

Ashton CE Primary School



Well-Being Policy

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Introduction

The emotional and physical well-being of all staff is important to Ashton CEVC Primary School. At our school not only does every child matter but we also believe every person matters.

Ashton CEVC Primary School wants to ensure adults develop both personally and professionally. We recognise that staff well-being is important to pupil achievement and the school's performance.

Ashton CEVC Primary School is committed to making sure that this Staff Well-being 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 well-being by making sure that all employees are treated fairly and consistently.

The actions within this policy have 5 key aims:

- To minimise the harmful effects of stress.
- To provide effective support for all staff.
- To help each individual to achieve an appropriate work-life balance.
- To take a positive and understanding approach to the management of stress in line with current good practice.
- To respect confidentiality.

Aims of the policy

- To develop a healthy, motivated workforce who are able to deliver a high-standard of education to pupils.
- To 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, mental and physical health.
- 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.
- To communicate the importance of a work-life balance to all staff, and to ensure that all policy updates are communicated regularly.
- To respond sensitively to external pressures which affect the lives of staff members.
- 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.
- To improve staff development, co-operation 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.

As a school, we promote work life balance. We seek advice from outside support agencies such as occupational health. We have policies and procedures to deal with bullying, harassment and issues of personal safety. We seek opportunities to care for the staff through initiatives and through discussions within performance and development reviews.

We have created an annual staff well-being survey. (See Appendix).

The main part of this policy is based around the Health and Safety Executive Management Standards. Each section responds to a standard and how the school carries out its duty of care.

Demands

The Standard states that "Employees indicate that they are able to cope with the demands of their jobs and systems are in place locally to respond to any individual concerns".

Within Ashton CEVC Primary School every member of staff is given adequate and achievable tasks which suit the agreed hours of work.

Individuals have a job description which details the job demands and this is part of the recruitment procedure before agreed contracts are signed. Appointments are made to match the skills of the person with the job and adjustments are made with the agreement of all. No member of staff will be expected to carry out duties which are beyond their capabilities unless these are agreed as a development strategy.

Concerns about the work environment and its impact upon an employee's ability to satisfactorily complete duties are shared with either a line manager or senior member of staff. Every attempt is made to rectify the issue.

Control

The Standard states that "Employees indicate that they are able to have a say about the way they do their work and systems are in place locally to respond to any individual concerns".

Within Ashton CEVC Primary School every member of staff has a defined role which, due to the nature of a school, often has a fixed timescale for completion. Initiative is actively encouraged and as a school we welcome staff to be free thinkers and extend practice beyond the expected. Formal access to courses and training is through individual performance reviews and through audits of subject and school needs. Other courses may be available but they are more closely related to budget availability.

As a school we are open to the changing face of employment structure and the relationship between home and work life. We make every effort to ensure that an employees working pattern suits their needs.

Support

The Standard states that "Employees indicate that they receive adequate information and support from their colleagues and superiors and systems are in place locally to respond to any individual concerns".

Within Ashton CE Primary School we have an active support structure within the staff which has no formal basis but is generated from mutual respect. However, should this structure break down, the management structure has a wide base and a member of the SLT is always available to support staff and attempt to rectify situations.

The school is part of a confidential counselling service for staff. This service is confidential and appointments are made by individuals when they need support.

The school encourages staff to discuss work and provide each other with constructive feedback. Although we have formal observations, the staff have agreed that informal observation and comment is still part of the school culture.

Ashton CEVC Primary School is a supportive school and this is reflected in the personal and private leave procedure which operates when necessary.

Relationships

The Standard states that "Employees indicate that they are not subjected to unacceptable behaviours, e.g. bullying at work, and systems are in place locally to respond to any individual concerns".

Within Ashton CEVC Primary School we promote positive relationships within the staff and we adhere to the principles of growth mindset, which is applicable to adults and children alike. We encourage everyone to report any incidents of bullying or unacceptable

behaviour. These will then be fully investigated by an appropriate member of the leadership team and a governor, if required.

Roles

The Standard states that “Employees indicate that they understand their role and responsibilities and systems are in place locally to respond to any individual concerns”.

The Governing Body

The governing body will:

- Will take overall responsibility for implementing this policy and monitor that staff enjoy a reasonable work-life balance.
- 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.
- 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.
- Will provide a range of strategies for involving staff in the school decision making processes.
- Will review the demands on staff, and seek practical solutions wherever possible.
- Will oversee the provision of personal and professional development such as stress management, team building, etc.

The Headteacher

The Headteacher:

- 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.
- Will adopt school policies and provide clear guidance regarding time-off for public or trade union duties, or for personal reasons.
- Will ensure that there is clear communication between staff and management with regards to all areas of school life.
- 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.
- Will ensure that all staff are aware of and trained in-line with the school priorities and offered opportunities for development.
- Will monitor and review any measures that are planned, and assess their effectiveness.

- Will conduct risk assessment for work-related stress in consultation with senior staff.
- Will appoint staff well-being First Aiders who are responsible for ensuring that the good health and well-being of all staff members is supported, promoted and valued by the school. The First Aider will also ensure that school policies and procedures reflect this aim.
- Will make individual interventions such as short-term rehabilitation and return to work plans, and longer-term reasonable adjustments to work.

Staff Members

Staff members:

- Will make themselves aware of the school's policies on Capability, Bullying & Harassment, and 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 the Headteacher/SLT member 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.

Actions to support new staff:

- All staff will be given a school orientation by the Headteacher/SLT member.
- 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.
- At the end of the first week of employment, new staff will have a review with a senior member of staff.

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.

Within Ashton CEVC Primary School we actively ensure that staff never have conflicting roles. This is achieved through our staff structure and careful planning of appointments. Upon appointment, staff have a job description which outlines the key roles and expectations of the job. New staff are provided with an appropriate mentor. The staff mentors may or may not be the line manager or performance review manager. Should there be any doubts about the role, or role expectations, the Headteacher should be consulted.

As a school, we have many influences which impact upon our working structure. This may result in short notice changes. During periods of role change, staff will be kept up to date through staff briefings and individual meetings.

Change

The Standard states that “Employees indicate that the organisation engages them frequently when undergoing an organisational change and systems are in place locally to respond to any individual concerns”.

Within Ashton CEVC Primary School we seek to involve all appropriate staff in consultations regarding change. We provide information as soon as possible and will call staff meetings if they are relevant. Staff are always aware that consultations are a means by which we gather views and are not always a mechanism for changing policy or decision.

When changes do take place, timescales will be published and details will be available showing the impact upon the working lives of the staff.

Support will be provided during the process and outside support agencies will be signposted.

Procedures for handling issues of wellbeing

- The Senior Leadership Team (Headteacher and School Lead) 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. 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 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 members 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

- Communication via staff communication emails
- Open door policy
- Continuing professional develop for all staff
- Social events
- Performance management
- All staff encouraged to contribute to the School Development Plan
- All staff invited to INSET days
- Recognition on staff birthdays/special occasions.
- Return to work monitoring/review meetings

Author	Jude Busari
Sub Committee Reviewed (date) <i>September 2020</i>	Signed (Headteacher)
Full Governing Body Ratified (date)	Signed (Chair of Governors)
Review Date	<i>September 2021</i>

Wellbeing Questionnaire

	Never 1	Seldom 2	Sometimes 3	Often 4	Always 5
1. I enjoy my work					
2. I feel valued at work					
3. I am clear what is expected of me at work					
4. I know how to go about getting my job done					
5. If work gets difficult, my colleagues will help me					
6. I am given supportive feedback on the work I do					
7. I have a say in my own work speed					
8. I am clear what my duties and responsibilities are					
9. I am clear about the school's goals and objectives					
10. I have a choice in deciding how I do my work					
11. I understand how my work fits into the overall aims of the school					
12. I am able to make some decisions about the way I work					
13. I am comfortable with the pace of work expected of me					
14. I can rely on senior staff to help me out with a work problem					
15. I am subject to personal harassment in the form of unkind words or behaviour					
16. I have to work very intensively					

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17. There is friction or anger between colleagues					
18. Senior staff put me under unreasonable pressure to work long hours					
19. I am subject to bullying at work					
20. I have unrealistic time pressures					

	Never 1	Seldom 2	Sometimes 3	Often 4	Always 5
21. I get help and support I need from colleagues					
22. I have some say over the way I work					
23. I have sufficient opportunities to discuss changes as work					
24. I receive the respect at work I deserve from my colleagues					
25. Staff are always consulted about changes at work					
26. I can talk to senior staff about something that has upset or annoyed me about work					
27. My colleagues are willing to listen to my work related problems					
28. When changes are made at work, I am clear how they will work out in practice					
29. I am supported through emotionally demanding work and situations					
30. Relationships at work are good					
31. Senior staff encourage me at work					
32. Communication is good					

Thank you for completing the questionnaire