptions that may occur in the daily flow of work.
- Monitor service processes through routine checks in order to provide catering, transport, cleaning and security services in accordance with high health and safety standards through reliable collaboration with suppliers.
- Facilitate work processes by meeting needs in a timely manner, while also contributing to community well-being through sustainable and environmentally responsible procurement.
- Carry out safe evacuation, drills and planning related to disaster and emergency management together with all employees and in accordance with relevant legislation; support employees in feeling safe by carrying out improvement and development work through routine checks and evaluations.

## 7. IMPLEMENTATION, DATA COLLECTION AND MONITORING

Data collection and analysis are carried out regularly to ensure the effective implementation and continuous improvement of the policy. Monitoring and evaluation processes are conducted in line with the data-informed decision-making, policy monitoring and impact evaluation approach defined in the Strategic Plan. The findings are used to assess progress in the areas of employee well-being, psychological safety, workload balance, belonging, professional experience and risk of burnout. Employee well-being is monitored by Human Resources through both subjective indicators (such as perceived stress, job satisfaction and sense of safety) and objective indicators (such as absence, workload and working hours). The data collected are evaluated holistically in order to understand employees' individual well-being and how it is reflected in the work environment. These data are integrated into decision-making processes and used to develop practices that support well-being.

- Regular feedback processes are conducted with representatives from each unit.
- Employee surveys and individual/focus group interviews are conducted.
- Practices are reviewed regularly and the results are shared with employees.
- The data collected are analysed and action plans are prepared for the necessary improvements.

### Data-Informed Measurement: Well-being Rubric and Indicators

| Area | Content | How It Will Be Monitored |
|---|---|---|
| **Mental and Emotional Well-being** | An accessible and trust-based support system is established to support employees' psychological well-being. | -Stress level surveys<br>-Data on applications for and use of PDR services<br>-Self-assessments |
| **Work-Life Balance** | A sustainable work balance is established at institutional level. | -Surveys (lesson preparation time, assessment/marking workload, work-life balance) |

| | | |
|---|---|---|
| **Social and Institutional Climate** | An inclusive working environment is developed that supports a sense of belonging, collaboration and trust-based relationships. | -Belonging and satisfaction surveys<br>-Team collaboration feedback<br>-Participation rates in institutional activities |
| **Leadership and Management** | A supportive, inclusive and development-oriented leadership approach is adopted. Employee participation in decision-making processes is encouraged. | -Employee feedback<br>-Measures of employee participation levels |
| **Professional Development and Meaning** | Employees' professional development is supported. | -Training participation data<br>-Development conversations<br>-Job satisfaction and motivation surveys |
| **Physical Environment and Support Systems** | A safe, ergonomic and healthy working environment that supports employees' physical health is provided. | -Occupational health and safety data<br>-Work environment satisfaction surveys<br>-Service (catering, transport, etc.) feedback |
| **Data, Monitoring and Continuous Development** | Well-being practices are monitored and evaluated on the basis of data and developed through a continuous improvement approach. | Regular employee surveys<br>Focus group interviews<br>Data analysis reports and action plans |

## 8. SUSTAINABILITY AND POLICY DEVELOPMENT

Communication processes relating to the implementation of the policy are the responsibility of the Human Resources Department and managers.
The policy is reviewed regularly in line with feedback received from employees and updated according to needs.

## 9. LINKS TO RELATED INSTITUTIONAL POLICIES AND GLOBAL FRAMEWORKS

The Hisar School Employee Well-being Policy is implemented together with Hisar School' other institutional policies and procedures that support employee well-being. The following policies are directly related to employee well-being and are considered an integral part of this policy:

- Hisar School Inclusion Policy
- Hisar School Behaviour Development and Management Policy
- Hisar School Discipline Policy
- Hisar School Ethics Policy
- Hisar School Child Protection Policy
- Hisar School Psychological Counselling and Guidance Policy
- Hisar School Communication Policy
- Hisar School Complaints Reporting Policy/Process

- Hisar School Whistleblowing Policy*

The current versions of our policies are available in the Policies section of our website.

This policy is aligned with the following global principles and models:

- **UNESCO Happy Schools Framework: Guidance and implementation principles that address the well-being of school communities holistically**
- **OECD Well-being Framework for Schools: A framework providing well-being indicators and policy recommendations for schools**
- **CASEL (Collaborative for Academic, Social, and Emotional Learning): A structured model for social and emotional learning programmes**
- **PERMA Model (Positive Psychology - Seligman): A model defining individual well-being through the dimensions of Positive Emotion, Engagement, Relationships, Meaning and Accomplishment**
- **WHO - Healthy Workplaces / Health Promoting Schools: Holistic principles supporting the physical and mental health of employees and the school community**
- **ILO - Decent Work / Occupational Health and Safety Principles: International principles supporting fair, safe and decent working conditions**
- **ISO 45003 / ISO 45001: International standards and guidance for psychosocial risk management and occupational health and safety**
- **United Nations Sustainable Development Goals (SDGs 3, 4, 8): An approach aligned with the goals of health, quality education and decent work**
- **WSCC (Whole School, Whole Community, Whole Child): A model that supports the holistic development of the child by integrating school, family and community**
- **WHO / ILO - Guidelines on Mental Health at Work: Practical guidance for workplace mental health practices and crisis management**

## 10. CONCLUSION

The Hisar School Employee Well-being Policy represents the institutional expression, for employees, of the approach set out in the 2027–2030 Strategic Plan to support human development and potential. Creating a working environment in which employees feel safe, valued, supported and included, and are able to develop their professional purpose and competencies, is regarded as one of the fundamental conditions for educational quality and institutional sustainability. Accordingly, protecting and strengthening employee well-being is adopted as a shared and ongoing responsibility in achieving the institution’s strategic objectives.