

STAFF WELLBEING POLICY

Presented to:
Trustees Standards Committee
Thursday 5 December 2024

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Date reviewed: ²	5 December 2024
Date of next review: ³	Autumn 2027

¹ This is the date the policy was approved by the meeting

² This is the date the policy was reviewed prior to its approval above

³ This is the date as set by the policy review clause or the date approved plus three years

WELLBEING POLICY

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 THE EDUCATION STAFF WELLBEING CHARTER

This policy and our aims are underpinned by the Education Staff Wellbeing Charter. The key elements of this are:

- Prioritise staff mental health.
- Give staff the support they need to take responsibility for their own and other people's wellbeing.
- Give managers access to the tools and resources they need to support the wellbeing of those they line manage.
- Establish a clear communications policy.
- Give staff a voice in decision-making.
- Drive down unnecessary workload.
- Champion diversity.
- Create a good behaviour culture.
- Support staff to progress in their careers.
- Measure staff wellbeing.

3 PROMOTING WELLBEING AT ALL TIMES

3.1 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.
- Communicate honestly about their wellbeing and let other members of staff know when they need support.
- Contribute positively towards morale and team spirit.
- Use shared areas respectfully.

- Take part in training opportunities that promote their wellbeing.
- Understand when response to communications/remote working is reasonable.

3.2 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.
- Help to arrange personal and professional development training where appropriate.
- Follow the school Behaviour Policy to create a calm, safe and disciplined environment.
- Work to promote diversity, eliminating discrimination and advancing equality of opportunity.

3.3 Role of Senior Staff

Senior staff are 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 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, driving down unnecessary workload.
- Make sure job descriptions are kept up to date, with clearly identified responsibilities and staff being consulted before any changes.
- 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.
- 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, such as training opportunities.
- Ensure that staff know how to access appropriate guidance, support and tools.
- Promote information about and access to external support services.
- Organise extra support during times of stress, such as Ofsted inspections.

- Support teachers to create a calm, safe and disciplined environment, which allow teachers to teach and students to learn.
- Provide clear guidance to all staff on remote and out-of-school hours working, including reasonable response times.

3.4 Role of the Trust Board and Local Governing Committee

The Trust Board and Local Governing Committee 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 regard 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.

4. 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.

5. SIGNPOSTING SUPPORT

- Ensure all staff have access to support through the DAS service.
- Promote and offer Mental Health First Aid training.
- Support staff with specialist support, eg menopause coaches, MH First Aiders, stress management.

6. LINKS WITH OTHER POLICIES

This policy is linked to our:

- Appraisal policy
- Behaviour policy
- Capability procedure

- Staff code of conduct
- Menopause Policy

6. REVIEW

The Trustees will review this policy in line with the procedure for policy review.

Date for review - if no other reason for review (see policy review procedure) this policy will be reviewed every three years.