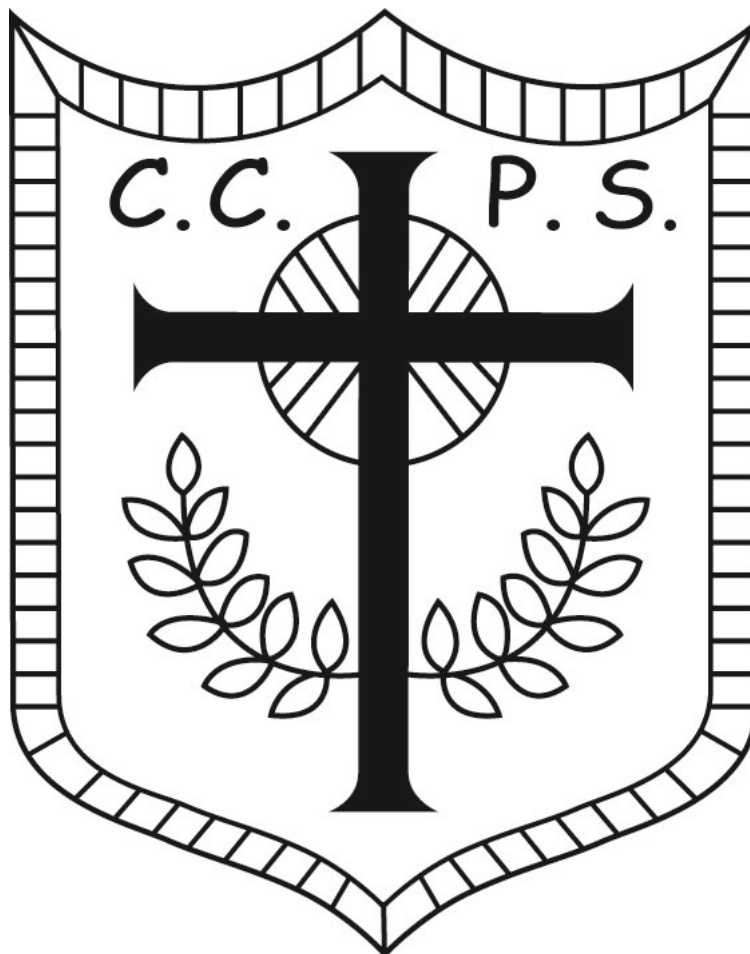


# Cotgrave Church of England Primary School



## STAFF WELLBEING POLICY

Reviewed	Spring 2020			
	Spring 2023			
	Autumn 2023			



# Cotgrave Church of England Primary School

## Staff Wellbeing Policy

### Roles and responsibilities of the Governing Body

The Governing Body will:

- Take overall responsibility for implementing this policy and ensuring that staff are able to maintain a reasonable work-life balance.
- Nominate a Governing Body 'Wellbeing Champion' and involve staff in decision making processes.
- Adopt the appropriate policies in respect of 'family friendly' employment, including consideration of part-time working and flexible working patterns where this can be implemented without detriment to the operational requirements of the school.
- 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.
- Review the demands on staff and seek practical solutions wherever possible.
- Provide personal and professional development opportunities.
- Encourage initiatives and events that promote health and wellbeing.
- Attend training as appropriate in order to increase their awareness of the causes and effects of work-related stress.

### Introduction

Cotgrave Church of England Primary School is committed to the principle that the staff directly contribute to its success. Accordingly, all staff are supported and encouraged to develop personally and professionally and to be supported in coping successfully with the demands of their lives. As a school we work to take care of our staff, enabling them to grow within the school community by encouraging them to seize opportunities and strive to be all that they can be. Through this, we aim to build a culture of ambition within the school - building our team of staff as a quality and professional force, exemplary in conduct and commitment, up-to-date in skills and knowledge - key role models in attitude and behaviour. We set out to provide staff with the resources, training, leadership and environment to do their job well and, as would be expected of a Church school, we aim to support our staff, demonstrating compassion and understanding. Through supporting our staff in this way, not only do we strive for the highest levels of quality of teaching, but also to a manageable work/life balance for all staff in line with our Christian ethos and values.

This policy recognises that there are many sources of work-related stress and that stress can result from the actions or behaviours of managers, colleagues, parents or pupils. The Health and Safety Executive has produced a number of Management Standards which cover the primary sources of stress at work that, if not properly managed, are associated with poor health and wellbeing, lower productivity and increased sickness absence. These are:

- **Demands:** workload, work patterns and work environment.
- **Control:** how much a person has to say in the way they do their work.
- **Support:** encouragement and resources provided by the organisation, line management and colleagues.
- **Relationships:** promoting positive working to avoid conflict and dealing with unacceptable behaviour.
- **Role:** how much a person understands their role within the organisation and whether the organisation ensures that they do not have conflicting roles.
- **Change:** how organisational change (large and small) is managed and communicated within the organisation.

## Aims

- To develop a healthy, motivated workforce who are able to deliver a high standard of education to pupils.
- To create a working environment where potential triggers of work-related stress are avoided, minimised or mitigated, as far as practicable, through good management practices, effective Human Resources policies and staff development.
- To develop a culture that is open and supportive of people experiencing stress or other causes of mental ill-health.
- 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.
- To recognise that excessive hours of work can be detrimental to health and effectiveness and to agree on flexible working practices where possible without damaging opportunities for pupils to succeed.
- To communicate the importance of work-life balance to staff: balancing fulfilment of job descriptions and adherence to national standards with a protected home life away from work.
- To respond with sensitivity to the external pressures which affect the lives of staff members.
- To provide staff with training to deal positively with stressful incidents within the work environment and to provide them with a sense of confidence to deal with emergencies.
- To improve staff development, cooperation and teamwork by creating effective leaders.
- 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.
- To encourage staff to take responsibility for their own work and effectiveness as a means of reducing their own stress and that of their colleagues.

## Roles

The Governing Body will:

- Take overall responsibility for implementing this policy and ensuring that staff are able to maintain a reasonable work-life balance (see further roles and responsibilities above).

School Leaders will:

- Ensure that working practices and arrangements enable all staff to enjoy a reasonable work-life balance.
- Support the Governing Body in ensuring that strategies are implemented to effectively manage and, where necessary, reduce employee stress, preventing unnecessary stress and ensuring that work-based stress is at a productive, healthy level.
- Adopt school policies and procedures that provide clear guidance regarding time off for public or trade union duties or for personal reasons (Leave of Absence Protocol and Staff Handbook).
- Ensure that there is clear communication with staff with regards to all areas of school life.
- Create reasonable opportunities for employees to discuss concerns.
- Ensure that staff are aware of and trained in line with the school's priorities and offered opportunities for development.
- Make individual interventions such as short-term phased return to work plans after prolonged absence and longer-term reasonable adjustments to work to support productivity and individual personal circumstances.
- Treat individuals reporting to them with consideration and dignity, promoting a culture of mutual respect.
- Take action in the interests of all their colleagues where actions by, or performance of, a member of staff may be the cause of stress to their colleagues.
- Ensure that arrangements are in place to support individuals experiencing stress and other illness, referring them to the county Occupational Health team where appropriate.

#### Staff Members will:

- Take responsibility of their own health and wellbeing by adopting healthy lifestyles.
- Take responsibility for their own development as one of the means to enable them to work more effectively and efficiently within the staff team and so reduce the risk of stress.
- Take responsibility for working effectively within their assigned role, thus helping to avoid causing stress to their colleagues.
- Make themselves aware of the school policies on Capability, Bullying and Harassment, Staff Attendance etc.
- Assist in the development of good practice and ensure that they do not, through actions or omissions, create unnecessary work for their colleagues or themselves.
- Ask their line-manager for help or support if required. Including understanding that a good relationship requires communication from both parties, raising issues at the earliest possible moment so that effective strategies can be put in place to help manage workloads.
- Identify opportunities for development (and communicate them with their line-manager/CPD lead) and take full advantage of those offered by the school.
- Apply in advance for any requests for leave of absence in a timely and professional manner within the established protocols, being open and honest about sickness absence leave.
- Share views/ideas/feelings about all issues concerning the school at formal and informal meetings.
- Treat colleagues and all other persons with whom they interact during the course of their work with consideration, dignity and respect.
- Support school leaders and other colleagues in managing their workload and work-related stress, including by: responding promptly to all SLT deadlines and requests; informing the school office and SLT of all dates and events, ensuring they are carefully, promptly and accurately recorded in the school diary (the first two basic building blocks on the 'emerging' level of the school's 'Leadership Development Matrix').

#### Actions to support new staff

- All staff will be given a school orientation by the Head Teacher.
- All staff will annually receive a Staff Handbook, including policies and protocols relating to important areas of their work.
- All staff will be made to feel welcome and given as much support as required.
- 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 a 3-month review interview with their line-manager. Additional reviews may then be scheduled.

#### Procedures for handling staff wellbeing

- Creation and maintenance by the school's senior leaders of an atmosphere where staff members feel comfortable asking for help or raising concerns, demonstrating sensitivity to any problems which may cause the employee stress-related issues and acting in a professional, fair, consistent and timely manner.
- Where additional, professional advice is required, the school has contacts with Occupational Health professionals and Human Resources experts and these avenues will be utilised.
- Where needed, support will be provided to any employees facing high levels of stress in the workplace, as well as other work-related issues which are having (or have the potential to have) a negative impact on the staff member's health and wellbeing.
- Ensuring that at such times, the staff member's privacy and dignity is respected, maintaining confidentiality and upholding the employee's rights and dealing with employee with tact and sensitivity.

### Procedures for promoting staff wellbeing

- Daily communication through morning staff briefings - allowing staff members to clarify their understanding of events and changes to the structure of the week/timetable for that day.
- Identification of a 'Staff Wellbeing Champion' from amongst the school staff (ideally, non-SLT (offering staff a less pressured 'way in' to discussing wellbeing issues before approaching a line-manager) and, ideally, also the staff-nominated Governor (to create a direct link with GB)).
- Quality Continuing Professional Development for all staff, with regular planned conversations with the CPD lead (including relevant training, such as Coping with Risky Behaviours).
- A 'my door is always open' approach taken by senior staff.
- A 'shared approach' to subject leadership to avoid (within a limited number of teaching staff) three or four 'coordinator' roles sitting solely with one member of staff.
- Expectations around teachers' planning reduced, with 'learning objective timetables' submitted to the Head Teacher weekly instead of more comprehensive planning folders monitored within the monitoring programme (giving staff more flexibility over ways of planning/working).
- Expectations around teachers' marking reduced with a minimum of only one piece of work in the week in English and Mathematics involving 'developmental marking'. For all other pieces of work during the week, the marking should be 'light touch marking'; with 'pinking' and 'greening' of the success criteria and areas where work needs to be corrected (eg arithmetic, spellings) or followed up in some other way.
- Staff social events planned during each academic year.
- Performance Management and Appraisal.
- Robust Recruitment and Selection procedures to ensure that the 'right' person is recruited for each role.
- Capability, Absence Management and Return to Work procedures to ensure that individuals are supported back to work following illness.
- Harassment and Anti-Bullying procedures.
- Clear Job Descriptions and sharing with staff during the appraisal process of National Standards and expectations (to ensure that staff members are working effectively within their role and not negatively affecting their colleagues' workloads).
- 'Family friendly' employment practices, including consideration of part-time working and flexible working patterns where this can be implemented without detriment to the operational requirements of the school.
- All staff encouraged to contribute to the School Improvement Plan - formulation, implementation and review.
- Recognition of staff birthdays and special occasions.
- Staff meetings planned well in advance, communicated to all staff, kept (wherever possible (and planned in advance if not)) to a 5pm limit.
- All staff invited to attend all INSET days. INSET days planned and communicated well in advance to give all staff the ability to plan for and around them.
- 'Twilight' training avoided wherever possible and, where unavoidable, planned well in advance to allow staff to plan for and around it.
- Email from senior leaders kept to a minimum and deadlines for return of information given with as much advance notice as possible (not requiring a member of staff to look at and/or act on work emails solely during evenings and weekends).
- Suitable reasonable adaptations for disability.

### Review

All policies are subject to periodic evaluation and update. Review of this policy will involve an examination of feedback from staff surveys.

Reviewed Autumn Term 2023