



Staff Wellbeing Policy

Reviewed: April 2024

Next review: When needed

Statement of intent

Apex Primary School wants to ensure that staff are supported and encouraged to develop personally and professionally. We recognise that staff well-being is important to pupil achievement and the school's performance.

Apex 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 that supports staff health and well-being by making sure that all employees are treated fairly and consistently.

Aims

This policy aims to:

- Develop a healthy, motivated workforce who can deliver a high standard of education to pupils.
- Help ensure that our school promotes the health and well-being of all staff members, recognising the impact work can have on employees' stress levels and mental and physical health.
- Recognise that excessive hours of work can be detrimental to staff health and effectiveness and agree on flexible working practices where possible without damaging opportunities for pupils to succeed.
- Communicate the importance of a work-life balance to all staff, and ensure that all policy updates are communicated regularly.
- Respond sensitively to external pressures that affect the lives of all staff.
- Provide staff with training to deal positively with stressful incidents, and provide them with a sense of confidence to deal with emergencies via training.
- Improve staff development, cooperation, and teamwork by creating effective leaders.
- Make staff members aware of the channels that can be used to manage and deal with stress or work-related health and well-being issues.

Role of the Trust

The Trust 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.

Role of senior staff

Emotional Wellbeing Lead - Ms Meherun Hamid

Senior staff are expected to:

- Maintain positive relationships with their staff and value them for their skills, not their working pattern
- Provide and manage a non-judgmental and confidential support system for their staff
- Take any complaints or concerns seriously and deal with them appropriately using the school's policies
- Monitor workloads, 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
- Send wellbeing questionnaires to staff to gain an insight into their wellbeing at work
- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
- 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 identified responsibilities and staff being consulted before any changes are made
- 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 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 and manage their workload
- Provide resources to promote staff wellbeing, such as training opportunities
- Promote information about, and access to, external support services, and make sure that there are clear routes in place to escalate concerns to access further support
- Organise extra support during times of stress, such as inspections

Managing specific well-being issues

The school will support and discuss options with any staff that raises well-being issues, such as if they are experiencing significant stress at school or in their personal lives.

Where possible, support will be given by 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.

Role of all staff

All staff are expected to treat each other with empathy and respect. Staff should keep in mind the workload and well-being of other members of staff. Where possible, support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance. Staff must report honestly about their well-being and let other members of staff know when they need support, especially management. Taking care of our well-being is essential to our overall health, therefore, utilising working hours and working within these hours instead of outside school hours is encouraged. School emails should be responded to or sent within school hours. This is to ensure a healthy work-life balance for all staff. It is also the role of all staff to contribute positively towards morale and team spirit, use shared areas respectfully, such as the staff room or offices, and take part in training opportunities that promote their wellbeing.

Actions to support new staff:

- All staff will be given a school orientation by a member of SLT.
- All new staff will receive an induction and be given the staff handbook to read over, and then later discuss.
- 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 half-termly review interview with their Line Manager. Additional reviews may be scheduled if needed.

Practical actions to support new roles:

- Decide who will be the supporting person for the new role.
- Hold an initial discussion of roles - Induction
- Hold shadowing visits to the school/class or environment of the new role.

- Establish a pattern of peer coaching.
- Hold an end-of-first-week review with the supporting person.
- Provide support for new tasks.
- Hold a 3-month review interview with the supporting person.

Procedures for handling issues of wellbeing

The Senior Leadership Team 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 that 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 contact with Human Resource experts and these avenues should be utilised. Where necessary, staff should be encouraged to use the confidential counselling service provided - EAP. This service provides staff with serious concerns to obtain advice and support outside 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 Mental Health and well-being. 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 schools' human resources expert e.g. EAP. During this time, the school will ensure that the staff members' privacy and dignity are respected. This means maintaining confidentiality, upholding the employee's rights, and dealing with the employee with tact and sensitivity.

Procedures to promote staff wellbeing

Procedures will include:

- Review meetings with SLT - six half termly meeting
- Continuing professional development for all staff.
- Termly social events.
- All staff encouraged to contribute to the School Development Plan
- Administrative staff will support the wider workforce.
- Consultative staff meetings are held once a term to give staff the opportunity to voice concerns and to have their views sought. SLT responds to these through the Friday meetings.
- Completing the Staff wellbeing action plan at the beginning of the first half term. Reviewed once a term and to be placed in their CPD file. See below form

Appendix 1: Staff health and wellbeing survey

Employee name:

Date:

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 much 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 6 pm, 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 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 support provided?
9. Do you undertake any administrative or other duties (on a regular basis) that 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 5 pm? (This should include how many hours after 5 pm are spent in meetings that 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 that the school provides (e.g. breakfast club)?

14. (Headteacher only) How many hours of 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 of 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.

Mental Health and Wellbeing:

1. Do you believe that the school has sufficient policies and procedures in place to safeguard the Mental Health and well-being of its employees?
2. Has your work at the school ever negatively affected your Mental 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 Mental 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 hours.

*****Answers should be discussed during supervision meetings.**

Resources

file:///C:/Users/Teacher/Downloads/0073_actionplan_adult_digital.pdf