



Castle Hill School
Innovating, Communicating, Empowering

Staff Wellbeing Policy

Policy Created	2019
Last review	May 2021
Frequency	3 years
Date to be reviewed	May 2024

General Policy Statement

At Castle Hill School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

National legislation, the [Equality Act 2010](#) and the [Special Educational Needs and Disability Regulations 2014](#) re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Equal Opportunities and Health and Safety.

Rationale

This policy supports the wellbeing staff at Castle Hill School. In a recent staff survey (September 2020) the overwhelming majority of respondents expressed their pride and enjoyment in working at Castle Hill School.

Here at Castle Hill we strive to create a happy working environment which allows staff to thrive and deliver an outstanding education for our students.

We aim to:

- promote staff wellbeing so that students, parents/carers and staff may flourish and thrive
- encourage staff to engage in 'habits' of wellbeing to further promote engagement, participation, learning, growth, development and fulfilment
- promote an understanding of good mental health and ensure that staff are aware of the signs and symptoms of those that require support
- have an impact on the health and wellbeing of all in our learning community so that they experience nurturing and enriching activities and opportunities to experience a wellbeing now and in the future
- foster a positive communication environment which aims to promote one's own wellbeing and the wellbeing of others.

At Castle Hill School we recognise that teaching is inherently one of the most stressful professions. The latest figures from the Health and Safety Executive (HSE) show that in the teaching profession there were 2,460 cases of work-related stress per 100,000 workers. This was twice the average rate across all industries of 1,230 cases per 100,000 workers in the three-year period averaged over 2014-15 to 2016-17. A recent DfE report on teachers' decisions to leave teaching found workload was the single most common reason, cited by 75 per cent of ex-teachers as the

reason they left the profession. We are therefore committed to minimising work-related stress through the strategies outlined in this Policy.

It is also important to recognise that there are many external factors relating to a staff member's home life, which can have an impact on their wellbeing, such as the breakdown of relationships, health concerns and financial concerns, to name just a few. We therefore endeavor to support staff as best as possible through the strategies outlined in this Policy.

Strategies to ensure staff Wellbeing

Our Staff Wellbeing Champion coordinates our monthly staff wellbeing meetings and delivers a variety of ongoing wellbeing projects including, but not limited to: secret friend scheme, flower fund project, massage for staff sessions, birthday and gratitude boards, and the staff 'Ace' award.

The Senior Leadership Team work closely with the Staff Wellbeing Champion and provide a wide variety of ongoing training opportunities to promote health and happiness. Our mentor scheme here at Castle Hill also ensures that all staff are supported and developed within their working environment.

We have recently enhanced the school's contract with Kirklees Employee Health Care to ensure a broader Wellbeing offer is available including self-referral, physiotherapy and counselling. Our qualified Mental Health First Aiders provide ongoing support and are aware of signs and symptoms.

The Workload Working Party meets annually to agree CPD targets. This ensures that workload agreements are reached through a collaborative approach.

Careful consideration is given to teacher workload during the formulation of new policies and practices. The Senior Leadership Team take on feedback from the Workload Working Party, which has an ongoing dialogue to develop efficient working practices.

We recognise that staff absence can have an impact on staff in school. We promote staff to work creatively to reduce the impact, which includes using staff from classes in which there are students absent, to cover in a class that requires a staff member.

Our approach to wellbeing is quality assured through staff attendance and the annual staff questionnaire.

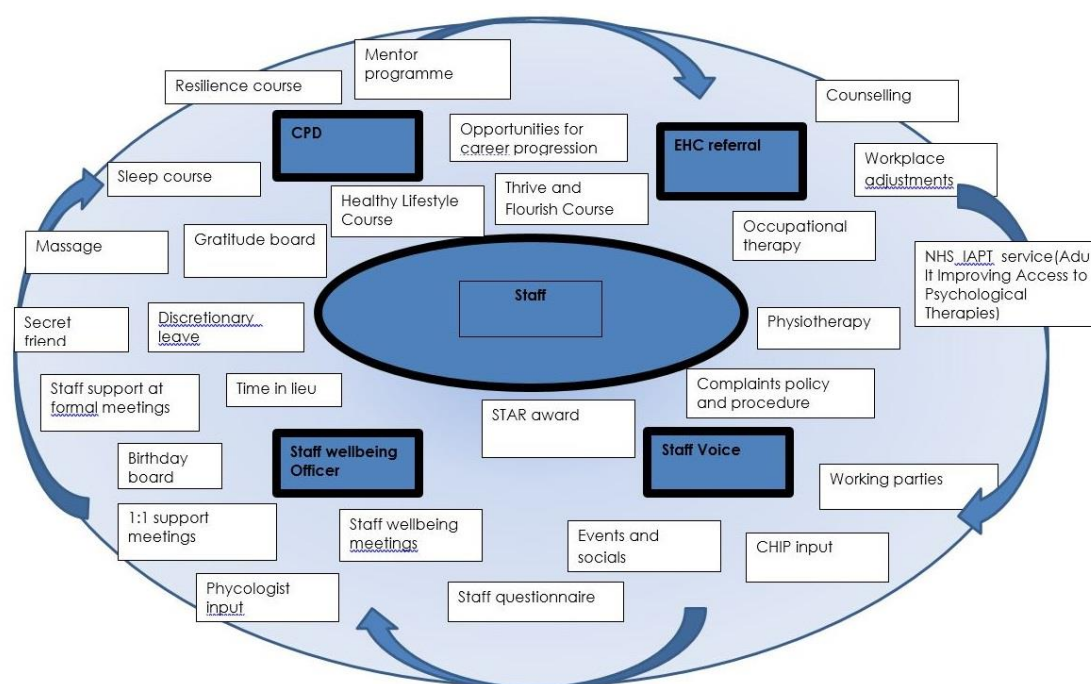
The Senior Leadership Team recognise and acknowledge that working in some environments may require a break to enhance wellbeing. Our

'buddy' system, can support staff at these times. In order to facilitate this, a red triangle will be positioned on the back of each door. Any member of staff who feels in need of a short break, is encouraged to show the red triangle to another member of staff, and to leave the classroom for a change in environment.

Protocol

- Show 'red triangle' to another class member and leave classroom
- Member of class to ring buddy class and ask for a staff member to support
- Buddy class staff to be aware they are going to support class team with de-escalation strategies
- When ready, return to class and buddy class staff can return to their class
- A Mental Health First Aider to be called to support, if necessary

Example of Strategy Coverage



Workload

