



Staff Wellbeing Policy

Policy Details:

Reviewed: November 2022

Next review: November 2024

Policy history:

November 2022	Policy updated	James Bancroft (Principal)
December 2020	Policy written	James Bancroft (Principal)

This policy was reviewed by the Local Advisory Board in Term 2, 2022 to 2023.



Staff Wellbeing Policy

Wistaston Church Lane Academy wants to ensure that every member of staff is supported and encouraged to develop personally and professionally. We recognise that staff wellbeing is important to pupil achievement and the school's performance.

Whilst staff members are expected to do their best for the children at all times, this should never be to the detriment of anyone's health and wellbeing. The school is committed to implementing this policy 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 promote a school ethos which supports staff health and good wellbeing by making sure that all employees are treated fairly and consistently. It should be applied within the constraints of the trust's staff management policies.

Roles within this policy The Local Advisory Board

- Support and challenge school leaders in implementing this policy.
- Thank and congratulate staff members, where deemed appropriate.

The Principal and School Leadership Team

- Will take overall responsibility for implementing this policy and ensuring that staff enjoy a reasonable work-life balance
- Follow the trust policies in respect of 'family-friendly' working, including consideration of part-time working, flexible working patterns, etc. where this can be implemented without detriment to the operational requirements of the school
- Follow the trust policies in place that will minimise the levels of stress caused to staff members when following formal procedures such as the Capability or Disciplinary Policy
- Support Plans will be used to support colleagues who are finding their role difficult
- Occupational Health referrals used as appropriate to support colleagues
- Involve staff in school decision making processes where appropriate
- Review the demands of staff, and seek practical solutions wherever possible
- Provide personal and professional development aimed to improve well being
- Ensure clear communication between school leaders and school staff
- Create reasonable opportunities for staff members to discuss concerns, and will enable staff to do so in an environment where stress is not considered a weakness
- Ensure that staff are aware of and trained appropriately to meet new policies and new school development priorities
- Manage stress risk assessments for work-related stress in consultation with school leaders
Will make individual interventions and longer-term adjustments to support staff where possible

Staff members

- Will make themselves aware of the trust's staff management policies



- 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/appropriate person for help or support when required. This includes understanding that a good relationship requires communication from both parties. 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 leave
- Will share their views, ideas and feelings about workload at meetings
- Will provide support for colleagues and buddy up with new colleagues
- Will not take advantage of the time and goodwill of colleagues

Induction of new staff members

- All new members of staff will be given a school orientation by a member of the School Leadership Team
- There will be opportunity to discuss the role and what it involves
- All new staff will receive the staff handbook and induction pack. This will include all important policies and this policy on 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
- Reviews will be planned after eight weeks, sixteen weeks and twenty-four weeks. • An informal buddy will be arranged

Handling wellbeing concerns

- The School 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 can refer the staff member to Occupational Health
- School Leaders will signpost the staff member to available wellbeing services as detailed on the school website.
- All concerns should be managed in confidence, ensuring that at all times the staff member's privacy and dignity is respected, using tact and sensitivity

Initiatives to support staff wellbeing

As well as a reasonable working expectation, the school offers various initiatives intended to support staff wellbeing. The list of initiatives include:

Leadership

- Clear and visible school leaders who take the time to listen and get to know you



- Reasonable and fair expectations
- A performance management process designed to encourage personal growth
- Staff briefings used to improve communication
- Continuing professional development for all staff members
- No expectation to reply to emails at unsociable hours
- Staff Meeting time is used to support colleagues with subject leadership, assessment and other demands on their time

Non-contact time

- Protected PPA Half day - taken off site if needed, and time with a colleague wherever possible
- Subject leader release time
- ECTs are given an additional 10% non-contact time and a mentor to support their progress

Feedback and Marking

- Revised feedback and marking policy to reduce marking commitment but ensure maximum impact for the children's learning - reviewed annually
- Revised home practice so that is more internet based to reduce teacher marking workload

Assessment and Reporting

- Removal of Mid-Year Reviews as we felt it created a lot of work for little impact
- End of Year Report reduced in size

Planning

- No individual lesson plans and no requirement to hand in short term plans
- Short term planning formats are entirely up to the teacher
- Time offered to Teaching Assistants to plan Phonics
- Non-contact time for class cover Teaching Assistants

Lesson Observations

- A typical maximum of three lesson visits a year and these are not used for performance management, i.e. not used in isolation for pay progression decisions

Comforts

- Free tea and coffee
- Staff meeting time back in relation to residentials
- Where appropriate, twilights will be used instead of an INSET day
- Colleagues can leave straight after school as long as they are up-to-date with things
- Staff Shout Out Board
- Free Christmas dinner/Easter dinner
- Free staff wellbeing support including 24-hour GP line, counselling and free physiotherapy sessions
- Employee benefit scheme giving discounts at shops
- Fair policies regarding dependents leave
- Regular staff social events
- An annual collection of funds from all staff members which will be used to pay for gifts at difficult times and when leaving
- Comfortable staff room
- PPA room available
- Where possible, lunch will be provided on INSET days



Unique to Church Lane

- Low exclusions and well-behaved children
- We listen to feedback and act on it where it is felt reasonable and practical, e.g. removal of Take Part Days as colleagues felt it was a lot of work for little gain
- Resources, like whiteboard pens and glue sticks available at all times