

# Staff wellbeing policy

Queen Elizabeth II Silver Jubilee School



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## 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
- Help staff with any specific wellbeing and health issues that impact on their ability to carry out their job
- Promote staff professionalism so they can carry out their role while considering their wellbeing and the wellbeing of others.
- Ensure that staff understand their role in working towards the above aims

## 2. Promoting wellbeing at all times

### 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 if they become stressed, 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
- No expectation that staff will read/respond to emails outside of their working hours. Whilst some colleagues prefer to work at these times, there is no expectation that we are checking emails at all hours of the day
- Encouraged to plan and share resources across your teams and thus co-create

### 2.2 Role of the senior management team

Senior Management team are expected to:

- To always be available and endeavour to be proactive in supporting all staff

- 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
- Provide a strong team of HLTA's to support teaching teams and pupils with a whole person centred curriculum.
- 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
- Support staff wanting to go part time due to commitments outside of work within the parameters of what is in the best interest for the pupils
- Conduct exit interviews with resigning staff to help identify any wellbeing issues that lead to their resignation
- To respect that there may be times when a member of staff need compassionate leave (see staff handbook)
- To provide support with admin tasks through letter writing and proof reading of reports
- Trust staff to be able to teach within the context of the schools shared values and therefore will not micro manage
- Focus on growing great teaching staff, instead of the time heavy process of performance management
- Provide a planned and joined up approach to CPD which is about the individuals professional growth linked into the school development plan
- Support a results based approach to work – this means that teaching staff do what they need to do, when and where they need to do it. Lesson observation to be about feedback and professional curiosity.
- Provide free tea and coffee to all staff.
- Give all staff a morning break in addition to the legal 20 minute rest break during the working day, if working more than 6 hours a day
- Reimburse any agreed expenses within a week providing there is a receipt
- To carry out department work scrutiny based on professional curiosity and not a 'checking up' exercise
- Reward long-service through the 10-year service award (more details on request)
- Limit the amount of late afternoons/early evening parent evening

## **2.3 Role of Mental Health Lead**

Mental Health lead is 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

## **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

## **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:

- Giving staff time off to deal with a personal crisis (refer to the compassionate leave section of the staff handbook)
- Arranging external support, such as counselling up to six sessions, or occupational health services etc
- Completing a risk assessment and following through with any actions identified
- Reassessing their workload and deciding what tasks to prioritise

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

## **4. Monitoring arrangements**

This policy will be reviewed yearly by the Mental Health Lead. At every review, it will be approved by the Head Teacher and Chair of Governors.

## **5. Links with other policies**

This policy is linked to our:

- Appraisal policy
- Behaviour policy
- Staff code of conduct
- Stress at work