

Issue Date: April 2022
Date Adopted: April 2022
Signed By:
Approval Committee: Non statutory
Date of next review: November 2024

Powerstock CE VA Primary School



Staff wellbeing policy

At Powerstock School we are committed to supporting the positive mental health and wellbeing of our staff. We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued. Our school vision: Learning together to be the best that we can be by Living life in all its fullness (John 10:10) is the basis for our aspiration for all staff and this can only be achieved if staff are well.

We intend to live out our school values:

Generosity * Compassion * Respect * Perseverance *
Friendship * Truthfulness

It is recognised that the COVID-19 pandemic has had an ongoing impact on the needs of children in their learning and enjoyment in schools. Coupled with the agenda laid down by Ofsted and also SIAMS being a Church of England school, expectations are high. The head teacher and governors make it a priority to understand the demands on our small staff and work to find the best way to ensure the wellbeing of our whole school community.

Relationships are at the heart of Powerstock School and are facilitated by open communication across all of our staff team. It is essential that staff members know who they can approach in the event of a wellbeing concern and that these channels are clearly communicated to all staff so that staff can take responsibility for their own wellbeing. Creating a strong sense of support as a staff team can help improve wellbeing across the school.

Contents

1. Aims.....	2
2. Promoting wellbeing at all times	2
3. Managing specific wellbeing issues	4
4. Monitoring arrangements	4
5. Links with other policies	5

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
- 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

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
- 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 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 head teacher

The head teacher 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 are made. Ensure training is sufficient for staff to carry out duties.
- 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

- 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, including provide a comfortable working environment with pleasant down time space.
- 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

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
- 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

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

4. Monitoring arrangements

This policy will be reviewed annually by the head teacher. At every review, it will be approved by FGB.

5. Links with other policies

This policy is linked to our:

- Behaviour policy
- Capability procedure
- Staff code of conduct
- Staff discipline, conduct and grievance