

St Clement's CE Primary Academy



Staff Wellbeing Policy 2020-2022

Learning for Life, Anchored in Christ

Inspiring happy, **courageous**, independent, curious and creative life- long learners. So that all achieve their full potential, striving academically and socially with **humility** and **dignity**.

Believing being anchored in Jesus Christ will guide us with **hope**, **compassion** and **wisdom** in becoming successful members of a global community

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Statement of intent

St Clement's CE Primary Academy wants to ensure that staff are supported and encouraged to develop personally and professionally. We recognise that staff wellbeing is important to pupil achievement and the school's performance.

St Clement's CE Primary Academy is committed to making sure that this Staff Wellbeing Policy is implemented so that each individual is able to cope successfully with the demands in their lives, whatever the cause of stress.

The purpose of this policy is to maintain a school ethos which supports staff health and wellbeing by making sure that all employees are treated fairly and consistently.

Signed by

Headteacher

Date: 16 May 2020

Chair of Governors

Date: 21 May 2020

J. Pemberton by Virtual meeting

Next review date: May 2222

Aims of the policy

- 1.1 To develop a healthy, motivated workforce who are able to deliver a high-standard of education to pupils.
- 1.2 To help ensure that our school promotes the health and wellbeing of all staff members, recognising the impact work can have on employees' stress levels, mental and physical health.
- 1.3 To recognise that excessive hours of work can be detrimental to staff health and effectiveness and to agree on flexible working practices where possible without damaging opportunities for pupils to succeed.
- 1.4 To communicate the importance of a work-life balance to all staff, and to ensure that all policy updates are communicated regularly.
- 1.5 To respond sensitively to external pressures which affect the lives of staff members.
- 1.6 To provide staff with training to deal positively with stressful incidents, and provide them with a sense of confidence to deal with emergencies via training.
- 1.7 To improve staff development, co-operation and teamwork by creating effective leaders.
- 1.8 To make staff members aware of the channels which can be used to manage and deal with stress or work related health and wellbeing issues.

Roles

2.1 The governing body:

- 2.1.1 Will take overall responsibility for implementing this policy and ensuring that staff enjoy a reasonable work-life balance.
- 2.1.2 Will adopt the appropriate policies in respect of 'family friendly' employment, including consideration of part-time working, flexible working patterns etc., where this can be implemented without detriment to the operational requirements of the school.
- 2.1.3 Will ensure that clear procedures are in place that will minimise the levels of stress caused to staff when following formal procedures such as the Capability or Disciplinary Policy.
- 2.1.4 Will provide a range of strategies for involving staff in the school decision making processes.
- 2.1.5 Will review the demands on staff, and seek practical solutions wherever possible.
- 2.1.6 Will provide personal and professional development such as stress management, team building, etc.

The Head teacher

Will lead on a strong school ethos which empowers tolerance and respect, including respect for difference and diversity and strongly promotes our Christian values-Hope, Compassion, Service, Courage, Humility and Dignity.

Will ensure that all staff enjoy a reasonable work-life balance and lead by example in this regard.

Will support the governing body in ensuring that strategies are implemented to effectively manage and, where necessary, reduce employee stress.

This includes:

- Preventing unnecessary stress and ensuring that any work-based stress employees experience is at a productive, healthy level.
- Adopting school policies and provide clear guidance regarding time-off for public or trade union duties, or for personal reasons. For further information, refer to our school's Absence Management Policy.
- Ensure that there is clear communication between staff and management with regards to all areas of school life.
- Creating reasonable opportunities for employees to discuss concerns, and will enable staff to do so in an environment where stress is not considered a weakness.
- Ensuring that all staff are aware of and trained in-line with the school's priorities and offered opportunities for development.
- Monitoring and review any measures that are planned, and assess their effectiveness.
- Conducting risk assessment for work-related stress in consultation with senior staff.
- Appointing a staff well-being co-ordinator, Danielle Akers, who is responsible for ensuring that the good health and wellbeing of all staff members is supported, promoted and valued by the school. The co-ordinator will also ensure that school policies and procedures reflect this aim.
- Making individual interventions such as short-term rehabilitation and return to work plans, and longer-term reasonable adjustments to work.

Staff members

- Will make themselves aware of the school's policies on Capability, Bullying and Harassment, Staff Attendance etc..
- 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.
- Will ask their Line Manager for help or support if required. This includes understanding that a good relationship requires communication from both parties and so it's important that issues are raised at the earliest possible moment so that effective strategies can be put in place to manage workloads.
- Will identify opportunities for development and take advantage of those offered by the school.
- Will apply for any requests for leave of absence in advance and be honest about sickness absence leaves.
- Will share their views, ideas and feelings about all issues concerning the school at formal meetings and informal gatherings.

Practical actions to support new staff

- All staff will be given a school orientation by the Head teacher.
- All new staff will receive the staff induction pack/staff handbook. This will continue to include all important policies, or their location, and will include this policy on health and wellbeing.
- All staff will be made to feel welcome and given as much support as required.
- All staff are to be issued with a name badge on arrival on their first day.
- At the end of the first week of employment, new staff will have a review with a senior member of staff.
- All new staff will have weekly meetings and monthly reviews with their Line Manager. Additional reviews may be scheduled at 6-months and/or a year.

Practical actions to support new roles

- Decide who will be the supporting person for the new role.
- Hold an initial discussion of roles.
- Hold visits to school/class or environment of new role.
- Establish a pattern of coaching.
- Hold an end-of-first-week review with supporting person.
- Provide 1:1 support for new tasks.
- Hold a 3-month review interview with supporting person.

Procedures for handling issues of wellbeing

The Senior Leadership Team (Head teacher, Deputy Head, and other managers) must encourage the creation and maintenance of an atmosphere where all staff members feel comfortable asking for help or raising concerns. The Senior Leadership Team should be sensitive to any problems which may cause the employee stress-related issues and should act in a professional, fair, consistent and timely manner when a concern arises.

Where additional, professional advice is required, the school has contacts with Occupational Health Professionals and Human Resource experts and these avenues should be utilised.

Where necessary, staff should be encouraged to use the confidential counselling service listed in The Staff Handbook. This service provides staff with serious concerns to obtain advice and support outside of the workplace.

The school will provide support to any employees facing high-levels of stress in the workplace, as well as other work-related issues which are having/have the potential to have negative impacts on the staff member's health and wellbeing. The various options for dealing with such issues should be discussed with staff members where appropriate. In some cases, this may include external support such as the teacher helpline or support from the Local Authority e.g. counselling.

During this time, the school will ensure that at all times the staff member's privacy and dignity is respected. This means maintaining confidentiality, upholding the employee's rights and dealing with the employee with tact and sensitivity.

Procedures to promote staff wellbeing

- Twice weekly communication via morning staff briefings.
- Continuing professional develop for all staff.
- Termly social events.
- Performance management.
- Annual job description meetings.
- All staff encouraged to contribute to the School Development Plan.
- All staff invited to INSET days.
- Recognition on staff birthdays/special occasions.
- Staff room for staff to relax, work and support colleagues.
- Administrative staff are to support the wider workforce.
- Consultative staff meetings held once a term to give staff the opportunity to voice concerns and to have their views sought. The Head teacher responds to these through the morning briefings.
- Well-being meetings held termly or on request
- Staff meetings to promote well-being

Covid -19 addendum

Well Being support for staff:

- Weekly check- ins and phone conversations with line manager/ Head teacher
- Signposting to support on offer via BDMAT
- Remote team meetings/ phase meetings to discuss issues
- Communication – regular updating on school and BDMAT actions
- Letters of gratitude from BDMAT/ Head teacher
- Availability of mental health first aiders
- Clear guidance for staff coming into school to support Key worker children
- CPD relating to stress, anxiety, bereavement, PTSD for all staff, remotely.

Upon returning to school:

- Well- being meeting timetable within first 2 weeks back for staff to meet with Mental Health First aiders and talk through any worries/concerns.
- Head Teacher to hold individual meetings with staff to discuss well- being and future plans.
- Signposting to support services if necessary
- Clear communication about aims and timelines and expectations of timetables and targets
- Staff meetings to be held in the hall-social distancing
- Time during the week for staff to take a well-being break, not during PPA if they feel they need it.
- Reassurance and non-judgemental approach to any staff unable to return to work and those feeling anxious.

This policy will be reviewed every year.

Updated May 2020- agreed by Governors 21.05.20- Virtual meeting

Appendix 1: Staff health and wellbeing survey

Employee name:

Work hours:

1. On average, how many hours per day do you work during term time? (This should include time spent working from home.)
Where this is greatly variable, please include your typical number of working hours, as well as the number of hours you have worked during busy periods in the school year. The second figure should represent times during which you have worked such longer hours for a week or more, 'one off' instances should not be included.
2. How many hours do you work each week outside of term time? (This should include hours both at school and working from home.)
3. How many hours of teaching do you have timetabled each week?
4. In total, how many hours a week do you spend during term time working before school, after 6pm and during weekends?
5. Are you ever called on to cover for other staff members?
6. If so, approximately how many hours, per term, do you provide cover?
7. Do you receive administrative and/or clinical support from the school?
8. If your answer to number 7 was 'yes', approximately how many hours per week, are you saved through the administrative and/or clerical support provided
9. Do you undertake any administrative, clerical or other duties on a regular basis which do not require a teacher's professional judgement and/or expertise? (For example, lunchtime supervision etc.)
10. If your answer to number 9 was 'yes', please indicate approximately how many hours per week you spend on these tasks. In addition, please provide details of what these tasks are/entail.
11. How many hours, per week, do you spend in meetings after 5pm? (This should include how many hours **after** 5pm are spent in meetings which began before this time.)
12. How many hours, on average, do you spend in meetings outside of school teaching hours? Per question 1, where there is a vast range, please include a 'usual' amount of hours, along with the amount of hours which you have experienced during busy times in the school year.
13. How many hours do you spend each week facilitating extra services which the school provides (e.g. breakfast club)?

14. (Headteacher only) How many hours Dedicated Headship Time (DHT) do you have, on average, each week?

Workload (please state whether you strongly agree, agree, disagree, strongly disagree, don't know).

1. I never seem to have enough time to get my work done.
2. I can decide when to take a break during my working day.
3. I am pressured to work long hours.
4. I have a choice in deciding what I do at work.
5. I can make my own decisions about how I do my work.
6. The pace of my work is too fast.
7. I know how to go about getting my job done.
8. I understand how my work contributes to the objectives for my organisation.
9. I am unclear about what's expected of me at work.
10. I do not have the right resources or equipment to do my job.
11. I am gaining valuable experience in my job.

Health and wellbeing:

1. Do you believe that the school has sufficient policies and procedures in place to safeguard the health and wellbeing of its employees?
2. Has your work at the school ever negatively affected your health and/or wellbeing? If you feel comfortable doing so, please provide brief details.
3. Do you feel that the school has been supportive if/when you have had to ask for help for work related health and wellbeing issues such as stress

4. Please tick which of these statements has applied to you during your employment at this school.

- ☐ Friends and family have commented on the long hours I work.
- ☐ If I became ill, I would feel unable to take a day off due to my workload.
- ☐ I feel in control of the role of work in my life i.e. I feel able to balance my working life with my private life.
- ☐ I spend a lot of my holidays catching up on paperwork.
- ☐ I enjoy my job.
- ☐ I find my job challenging but enjoyable.
- ☐ I find my job challenging and do not enjoy it.
- ☐ I enjoy being relatively busy in my role.
- ☐ I generally feel overwhelmed by my workload and/or my role generally.
- ☐ I sometimes feel overwhelmed by my workload and/or my role generally.
- ☐ I feel my job here is insecure.
- ☐ I find my job very rewarding.
- ☐ I have cancelled holidays or cut them short in order to meet some of the demands of my work.
- ☐ I have had medical advice to cut down my working hours.
- ☐ I have missed family and social occasions because of work commitments.
- ☐ I have pretended to be ill in order to take a day's break.
- ☐ I regularly feel exhausted while at work.
- ☐ I make choices about how I divide my time.
- ☐ I make sure work does not dominate my whole life.
- ☐ I enjoy being part of the education sector.
- ☐ I feel valued by the school.
- ☐ (If a teacher) I feel valued by my students. (Strike this line if not a teacher.)
- ☐ I often feel I need greater control over the hours I work.
- ☐ If conditions remain as they are, I will consider changing jobs.
- ☐ If conditions remain as they are, I will consider changing schools.
- ☐ My partner/spouse has to take an unfair share of childcare.
- ☐ My partner/spouse has to take an unfair share of domestic work.
- ☐ My working relationships are generally poor.
- ☐ My working relationships are generally positive.
- ☐ My workload is generally well planned and under control.
- ☐ Sometimes I resent the hours I spend at work away from family and friends.
- ☐ When I go on holiday, it takes me several days to 'wind down'.
- ☐ When I return to work after a holiday, I don't feel rested.
- ☐ When I take time off, I miss my work.
- ☐ Work has affected my relationship with my partner/spouse/friends/children/family.
- ☐ I regularly worry about work outside of school hours.
- ☐ I rarely worry about work outside of school

