



Staff Wellbeing Policy

Beloved, I pray that all may go well with you and that you may be in good health, as it goes well with your soul

3 John 1:2

St Mary's Church of England Primary School recognise that the staff are the most **important** resource and are to be valued, supported and encouraged to develop personally and professionally within a learning and caring community.

The purpose of this policy is to provide a document that embraces the many school practices that support staff health and wellbeing, to minimise the harm from stress and ensure that there is cohesion and progress in working towards the health and wellbeing of all staff. This Policy Statement is made in accordance with the duties of the Governing Body in relation to the mental health and wellbeing of members of staff.

Staff well-being is important in maintaining a positive, **team** atmosphere in the workplace. The Governing body recognises that employees are not obliged to work in school beyond their contracted hours, although teachers are expected to complete preparation, planning and assessment beyond the school day. In order for our staff to be at their most effective they need to have a healthy work-life balance:

There is a relationship between healthier, more positive staff, pupil achievement and school improvement. The policy will promote the wellbeing of all staff by providing fairness and consistency in the treatment of employees.

Members of the teaching and non-teaching staff are entitled to be treated fairly and professionally at all times. The Governing Body takes very seriously its duty of care as an employer to all members of staff and a number of policies and procedures have been made in relation to this duty. These may include: • Health and Safety Policy • Equality Opportunity Policy; • Grievance Procedure; • Whistleblowing Procedure. Other policies contribute to staff wellbeing by providing certainty, fairness and consistency in the treatment of staff in different contexts, including: • Disciplinary Procedure; • Code of Conduct Policy • Appraisal Policies for Teaching and Support Staff • Behaviour Policy; • Child Protection Policy; • Keeping Children Safe in Education.

School Context

The Governing Body is committed to ensuring that positive steps are taken in school to promote a healthy work-life balance for all employees. For teachers the School Teachers Pay and Conditions Document requires that all teachers and Headteacher enjoy a reasonable work-life balance. 'Governing Bodies and head teachers, in carrying out their duties, must have regard to the need for the head teacher and teachers at the school being able to achieve a satisfactory balance between the time required to discharge their professional duties...'

This same principle will be extended to all support staff who work at St. Mary's and the Governing Body and Headteacher will make this policy available to all employees at the school.

Health, Safety and Welfare

The Governing Body recognises its duty to ensure the health, safety and welfare of all employees at the school. This policy will be implemented and will incorporate all aspects of welfare, which the

governing body and Headteacher has put in place to prevent and deal with workplace stress. The wellbeing of the staff will be supported wherever possible.

Implementation

The Governing Body takes overall responsibility for implementing this policy and for ensuring the Headteacher and the Senior Leadership Team enjoy a reasonable work-life balance. The Headteacher and Senior Leadership Team will ensure the staff enjoy a reasonable work-life balance and provide them with an example of good practice. All employees will assist in the development of good practice and ensure that they do not, through their actions or omissions, create unnecessary work for themselves or their colleagues.

Responsibilities

The Governing Body are responsible for the welfare of all staff and will monitor the effectiveness of this policy through the Headteacher. The policy will be reviewed annually. The Head teacher and staff are responsible for dealing with issues and incidents where the safety and welfare of staff are not in their best interests. It will be each individual member of staff's responsibility to raise awareness when issues arise. Where staff are concerned, it is their responsibility to let the Senior Leadership Team know so that we can attempt to resolve the issue.

Principles

- To retain, attract and re-train the calibre of staff needed for an outstanding education system.
- To retain a motivated workforce, with high morale, able to deliver high quality education for our pupils.
- To further develop **team** work, staff development and co-operation by effectively distributing responsibilities and creating new leaders.
- To recognise that excessive hours of work can reduce staff effectiveness.
- To recognise that improving workplace communication has a positive outcome for the whole school workforce.

Key Aims of the policy

- To support staff at St. Mary's School in their work.
- To acknowledge that the needs of both St. Mary's and its staff are not static, but will be liable to change over time.
- To acknowledge the need for leadership (including the governing body), and staff to discuss workable work-life balance solutions.
- To encourage a partnership approach to meeting the needs of both St. Mary's School and all the staff.
- To carefully plan and agree work-life balance solutions including flexible working practices where possible and appropriate without damaging the opportunities for pupils to succeed.
- To take into account the equality implications of any policies introduced.
- To communicate work-life balance practices to all staff at St. Mary's. Developments and changes to policies should also be communicated on a regular basis.

· To include a monitoring, evaluation and review mechanism, linked to performance management and the school improvement plan, for work-life balance initiatives and strategies.

The senior leadership team and governing body will:

- Work towards a school ethos where all staff are valued, where respect, empathy and honesty are the cornerstones of all school relationships;
- Provide personal and professional development such as team building, management of change, stress management, assertiveness, communications etc
- Provide a range of strategies for involving staff in school decision making processes.
- Operate sensitive Appraisal linked to clear job specifications
- Provide extra support from the Senior Leadership Teams at certain times of particular stress and/or difficulty eg OFSTED Inspections, Child Protection cases
- Provide non-judgemental and confidential support
- Promote information about and access to supportive services
- Ensure that, as part of the risk assessment processes of staff workload, there are robust evaluations of the risks of harm and act upon such findings
- Provide staff, through training and building security, with a sense of safety and the confidence to deal positively with stressful incidents
- Review the demands on teachers and support staff, the time spent on paperwork and see practical alternative solutions wherever possible through the School Improvement Plan process
- Respond sensitively and flexibly to external pressures that impact on staff lives whilst at the same time ensuring the efficient running of the school
- Maintain appropriate contact with staff when they are absent for long periods (by a named person)
- Maintain positive staff-pupil relationships to ensure an effective teaching and learning environment.
- Leaders are positive role models;
- Decision making processes are clearly understood and supported by staff;
- Opportunities are provided for all staff to socialise and relax with each other
- New staff are supported with an appropriate level of induction;
- An open listening management system that responds quickly to problems
- A welcoming and tidy staff room that is sensitive to issues of race, gender, homophobia, culture and disability
- The quality of staff facilities and accommodation eg access to refreshment, adequate seating and toilet facilities;
- The regular and systematic monitoring of staff absences, staff/pupil/parent relationships and the recruitment and retention of staff.

Support at St. Mary's

- Performance reviews will offer the opportunity with their reviewers, any concerns which they may have about their workload or ability to balance work with other aspects of their life.
- Regular professional development sessions to support all staff.
- Headteacher and governors are very supportive of P & P time and staff colleagues support this.
- Administrative staff to support workforce.
- We have staff questionnaires which include questions on staff working conditions. Wherever possible, we take action on the results.

Practical Actions to support new staff

- class ipads available as well as school laptops
- All staff to have a name lanyard
- Teachers to receive advice and guidance on their first PPA day from the Headteacher
- New staff to have a 3-month review interview with the Headteacher

Practical Actions to support new roles

- Decide who will be the supporting person for the new role
- Establish a pattern of support (Professional Development Plan)

Review at end of first Term

9. Examples of Good Practice

- All Staff are encouraged to leave early one day a week - the Senior Leadership Team will set the example for others to follow;
- Time out of class each year is given to teachers to write reports
- At least one INSET Day of the year includes a treat e.g. lunch or breakfast; bacon sandwich!
- One free school meal a week whilst engaging with children
- Time is provided for subject leaders and Phase Leaders to complete major tasks;
- Time is set aside for tasks such as moderation, medium term planning, pupil progress meetings, annual reviews etc
- Tea and coffee are provided for all;
- Annual staff party and Christmas do
- All teaching staff and support staff are entitled to a moving day
- Flu vaccinations are offered to all staff free of charge
- Staff leave to attend their own children's assemblies and performances
- Staff leave to attend training for their own children e.g. phonics or autism

- Staff receive personal deliveries to school office (deliveries are accepted on the assumption that the products are appropriate to be delivered and the school is not responsible for the delivery)

Headteacher	Mr Richard Moss
Chair of Governors	Mrs Glynis Ashford
Date	24.11.21
Review date	24.11.23