

Waddington and West Bradford CE Primary School



Staff Wellbeing Policy

The term well-being encompasses our physical, mental and emotional health. When we have good levels of wellbeing, we feel that life is in balance and that we can generally cope well. We feel motivated and engaged and are able to show resilience and 'bounce back' from life's challenges.

We feel: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible

The emotional and physical wellbeing of all staff is important at Waddington and West Bradford CE Primary School. At our school we believe that every child matters, but also that every person matters.

School staff juggle multiple tasks and demands, so a focus on staff wellbeing has become increasingly important to us. Taking good care of staff both emotionally and practically helps us to perform to the best of our ability and ensures that we are better able to support the children in our care.

The purpose of this policy is to outline the responsibilities of the school and staff members in supporting wellbeing and promoting positive mental health.

At Waddington and West Bradford CE Primary School, our overarching intentions for staff are:

- Provide a working environment which enables staff to work where well-being is supported and enables them to carry out their duties effectively.
- Recognise the key role and responsibility of the Senior Leadership Team by enabling access to guidance, training and support.
- Comply with statutory requirements.
- Be open and ethical in our approach to ensure that all staff are listened to and treated with respect.
- Work towards an ethos where all staff are valued and where respect, empathy and honesty are cornerstones of all school relationships.
- Provide support that meet the specific needs of staff and at the same time fulfil school priorities and responsibilities.
- Provide non-judgemental and confidential care procedures, responding sensitively and flexibly to internal and external pressures that impact on staff lives. In the event of significant life and health events, we want to create an environment where staff members feel confident enough to raise issues and ask for support at work.
- We recognise that the menopause can be such an event and it is an individual experience and therefore there is no 'one size fits all' solution. We have written an additional policy to support staff with this stage in life.
- Constantly review the demands on staff and strive towards seeking efficient and effective procedures through having open communication channels with staff.
- Encourage staff as individuals to accept responsibility for their own mental, physical and emotional wellbeing, and also to help with that of others where they can.

Roles and responsibilities

We recognise that our staff is our schools most important resource and are to be valued, supported and encouraged to develop personally and professionally within a learning and caring community. We ensure that every member of staff is treated fairly. We desire to create an open working environment that embraces our school practise to minimise the harm from stress and ensure that there is cohesion and progress in working towards the health and wellbeing of all staff.

The governing board is responsible for:

- Setting and influencing the school vision which creates a positive well-being culture and is underpinned by equality values, a system of accountability, and robust policies and procedures.
- Ensuring the schools' ethos reflects its commitment to managing workload and creating a working environment that is focused, purposeful and considers individuals' wellbeing.
- Ensuring staff roles and responsibilities are clearly defined and monitored.
- Ensuring that all school policies are assessed for workload impact.
- Consulting the headteacher on managing staff stress and promoting well-being, including them in any decisions that need to be made.
- Ensuring the headteacher puts measures in place to support staff wellbeing.
- Actively trying to eliminate stressors in the school, e.g. by considering the format and quantity of information it requests from the SLT.
- Ensuring monitoring visits are strategic, focused and reflective of its monitoring plan, and being clear with staff ahead of the visit about what the focus will be and the information that will be required from them.
- Ensuring all committee meetings are purposeful, focused, structured and relevant to the school development priorities.
- Ensuring a senior member of staff is identified as a wellbeing officer to oversee the provision and support of mental health and wellbeing in school.
- Involvement in grievance and harassment investigations

The headteacher is responsible for:

- Creating and promoting a positive and supportive atmosphere throughout the school.
- Implementing CPD which equips staff with the tools needed to effectively manage stress.
- Developing a sensitive performance management process that is linked to clear job specifications.
- Including all staff in the school's decision-making processes, where possible.
- Organising extra support for staff at times of increased stress, e.g. during Ofsted inspections.
- Encouraging staff to take advantage of any initiatives introduced to promote wellbeing and effective working.
- Ensuring that all policies that affect staff wellbeing are properly adhered to and reviewed.
- Considering any staff absences related to stress and/or mental health issues, as well as granting extended leave.
- Attending all necessary training, keeping skills current and setting a good example for staff.
- Regularly communicating with staff, encouraging them to be open when discussing stress.
- Conducting and implementing the recommendations of risk assessments, considering the causes of stress.
- Ensuring all staff have read and understood this policy.
- Organising thorough inductions for new employees, explaining the school's policies and code of conduct.

The School Business Manager is responsible for:

- Encouraging all staff to attend events and training opportunities that promote wellbeing and health.
- Providing information that helps staff to manage stress effectively.
- Ensuring that regular contact is maintained with members of staff who are absent for long periods of time.
- Ensuring new members of staff have received all the relevant information they require, including the procedures for raising concerns about wellbeing.
- Gathering information in any cases that allow monitoring of this policy, such as, but not limited to, the following:
 - Sickness and absence data
 - Staff turnover
 - Exit interviews
 - Referrals to the counselling service
 - Referrals to other mental health services
 - Grievance cases
 - Harassment cases
- Monitoring all staff absences and reporting this information to the headteacher.

All staff members are responsible for:

- Being able to recognise the early signs of stress or mental health issues in themselves and their colleagues.
- Supporting co-workers if they become stressed, which may include practical assistance or emotional reassurance.
- Maintaining a healthy work-life balance.
- Promoting a positive, supportive atmosphere throughout the school.
- Being open to discussing stress and stressors, both inside and outside the workplace.
- Reporting honestly about their wellbeing and any incidents of stress, e.g. being overworked. Of course, we know that stress and workload are two different things
- Where possible, asking for help when they feel under pressure or stressed.
- Attending events and training opportunities which promote wellbeing and health.
- Not acting in a manner which endangers themselves or others.
- Reporting any concerns they have about their co-workers' stress and/or mental health to the headteacher.

Procedures for Handling Difficulties regarding staff wellbeing

Where a member of staff has an issue with their wellbeing they should raise this with the Headteacher. Informally the Headteacher and member of staff will consider the issue and identify any solutions available.

Stress Risk Assessments

SRAs are completed if an employee communicates in any way that they are not coping with the pressures of their post. The Risk assessment focuses on the areas of the Health and Safety Executive standard (The Standard). Any employee stating work related anxiety or stress is referred to Occupational Health.

Demands (Health and Safety standard)

The Standard states that “Employees indicate that they are able to cope with the demands of their jobs and systems are in place locally to respond to any individual concerns”.

Within Waddington and West Bradford CE Primary School, every member of staff is given adequate and achievable tasks which suit the agreed hours of work. Individuals have a job description which details the job demands and this is part of the recruitment procedure before agreed contracts are signed. Appointments are made to match the skills of the person with the job and adjustments are made with the agreement of all concerned. No member of staff will be expected to carry out duties which are beyond their capabilities unless these are agreed as a development strategy.

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.

Control (Health and Safety standard)

The Standard states that “Employees indicate that they are able to have a say about the way they do their work and systems are in place locally to respond to any individual concerns”.

Within Waddington and West Bradford CE Primary School, every member of staff has a defined role which, due to the nature of a school, often has a fixed timescale for completion. Initiative is actively encouraged and as a school we welcome staff to be free thinkers and extend practice beyond the expected. The school encourages Continuing Professional Development and all staff are encouraged to extend their skills and knowledge. Formal access to courses and training is through individual performance reviews and through audits of subject needs.

Other courses may be available but they are more closely related to budget availability.

As a school we are open to the changing face of employment structure and the relationship between home and work life. We make every effort to ensure that an employees working pattern suits their needs.

Support (Health and Safety standard)

The Standard states that “Employees indicate that they receive adequate information and support from their colleagues and superiors and systems are in place locally to respond to any individual concerns”.

Within Waddington and West Bradford CE Primary School, we have an active support structure within the staff which has no formal basis but is generated from mutual respect. However, should this structure break down, the management structure has a wide base and a member of the SLT is always available to support staff and attempt to rectify situations.

The school encourages staff to discuss work and provide each other with constructive feedback. Waddington and West Bradford CE Primary School is a supportive school and this is reflected in the personal and private support for staff.

Relationships

The Standard states that “Employees indicate that they are not subjected to unacceptable behaviours, e.g. bullying at work, and systems are in place locally to respond to any individual concerns”.

Within Waddington and West Bradford CE Primary School, we promote positive relationships within the staff.. We encourage everyone to report any incidents of bullying or unacceptable behaviour. These will then be fully investigated by an appropriate member of the SLT and a governor, if required.

Role

The Standard states that “Employees indicate that they understand their role and responsibilities and systems are in place locally to respond to any individual concerns”.

Within Waddington and West Bradford CE Primary School, we try to ensure that staff never have conflicting roles. This is achieved through our staff structure and careful planning of appointments. Upon appointment, staff have a job description which outlines the key roles and expectations of the job. New staff are provided with an appropriate mentor. The staff mentors may or may not be the line manager or performance review manager. Should there be any doubts about the role, or role expectations, the Headteacher should be consulted.

As a school, we have many influences which impact upon our working structure. This may result in short notice changes. During periods of role change, staff will be kept up to date through staff briefings and individual meetings.

Change

The Standard states that "Employees indicate that the organisation engages them frequently when undergoing an organisational change and systems are in place locally to respond to any individual concerns".

Within Waddington and West Bradford CE Primary School, we seek to involve all appropriate staff in consultations regarding change. We provide information as soon as possible and will call staff meetings if they are relevant. Staff are always aware that consultations are a means by which we gather views and are not always a mechanism for changing policy or decision.

When changes do take place, timescales are shared and details will be available showing the impact upon the working lives of the staff. Support will be provided during the process and outside support agencies will be signposted.

Monitoring

The implementation of this policy will be monitored by the Headteacher with regular reports to the Resources Governors Subcommittee.

Waddington and West Bradford CE Primary School



Staff Wellbeing Charter

The School Governors and the Leadership Team are committed to the wellbeing of all staff at Waddington and West Bradford CE Primary School.

Our overarching principles are:

- TRUST – we trust that what you do in your work will be in the best interest of our children, school and yourselves.
- SUPPORT – we will support you when and if you need it.
- CARE – we care about you.
- GUIDANCE – we will offer guidance when and if you need it.
- INTEREST – we take an interest in you beyond the school gates.
- HAPPINESS – we want you to be happy at work.
- BALANCE – we want you to get the balance of work and personal life right. Make time for yourself and your family.
- EQUALITY AND INCLUSION – we treat everyone with fairness and respect and recognise the needs of individuals.

The following charter has been developed to promote and foster wellbeing across the school:

Workload Considerations:

- Live marking with the children ensures marking is manageable and purposeful, impacting on the children's progress.
- There is no expectation to answer emails outside of work hours.
- Planning is for your own use – planning isn't expected to be handed in or produced in a certain format. Schemes of Learning have been developed for each team to use to support planning.
- PPA can be taken at home.
- Written reports to parents have been reduced in length to provide pertinent information.
- Staff are given one day out of school to write reports annually
- Our Staff meetings have a clear agenda, are planned and purposeful. Time is given during meeting time for additional tasks.
- Staff are given termly additional time for subject leadership tasks.
- We ensure our systems and processes have an impact and make a difference – not just to do something for the sake of it.
- Daily refreshments are provided for all staff – tea, coffee, milk etc.

Personal Support

- Reasonable time will be allowed to attend important events for your own children.
- Medical appointments can usually be taken when they are offered.
- Supervision for all staff is available on request.
- We have a staff Whatsapp group to share information, experiences and laughter.
- In times of crisis – we will be there for you to provide support and we will try to meet your needs, accessing external services where we can.
- We provide access to staff keep-fit once a week for physical and mental wellbeing.
- Consideration is given for celebrating religious festivals.

Professional Support

- Professional learning is tailored to the needs of the staff and legal requirements.
- Comprehensive support is provided for ECT's and new staff.
- Performance management is tailored to individual needs. Data targets are not used.
- CPD has a focus on what will help your subject leadership, classroom needs or/and your own professional aspirations.
- Return to work meetings following periods of absence will be used to offer support if and when required.

Recognition

- We appreciate all that you do for our school, our children and colleagues.
- We know that this is a job that we all feel passionate about – but is a part of our wider lives and we must recognise that.