



Staff Well-being Policy

2021-2022

This policy should be read in conjunction with the following documents:

- Appraisal policy
- Sickness Absence Policy
- Staff Code of conduct
- Capability Policy
- Staff Handbook
- Menopause Policy

Agreed by	FULL GOVERNING BODY
Signed	
Date	
Review date	Autumn 2022

Policy Statement

Holy Cross Catholic Primary School recognises that the staff are their most important resource and are to be valued, supported and encouraged to develop personally and professionally within a learning and caring community.

There is a relationship between healthier more positive staff, pupil achievement and school improvement.

There are employer duties to staff that require sensitive staff policies and practice.

Upon employment each staff member will be given access to the Staff Handbook, Code of Conduct Policy and other staff policies which are held in the staffroom and electronically on the schools one drive.

The purpose of this policy is to provide a document that embraces the many school practices that support staff health and wellbeing, to minimise the harm from stress and ensure that there is cohesion and progress in working towards the health and wellbeing of all staff, ensuring that all staff understand their role and responsibilities to their own wellbeing and the wellbeing of their colleagues.

Implementation of policy

Role of All Staff

- 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
- Report 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, such as the staff room or offices
- Take part in training opportunities that promote their wellbeing
- Monitor their own workloads and regularly talk to line managers about work/ life balance

Role of Senior Staff

- Promote a school ethos where all staff are valued and where respect, empathy and honesty are the cornerstones of all school relationships.
- Lead in setting standards of conduct, including how they treat other members of staff and adhering to agreed working hours.
- Provide a non-judgmental and confidential support system for all staff.
- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring.
- Provide opportunities for personal and professional development.

- Operate Performance Management linked to clear job specifications.
- Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload, as well as external commitments.
- Provide extra support from the Headteacher, Assistant Headteacher and Senior Management Team during certain times of particular challenge and/ or difficulty e.g. OFSTED Inspections.
- Promote information about and access to supportive services.
- Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school.
- Maintain contact with staff when they are absent for long periods (through a named person).
- New staff are supported with an appropriate level of induction.
- Leaders will promote an open listening culture that responds quickly to problems.
- Provision of a welcoming and tidy staff room that is sensitive to issues of race, gender, homophobia, culture and disability.
- Conduct an exit interview with resigning staff to help identify any wellbeing issues that may have lead to their resignation.
- The regular and systematic monitoring of staff absences, staff/children/family relationships and the recruitment and retention of staff. Absence monitoring can include, when triggers are met, support meetings to explore actions and solutions between the line manager or Headteacher and staff member.
- Positive comments made about the school and staff are shared.
- Successes are celebrated.

Role of Governing Body

- 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 regards 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
- Governing Body will conduct regular Staff Wellbeing surveys and publish results with staff.
- Governing Body to host a staff meeting to discuss staff wellbeing and offer an open listening forum and support school staff appropriately with wellbeing issues.
- Positive comments made about the school and staff are shared.
- Successes are celebrated.

Practical Actions to Support New Staff

- School Induction
- Allocated mentor, buddy or support person
- All staff to have a named identity badge.

- At the end of the first week of employment staff will have a review with the supporting person.
- Review meetings held after 2, 4, and 6 months.

Practical Actions to Support New Roles

- Decide who will be the supporting person for the new role.
- Initial meetings to agree a job description will be held.
- An initial discussion of roles and responsibilities will be held.
- Introduction/visits to school/class or environment in which the role will be carried out.
- Establish a pattern of support and training.
- End of first week review with supporting person.
- 1:1 support for new tasks.
- 2, 4, and 6 month reviews

Managing specific Wellbeing issues

- The school will provide support and discuss options as appropriate to the circumstances. In some cases this may include external support.

The school will continue to support even when external services are involved.

- Positive Handling Debrief to be held if an incident occurs as this can affect staff members especially if they or the child is hurt. (See Positive Handling Policy)
- Completing a stress Risk Assessment with individuals and following through with any actions identified (Appendix A).
- Support in place for staff who are experiencing challenging circumstances outside of school through discussion and an open door policy. We can signpost to support in and out of school and consider a plan of workload and duties that could be managed differently during challenging or emotional periods.
- Support in place for staff who are experiencing challenging circumstances inside of school will follow workplace procedures, but also supported by another member of staff who is not involved in any support programmes or capability procedures.

Monitoring Arrangements

This policy will be reviewed annually by the SMT and a representative of the Governing Body. All staff will be given the opportunity and consulted on changes made to this policy and Work Related Stress Risk Assessment, which will also be reviewed on an annual basis. At every review, it will be discussed and approved by the full Governing Body.