

# **Meadowfield Primary School**

## **Staff Wellbeing Policy**



**Our vision – today we create, tomorrow we achieve, forever we learn**  
**Our values - self-worth, resilience, communication and ambition**

The school, as manager, has a duty to ensure the health, safety and welfare of its employees as far as reasonably practicable. It is also required to have in place measures to mitigate as far as practicable factors that could harm employees' physical and mental well-being

- To develop a healthy, motivated workforce who can deliver a high standard of education to pupils;
- 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 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;
- To review protocols regularly ensuring efficiency and avoiding excessive bureaucracy.

The Health and Safety Executive Management Standards give clear guidance on the expectations for staff wellbeing. This policy includes reference to the main headings and the implementation of practices or procedures to demonstrate how the school carries out its duty of care.

### **Implementation**

The local governing board:

- Will take overall responsibility for implementing this policy and ensuring 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 provide personal and professional development such as stress management, team building, etc.

### **The Headteacher**

- Will ensure that all staff enjoy a reasonable work-life balance and lead by example in this regard;
- Will support the governing board in ensuring that strategies are implemented to effectively manage and, where necessary, reduce employee stress. The Headteacher will ensure staff are aware of the sources of support available to them. There is also a programme of wellbeing practices implemented each year;
- Will prevent 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. For further information refer to our school's Absence Management Policy;
- 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's priorities and offered opportunities for development;
- Will monitor and review any measures that are planned, and assess their effectiveness;
- Will ensure risk assessments for work-related stress are created in consultation with senior staff;
- Will appoint a staff wellbeing leader who is responsible for ensuring that the good health and wellbeing of all staff members is supported, promoted and valued by the school. The leader 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**

- Will make themselves aware of the school's policies on Capability, Bullying and Harassment, 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 their Line Manager 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;
- 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;
- Will share their views, ideas and feelings about all issues concerning the school at formal meetings and informal gatherings.

#### **RKLT and LGB**

- Will support the staff members, including leadership team and head teacher in managing their work life balance and enabling them to fulfil their role without unnecessary bureaucracy

#### **Wellbeing** - All staff can participate in these events as part of our ongoing Wellbeing programme:

1. Long service wellbeing days in accordance with RKLT approaches
2. The right to attend their child's special events at school if they are not on any absence management monitoring and within remits
3. Staff meeting time to prepare for major events eg action plan writing, report writing etc
4. Staff breakfast during Health and Well Being week
5. Provision of free lunch during most school-based training days
6. Headteacher provision of 'raffle' for prizes at the end of every term
7. End of year informal and confidential review with a member of SLT and/or team leader
8. End of month staff breakfast provided
9. Where budget allows, to have team building INSET

**Sources of Support** - All staff are valued members of the team at Meadowfield and no-one is exempt from the trials and tribulations that happen to any human being at home; illness, bereavements, relationship issues not to mention concerns and issues at school. Please remember that there are several sources of support in school for staff.

Headteacher - If staff have any concerns that they feel the Headteacher should know about they should not hesitate to contact them. Whilst they cannot always fix the problem, they may be able to point staff in the direction of another source of help. Sometimes it is important for staff that the Headteacher knows something in case it possibly affects their work at some time or other.

HR Admin - HR support can be accessed and offers of counselling can be discussed with the headteacher

Education support partnership: as a member of education-based staff, all colleagues can access this charity – it can also provide hardship funds: [educationsupportpartnership.org.uk](http://educationsupportpartnership.org.uk) 08000 562 561

Supervision - All staff who work in the Oasis Team, and the SL for Early Education receive Safeguarding supervision. This is support from someone trained in supervision and is particularly useful for those working with vulnerable children. If staff feel like they would like a supervision session, please tell the Headteacher.

**Procedures for Handling Difficulties regarding staff wellbeing** - Where a member of staff has an issue with their wellbeing, they should raise this with the Headteacher or a member of SLT.

Informally the Headteacher and member of staff will consider the issue and identify any solutions available.

**Reasonable Adjustment Plan**- RAPs are completed if an employee communicates in any way that they are not coping with the pressures of their post. The process focuses on identified areas of the Health and Safety Executive standard (The Standard). Any employee stating work related anxiety or stress is referred to HR and possibly Occupational Health and advised of the Stress Counselling helpline to which school subscribes.

**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 Meadowfield 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 Meadowfield 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. The school has a Continuing Professional Development Policy which details how all staff are encouraged to extend their skills and knowledge. Formal access to courses and training is through individual performance reviews and through audits of subject 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 employee's 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 Meadowfield 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 encourages staff to discuss work and provide each other with constructive feedback. Meadowfield Primary School aims to be a supportive school, and this is reflected in the personal and private support for staff.

**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 Meadowfield 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 SLT and a governor, if required.

**Role** - 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”.

Within Meadowfield 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 appropriate induction. This is usually undertaken by the line manager or team leader. 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, email or text 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 Meadowfield Primary School we seek to involve all appropriate staff in consultations regarding change as much as is practicably possible. 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. Support will be provided during change processes and outside support agencies will be signposted.

**Visitors**- We endeavour to support all visitors to the school site whether or not they are a stakeholder; this can mean referral to external support agencies or signposting.

### **Monitoring**

The implementation of this policy will be monitored by the Headteacher with regular reports to the LGB.

A staff survey is completed every year seeking feedback from staff on several areas of school life including staff wellbeing.