Staff Wellbeing Policy

2024-2026

Contents:

Statement of intent

Arnold Mill Primary and Nursery School wants to ensure that staff are supported and encouraged to develop personally and professionally. We recognise that staff wellbeing is important to pupil achievement and the school's performance.

Arnold Mill 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 which supports staff health and wellbeing by making sure that all employees are treated fairly and consistently.

Signed by:

Headteacher _____ **Date:**

Chair of Governors _____ **Date:**

Next review date: Summer 2026

1 Aims of the policy

1.1 To develop a healthy, motivated workforce who are able to deliver a high-standard of education to pupils.

1.2 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.

1.3 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.

1.4 To communicate the importance of a work-life balance to all staff, and to ensure that all policy updates are communicated regularly.

1.5 To respond sensitively to external pressures which affect the lives of staff members.

1.6 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.

1.7 To improve staff development, co-operation and teamwork by creating effective leaders.

1.8 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.

2 Roles

2.1 The governing body:

2.1.1 Will take overall responsibility for implementing this policy and ensuring that staff enjoy a reasonable work-life balance.

2.1.2 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.

2.1.3 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.

2.1.4 Will provide a range of strategies for involving staff in the school decision making processes.

2.1.5 Will review the demands on staff, and seek practical solutions wherever possible.

2.1.6 Will provide personal and professional development such as stress management, team building, etc.

2.2 The Headteacher

2.2.1 Will ensure that all staff enjoy a reasonable work-life balance and lead by example in this regard.

2.2.2 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.

2.2.3 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 Attendance Management Policy.

2.2.4 Will ensure that there is clear communication between staff and management with regards to all areas of school life.

2.2.5 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.

2.2.6 Will ensure that all staff are aware of and trained in-line with the school's priorities and offered opportunities for development.

2.2.7 Will monitor and review any measures that are planned, and assess their effectiveness.

2.2.8 Will conduct risk assessment for work-related stress in consultation with senior staff.

2.2.9 Will appoint a staff wellbeing co-ordinator who is responsible for ensuring that the good health and wellbeing of all staff members is supported, promoted and valued by the school. The co-ordinator will also ensure that school policies and procedures reflect this aim.

2.2.10 Will make individual interventions such as short-term rehabilitation and return to work plans, and longer-term reasonable adjustments to work.

2.3 Staff members

2.3.1 Will make themselves aware of the school's policies on Capability, Bullying and Harassment, Staff Attendance etc.

2.3.2 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.

2.3.3 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's important that issues are raised at the earliest possible moment so that effective strategies can be put in place to manage workloads.

2.3.4 Will identify opportunities for development and take advantage of those offered by the school.

2.3.5 Will apply for any requests for leave of absence in advance and be honest about sickness absence leaves.

2.3.6 Will share their views, ideas and feelings about all issues concerning the school at formal meetings and informal gatherings.

3 Actions to support new staff

3.1 Practical actions to support new staff

3.1.1 All staff will be given a school orientation by the Headteacher.

3.1.2 All new staff will receive the staff induction handbook. This will continue to include all important information and highlight important policies they need to read on the website.

3.1.3 All staff will be made to feel welcome and given as much support as required.

3.1.4 All staff are to be issued with a name badge on arrival on their first day.

3.1.5 At the end of the first week of employment, new staff will have a review with a senior member of staff.

3.1.6 All new staff will have a 3-month review interview with their Line Manager. Additional reviews may be scheduled at 6-months and/or a year, if needed.

3.2 Practical actions to support new roles

3.2.1 Decide who will be the supporting person for the new role.

3.2.2 Hold an initial discussion of roles.

3.2.3 Hold visits to school/class or environment of new role.

3.2.4 Establish a pattern of coaching.

3.2.5 Hold an end-of-first-week review with supporting person.

3.2.6 Provide 1:1 support for new tasks.

3.2.7 Hold a 3-month review interview with supporting person.

4 Procedures for handling issues of wellbeing

4.1 The Senior Leadership Team (Head teacher, Deputy Head, Assistant Head and other managers) 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.

4.2 Where additional, professional advice is required, the school has contacts with Occupational Health Professionals and Human Resource experts and these avenues should be utilised.

4.3   Where necessary, staff should be encouraged to use the confidential counselling service offered by Nottinghamshire County Council or SAS. This service provides staff with serious concerns to obtain advice and support outside of the workplace.

4.4   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 health and wellbeing. 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 Local Authority e.g. counselling.

4.5   During this time, the school will ensure that at all times the staff member's privacy and dignity is respected. This means maintaining confidentiality, upholding the employee's rights and dealing with the employee with tact and sensitivity.

5   Procedures to promote staff wellbeing

5.1   Twice weekly communication via morning staff briefing and staff meeting.

5.2   Continuing professional development for all staff.

5.3   Termly social events.

5.4   Performance management.

5.5   Annual job description meetings.

5.6   All staff encouraged to contribute to the School Improvement Plan.

5.7   All staff invited to INSET days.

5.8   Recognition on staff birthdays/special occasions.

5.9   PPA time and additional leadership time to give people time to do their work.

5.10   Administrative staff to support the wider workforce.

5.11   Staff Forum meetings held once a term to give staff the opportunity to voice concerns and to have their views sought.

5.12   Staff questionnaires to give staff the opportunity to voice concerns, views and opinions.

5.13   Access to and support from the SAS health and well-being support will be available.

5.14   Trained staff called 'Mental health first aiders' will be on site to offer guidance to any necessary support.

5.15   A focus on ways we can reduce workload e.g. Marking policy that isn't onerous, working in Year group teams to share planning, and having 2 people co-ordinating one subject to provide support and a critical friend.

5.16   An inviting area to complete PPA and meetings.

5.17   No expectation for staff to reply to work emails outside of the school day.

5.18   Good IT support and equipment to help reduce stress from IT issues.

Actions taken to improve staff wellbeing

TEACHER AUTONOMY

Teachers decide the best approach for their students. Schemes of work are provided but not prescriptive.

TYPICAL LESSON

Quality first teaching. No pressure to put on a show lesson or create additional documentation during observations.

ASSESSMENT AND REPORTING

Teacher feedback must be meaningful but is not prescriptive; to reduce marking loads. Data entry is limited to 3 times a year for non-exam years.

CLEAR BEHAVIOUR STRATEGIES

A clear system of sanctions and rewards. Centralised rewards. BC on call for support and escalating individual and whole school detentions.

PROFESSIONAL DEVELOPMENT

Differentiated and personalised CPD. Funded NPQ's. Comprehensive support for ECT's. Time to implement new ideas.

PERFORMANCE MANAGEMENT

Performance management is tailored to curriculum and individual needs. Data targets are not used for PM.

IT

Access to 21st Century technology: One Drive and Teams. Simplified communication; BC Staff. No expectation to respond to emails outside working hours. Use of digital learning platforms to personalise learning and provide real time feedback.

WORKING ARRANGEMENTS

Clear meeting schedule. Cover expectations minimised. Protected PPA. Max 2 break duties in a week (except SL and HOY). No tick box culture.

TEAM BUILDING AND SUPPORT

Wellbeing channel on Teams, centralised information. SAS Support. Wellbeing briefings. Free tea and coffee in the staff room. Refreshments during parent's evening and out of hours events. End-of-term celebrations. Staff social events. COW.

COMMUNICATION

Weekly briefings; staff, year team. SEND, EAL, Safeguarding. Clear meeting schedule. Open door policy senior leadership. BC Staff Team; centralised communication to reduce number of emails.