

Staff Wellbeing



Policy

Broad Heath Primary School

Approved by:

Date: June 2022

Last reviewed on:

June 2022

Next review due by:

June 2023

Contents

1. Aims	2
2. Promoting wellbeing at all times.....	2
3. Managing specific wellbeing issues.....	4
4a.. Example of Support.....	5
4. Monitoring arrangements	5
5. Links with other policies	6

1. Aims

This policy aims to:

- Support the wellbeing of all staff to avoid negative impacts on their mental and physical health
- Provide a supportive work environment for all staff
- Acknowledge the needs of staff, and how these change over time
- Allow staff to balance their working lives with their personal needs and responsibilities
- Help staff with any specific wellbeing issues they experience
- Ensure that staff understand their role in working towards the above aims

2. Promoting wellbeing at all times

The emotional and physical wellbeing of all staff is important to Broad Heath Primary School. At our school, not only does every child matter but we also believe every person matters.

We promote work life balance and seek advice from outside support agencies such as occupational health when necessary. We have policies and procedures to deal with bullying, harassment and issues of personal safety.

The Health and Safety Executive have produced a number of Management Standards which cover the primary sources of stress at work, that if not properly managed are associated with poor health and wellbeing, lower productivity and increased sickness absence. These are:

Demands – i.e. workload, work patterns and the work environment.

Control – i.e. how much say the person has in the way they do their work.

Support – i.e. the encouragement, sponsorship and resources provided by the organisation, line management and colleagues.

Relationships – i.e. promoting positive working to avoid conflict and dealing with unacceptable behaviour.

Role – such as whether people understand their role within the organisation and whether the organisation ensures that they do not have conflicting roles.

Change – such as how organisational change (large or small) is managed and communicated within the organisation.

These are key areas we as a school are constantly monitoring and improving.

2.1 Role of all staff

All staff are expected to:

- Treat each other with empathy and respect
- Keep in mind the workload and wellbeing of other members of staff
- Support other members of staff when needed - such as by providing practical assistance or emotional reassurance
- Report honestly about their wellbeing and let other members of staff know when they need support
- Contribute positively towards morale and team spirit
- Use shared areas respectfully, such as the staff room or offices
- Take part in training opportunities that promote their wellbeing
- Clear on their roles and responsibilities and know where and how to access support when appropriate

2.2 Role of line managers

Line managers are expected to:

- Maintain positive relationships with their staff and value them for their skill
- Provide a non-judgemental and confidential support system to their staff
- Take any complaints or concerns seriously and deal with them appropriately using the school's policies
- Monitor workloads and be alert to signs of strain, and regularly talk to staff about their wellbeing
- Make sure new staff are properly and thoroughly inducted and feel able to ask for help
- Understand that personal issues and pressures at work may have a temporary effect on work performance,
- Promote information about and access to external support services
- Help to arrange personal and professional development training where appropriate
- Keep in touch with staff if they're absent for long periods
- Monitor staff sickness absence, and have support meetings with them if any patterns emerge
- Conduct return to work interviews to support staff back into work
- Conduct exit interviews with resigning staff to help identify any wellbeing issues that lead to their resignation
- Clear on roles and expectations

2.3 Role of senior staff

Senior staff are expected to:

- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours

- Manage a non-judgemental and confidential support system for staff
- Monitor the wellbeing of staff through regular surveys and structured conversations
- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
- Make sure job descriptions are kept up-to-date, with clearly identified responsibilities and staff being consulted before any changes
- Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives
- Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school
- Make sure that the efforts and successes of staff are recognised and celebrated
- Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
- Provide resources to promote staff wellbeing, such as training opportunities
- Promote information about and access to external support services
- Organise extra support during times of stress, such as Ofsted inspections
- Ensure all staff are clear on their roles and responsibilities and offer support and training where appropriate

2.4 Role of the Governing Board

The governing board is expected to:

- Make sure the school is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment
- Monitor and support the wellbeing of the headteacher
- Ensure that resources and support services are in place to promote staff wellbeing
- Make decisions and review policies with staff wellbeing in mind, particularly in regards to workload
- Be reasonable about the format and quantity of information asked for from staff as part of monitoring work
- Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them
- Review roles and responsibilities and ensure these are aligned to national guidance

3. Managing specific wellbeing issues

The school will support and discuss options with any staff that raise wellbeing issues, such as if they are experiencing significant stress at school or in their personal lives.

Where possible, support will be given by line managers or senior staff. This could be through:

- Arranging external support, such as counselling or occupational health services
- Completing a risk assessment and following through with any actions identified
- Reassessing their workload and supporting with prioritisation

At all times, the confidentiality and dignity of staff will be maintained.

4. Examples of support

As a school, we are often amending policies to reduce workload but do feel a fine balance is needed and are mindful that reducing something from someone's workload can increase someone else's workload. Ensuring staff are clear on their roles and responsibilities is important as good wellbeing is ensuring they have the opportunity to fulfil their job role effectively.

There are lots of incentives/ wellbeing priorities to support staff such as:

- Free tea and coffee
- Wellbeing sessions at Teacher Day and for termly staff meetings to make use of school facilities including pool and gym
- Treat basket
- Buddy system
- New wellbeing group established across the Aspire Network that meet regularly to share good practice and create clear focus areas to improve
- Additional Subject Leader time provided to staff to fulfil their roles
- Staff wellbeing leads to support the implementation of this document
- Annual calendar balanced across the year with priorities spread across the year.
- Marking policy constantly reviewed to ensure feedback is effective and supports effective time management
- Regular coaching provided to staff to enhance skills and knowledge
- We have signed up to The Education Staff Wellbeing Charter produced by the DfE and this can be found [here](#) and appendix 1.

5. Monitoring arrangements

This policy will be reviewed annually by a member of SLT. At every review, it will be approved by a Governor.

As part of our efforts to ensure that every member of staff is treated fairly and our desire to create an open working environment, we have set up supportive procedures such as performance management and regular coaching opportunities to enhance skillset.

To conduct a staff wellbeing questionnaire which informs future wellbeing actions. Any issues are incorporated and addressed over the coming year.

The main part of this policy is based around the National guidance, Local Authority and Network priorities.

6. Roles and Responsibilities

Within Broad Heath Primary School, individuals have a job description which details the job demands and this is part of the recruitment procedure before contracts are agreed. Appointments are made to match the skills of the person with the job and adjustments are made with the agreement of all. No member of staff will be expected to carry out duties, which are beyond their capabilities unless these are agreed with the staff member.

Concerns about the work environment and its impact upon an employee's ability to satisfactorily complete duties are shared with either a line manager or senior member of staff. Every attempt is made to rectify the issue. Health and Safety is also on all meeting agendas to ensure regular updates are given to all staff members and so that they have the opportunity to raise any concerns too.

Expectations for workload are regularly discussed with staff with the intention that these expectations can be further refined.

7. Communication

We will provide clear guidance to all stakeholders (internal and external) on remote and out-of-school/college hours working, including when it is and isn't reasonable to expect staff to respond to queries. This should not necessarily include preventing staff from accessing email at 'unsociable' hours if it suits them personally

We will constantly strive to improve the ways in which the voice of staff is included in the decision-making process across the college or school. (This may also include engagement with key stakeholders, such as recognised trade unions and others). In particular, we will proactively seek to draw upon the experience of those with mental health issues and/or of discrimination, ensuring that they are able to share their experience confidently and safely.

8. Links with other policies, key documents and support materials

This policy is linked to our:

- Behaviour policy
- Capability procedure
- Staff code of conduct
- Pupil wellbeing
- The Education Staff Wellbeing Charter
- <https://www.hse.gov.uk/stress/standards/>
- <https://mentalhealth-uk.org/blog/the-stress-bucket/>
- <https://drdansiegel.com/healthy-mind-platter/>

 Department for Education

Your wellbeing matters. DfE will:

-  **'Design-in' wellbeing**
-  **Support the sector to drive down unnecessary workload**
-  **Measure and respond to changes in staff wellbeing**
-  **Ensure that DfE guidance meets user needs**
-  **Champion flexible working and diversity**
-  **Break down stigma around mental health**
-  **Embed wellbeing in training and professional development**
-  **Improve access to mental health and wellbeing resources**
-  **Review impact and progress made to protect staff wellbeing**

Education Staff Wellbeing Charter
For more information:
www.gov.uk/dfE

Teaching 