Staff Wellbeing policy

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Woodland Rise School

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Proprietary Body Signed off

ZL & JH

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1. Aims

The purpose of this policy is to ensure that we embrace the many school practices that support staff health and wellbeing, to minimise the harmful effects of stress and ensure that there is cohesion in working towards health and wellbeing for all staff.

It outlines some of the ways in which we commit to maintaining staff wellbeing and it recognises that each individual member of staff and their circumstances are different but provides an overview of the basis on which everyone can contribute and expect to be treated.

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

At Woodland Rise School we recognise that our staff are our most important resource and are valued, supported and encouraged to develop personally and professionally within a caring, nurturing and purposeful learning community.

We recognise that there is a direct correlation between the wellbeing of our staff and the wellbeing of our pupils, and that the culture and ethos of a school are determined by the extent to which staff work towards a shared vision.

We believe that it is essential that all staff feel part of a valued team, have the opportunity to express their views, have their suggestions for improvements taken seriously and are supported to manage their workload within a culture that supports a healthy work-life balance.

Examples of good practice in fostering effective wellbeing may include:

- Providing lunch and refreshments in INSET training
- Carrying out team-building exercises as part of staff CPD
- Giving staff the option to plan their own social activities
- Thanking staff for their hard work
- Remembering staff birthdays
- Continually reassessing marking and planning workloads
- Avoiding holding unnecessary meetings after school
- Celebrating staff achievements
- Enabling staff to attend their children's assemblies and celebration assemblies
- Providing pastoral services – drop-ins and confidential sessions

- Creative spaces for staff to be able to meet, relax and work quietly
- Making refreshments available to staff
- Staff completing a wellbeing assessment plan to inform line mangers of times when they may need help to maintain good mental health and wellbeing

2.1 Role of all staff

All staff are expected to:

- Treat each other with empathy and respect using our core values Ask: Ambitious, Supportive, Kind
- Keep in mind the workload and wellbeing of other members of staff
- Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance
- Take care of their own health and safety at work and communicate with key staff where they need support
- Report honestly about their wellbeing and let other members of staff know when they need support
- Follow the school's policy on out-of-school hours working, including guidance on when it is and isn't reasonable to respond to communications
- Contribute positively towards morale and effective team spirit
- Use shared areas respectfully, such as the staff room or offices
- Take part in training opportunities that promote their wellbeing

2.2 Role of line managers

Line managers are expected to:

- Maintain positive relationships with their staff and value them for their skills, not their working pattern
- 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 stress, and regularly talk to staff about their work/life balance
- 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, and take that into account during any appraisal or capability procedures
- 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 led to their resignation

2.3 Role of senior staff

Senior staff are expected to:

- Fulfil its duty of care as an employer
- 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 are made
- Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives
- Operate a sensitive Performance Management/appraisal policy
- Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school

- Establish a clear policy on out-of-school hours working, including on when it is and isn't reasonable for staff to respond to communications, and provide clear guidance to all stakeholders
- 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, and make sure that there are clear routes in place to escalate a concern in order to access further support
- Organise extra support during times of stress, such as Ofsted inspections
- Make special arrangements, where possible, to enable staff to combine the demands of family life and work life
- Recognise that staff may have experiences in their personal lives that may make them vulnerable to pressures at work, and which may have a temporary influence on their work performance e.g. health issues, bereavement or loss, or personal circumstances
- Ensure that school policies and procedures take account of staff wellbeing
- Raise the profile of healthy lifestyle choices and promoting positive attitudes to mental health and wellbeing at work
- Act as gatekeeper and prioritise reforms and innovations
- Ensuring that staff are equipped with the right training to do the job confidently
- Maintain contact with staff during long absences
- Conduct risk assessments for work-related stress

2.4 Role of the Proprietary Body

The Proprietary Body 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

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. In some cases, it may be necessary to seek external services but the school will continue to support even when external services are involved. Where possible, support will be given by line managers or senior staff. This could be through:

- Giving staff time off to deal with a personal crisis
- 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 deciding what tasks to prioritise

Staff are encouraged to arrange medical appointments outside of school hours. Where this is not possible, support will be given on an individual basis. Where possible, staff are supported with their work-life balance and wellbeing outside the school.

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

4. Monitoring arrangements

This policy will be every 2 years by the Heads of Centre.

5. Links with other policies

This policy is linked to our:

- Staff Appraisal policy, Staff Disciplinary policy, Staff handbook