



# Great Wilbraham C of E Primary School

Policy title: Well-being

Date created: February 2021

Date to review: February 2023

Created by:

Signed:

## 1. Introduction

### 1.1. Definition

Great Wilbraham C of E Primary School 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.

Great Wilbraham C of E Primary School 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.

### 1.2. Rationale and aims

1. To develop a healthy, motivated workforce who are able to deliver a high-standard of education to pupils.
2. To help ensure that our school promotes the health and wellbeing of all staff members, recognising the impact that work can have on employees' stress levels, mental and physical health.
3. To recognise that excessive hours of work can be detrimental to staff health and effectiveness leading to a need to agree on flexible working practices where possible without damaging opportunities for pupils to succeed.
4. To communicate the importance of a work-life balance to all staff, and to ensure that all policy updates are communicated regularly.
5. To respond sensitively to external pressures which affect the lives of staff members.
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.
7. To improve staff development, co-operation and teamwork by creating effective leaders.
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.

### 1.3. Communication

This policy has been created through consultation with staff before being taken to the FGB.

## 2. Leadership and management

### 2.1. Roles and responsibilities

#### **Headteacher**

1. Will ensure that all staff enjoy a reasonable work-life balance and lead by example in this regard.
2. 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.
3. Will adopt 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 Leave of Absence Policy.
4. Will ensure that there is clear communication between staff and management with regards to all areas of school life.
5. Will create reasonable opportunities for employees to discuss concerns, and will enable staff to do so in an environment where stress is not considered a weakness.
6. Will ensure that all staff are aware of and trained in-line with the school's priorities and offered opportunities for development.
7. Will monitor and review any measures that are planned, and assess their effectiveness.
8. Will conduct risk assessment for work-related stress in consultation with senior staff.





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9. Will be responsible for ensuring that the good health and wellbeing of all staff members is supported, promoted and valued by the school.
10. Will also ensure that school policies and procedures reflect this aim.
11. Will make individual interventions such as short-term rehabilitation and return to work plans, and longer-term reasonable adjustments to work.
12. Will provide a range of strategies for involving staff in the school decision making processes.

## **Leadership**

1. Will encourage the creation and maintenance of an atmosphere where all staff members feel comfortable asking for help or raising concerns.
2. Will be sensitive to any employee stress-related issues and should act in a professional, fair, consistent and timely manner when a concern arises.
3. Ensure that school policies and procedures reflect the aims of this policy.

## **Staff**

1. Will make themselves aware of the school's policies on Capability, Bullying and Harassment, Staff Attendance etc.
2. 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.
3. Will ask for help or support if required. This includes understanding that a good relationship requires communication from both parties and so it is important that issues are raised at the earliest possible moment so that effective strategies can be put in place to manage workloads.
4. Will identify opportunities for development and take advantage of those offered by the school.
5. Will apply for any requests for leave of absence in advance and be honest about sickness absence.
6. Will share their views, ideas and feelings about all issues concerning the school at formal meetings and informal gatherings.
7. Will be supportive of those around them.
8. Will communicate through the leadership team or support staff meetings.

## **Governing Body**

1. Will take overall responsibility for this policy, ensuring that staff enjoy a reasonable work-life balance.
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.
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.
4. Will review the demands on staff, and seek practical solutions wherever possible, including a well-being budget.
5. Will provide personal and professional development where necessary.

### **2.2. Continuing professional development**

Staff needs in CPD may come through performance management, recognition of a whole school need or through the needs of individual pupils. Staff must be appropriately trained to be able to fulfil their roles.

### **2.3. Reviewing and monitoring**

This policy will be renewed biennially in accordance with updates on Health and Safety arrangements.

## **3. Personal development, behaviour and welfare**

### **3.1 Procedures to promote staff wellbeing**

- Continuing professional development for all staff.
- Half termly social events.
- Performance management.





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- 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.
- Annual staff questionnaire which is reported to FGB.
- Staff have the option to take their PPA time off-site, if there are enough staff to fulfil the smooth running of the school. There may be occasions when staff will have to work at school but staff are told in advance and will make the necessary arrangements. For any time working off-site staff are expected to complete a working off-site impact form.
- Well-being afternoon provided to staff on an annual basis: this is to be organised in advance, must work with the school and could be used for personal reasons – appointments, attendance at family events. (Covid-19 addendum: this has been extended to a full day in recognition of staff efforts during the pandemic)

## 3.2 Practical actions to support new staff

- All new staff will be given a school orientation by the Headteacher.
- All new staff will receive the staff induction and staff handbook. This will continue to include all important policies, where they can be found and will include this policy on health and wellbeing.
- All new staff will be made to feel welcome and given as much support as required.
- All new staff are to be issued with a name badge on arrival on their first day.
- All new staff will have a review interview with their Line Manager.

## 3.3 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.
- Provide 1:1 support for new tasks.

## 3.4 Health and safety

### *Procedures for handling issues of wellbeing*

1. Where additional, professional advice is required, the school has contacts with Occupational Health Professionals and Human Resource experts and these avenues should be utilised.
2. 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.
3. 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.
4. 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.

## **4. Links to other policies**

- 4.1. Health and safety policy
- 4.2. Staff Leave of Absence policy
- 4.3. Attendance policy

