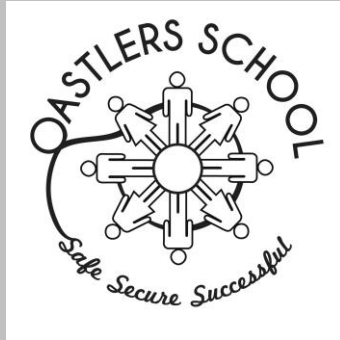


Wellbeing Policy for staff



Oastlers Policy

Approved by Governing Body	January 2020
To be Reviewed by	March 2023
Signed on Behalf of the Governing Body	Sue Mawson

Policy Statement:

The wellbeing of staff at Oastlers School is paramount to maintaining a successful and forward thinking school and an outstanding learning experience. Oastlers School recognises that the staff are its most important resource and are to be valued, supported and encouraged to develop personally and professionally within a learning and caring community.

The school believes that staff wellbeing support needs to be personalised and bespoke to meet the specific needs of staff as these arise. How staff feel on an everyday basis is likely to affect their performance and therefore impact on the ethos and atmosphere of the school, which in turn affects learners. If staff are happy, motivated and are purposeful in their approach this will have a huge positive impact on the wellbeing of learners resulting in happier learners who achieve more.

The school will embed practices and routines to support staff by providing opportunities for them to reflect on their own needs, develop their emotional literacy, and recognise when they need individual support. The school will raise awareness of the support and services available, understanding that ultimately, staff need to take responsibility for recognising and addressing their own issues of concern, in order to reach a resolution that allows them to continue to work in an efficient and positive way.

A considered approach to staff wellbeing will ensure that we are able to:

- Attract and retain the calibre of staff needed for an outstanding education system.
- Improve our school's effectiveness by actively reducing staff absenteeism.
- Develop an enthused and motivated workforce, with high morale, capable of delivering the best education for our learners.
- Improve team work, staff development and co-operation by effectively distributing leadership and creating new leaders.
- Recognise and respond to workload and work life balance concerns
- Respond to individual needs in a personalised way
- Improve our workplace understanding and communication about wellbeing and mental health issues, in order to create a supportive, positive climate for all.

The purpose of this policy is to detail the school practices that support staff with positive health and wellbeing, in order to minimise the likelihood of a skewed work- life balance, of work related stress and other related conditions, and to ensure that all staff are aware of how to access further professional support and guidance where appropriate.

Key Aims of the policy

- To support staff in their day to day work routines.
- To acknowledge that the needs of both the school and its staff are not static, but change over time.
- To acknowledge the need for the school's leadership, union/staff representatives and staff to discuss achievable work-life balance solutions.
- To carefully plan and agree work-life balance solutions (including flexible working practices) where possible and appropriate without impacting on opportunities for learners to succeed.
- To encourage a partnership approach to meeting the needs of both the school and the staff.
- To operate in a fair and consistent manner.
- To take into account the equality implications or impact of any support strategies that may be introduced.
- To communicate work-life balance suggestions and advice to all staff.

- To include a monitoring, evaluation and review mechanism, linked to performance management and the school improvement plan, for work-life balance initiatives and strategies.

Legal framework

This policy has due regard to relevant legislation, including but not limited to, the following:

Health and Safety at Work etc. Act 1974
 Employment Rights Act 1996
 Employment Relations Act 1999
 Equality Act 2010
 The Management of Health and Safety at Work Regulations 1999
 MHFA England – Line Managers Resource 2016.

Guidelines for Implementation

The Head teacher, Senior Leadership Team and Governing Body will implement the wellbeing policy by ensuring that they: -

- Promote a school ethos where all staff are valued and where respect, empathy and honesty are the cornerstones of all school relationships.
- Ensure that new staff are supported with an appropriate level of induction.
- Provide opportunities for personal and professional development.
- Support staff to enjoy a work-life balance, providing them with opportunities to reflect upon their own arrangements.
- Model good practice and positive approaches to health and wellbeing
- Provide opportunities for all staff to socialise and relax with each other, in both formal and informal contexts.
- Ensure the provision of a welcoming and tidy staff room that is sensitive to issues of race, gender, sexual orientation, culture, faith and disability.
- Maintain quality staff facilities and accommodation e.g. access to refreshments, adequate seating and toilet facilities.
- Provide, and attend training to promote a greater knowledge and understanding of wellbeing and mental health within the Oastlers setting.
- Ensure that employees assist in the development of good practice and that they do not, through their actions or omissions, create unnecessary work for themselves or their colleagues.
- Appoint a member of the Senior Leadership Team as a Wellbeing Lead for the school.
- Allocate funds for a wellbeing budget, and consult with staff as to how to make best use of this fund to ensure that the needs of staff and the school are met.
- Respond sensitively and flexibly to external pressures that impact on staff lives whilst at the same time ensuring the efficient running of the school.
- Provide non-judgmental and confidential support.
- Provide extra support from the Head teacher and Senior Leadership Team during times of particular challenge and/ or difficulty e.g. OFSTED Inspections.
- Promote information about, and access to, supportive services.
- Make referrals for employees to Occupational Health professionals and/or counsellors / life coaches or any other services when appropriate, and with consent.
- Adopt a return from absence plan which will promote a positive, caring approach for those staff who are returning to work following sick leave, in order to better support mental health and wellbeing, and decrease absenteeism.
- Maintain contact with staff when they are absent for long periods (through a named person)

Commitment

The following issues will be routinely monitored and reviewed in order to support employees' work life balance

- **Unmeasured Working Time.** Where employees are contracted to work unmeasured time the Head teacher will ensure that the school's requirements and expectations are reasonable.
- **Employment Policies and Practice.** The school will adopt and apply 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 or the achievement of learners. The Head teacher and Leadership Team will adopt policies and provide clear guidance on absences for public or trade union duties, or for personal reasons (for further detail please refer to the Attendance Management Policy)
- **Individual and Team Workloads.** The Senior Leadership Team will aim to ensure that the school's timetable reflects a fair and reasonable balance of work between different members of staff. They will ensure that new and emerging priorities are discussed with the employees affected adversely, and that ways of managing the implications for individual workloads are addressed.
- **Planning and Policies.** The Senior Leadership Team will aim to ensure that the preparation of documentation should be no more elaborate than is necessary, and is consistent with its intended purpose.
- **Meetings.** Members of staff arranging meetings will ensure that patterns of meetings are appropriate to the requirements of the whole school and departments and that any agreed patterns are adhered to. Leaders convening meetings will specify a target finishing time and adhere to it. Objectives of and outcomes from meetings will be clear and concise.
- **Administration.** Administrative work will be delegated to appropriate support staff when required and systems will be regularly reviewed. Requests for information, statistics, policies and similar will be assessed for their importance and benefit to the school and where possible will be collated by support staff.
- **Individual support and training.** Individual support, including confidential counseling through the School's HR Advisory Service, are made available to employees so that they may raise concerns about problems and difficulties, which affect them either in their work or their family/personal life.
- **Supervisions and Appraisals.** The Senior Leadership Team will provide a clear structure and timeline for all appraisal and supervision routines, and will ensure that appraisal or supervision targets are specific, measurable, time limited and linked to clear job specifications.

Health and Safety

The school recognises its duty to consider the health, safety and welfare of all employees at the school. The Head teacher and staff are responsible for dealing with issues and incidents where the safety and welfare of staff is at risk (which can impact on wellbeing).

It will be the responsibility of each individual member of staff to raise awareness with the relevant line manager of any health and safety issues, so that these can be resolved swiftly with a minimal impact of staff health and wellbeing.

Good practice to promote staff well-being may include:

- Daily communication via morning staff briefings.

- Recognition of staff birthdays and special occasions.
- Staff breakfast event once per term.
- A weekly wellbeing afternoon, with no meetings, and scheduled relaxation and teambuilding activities such as yoga, football and music.
- Lunch to be provided on the first staff development day of each year, with subsequent days decided upon depending on the type of training being carried out.
- Positive feedback about the school and staff being regularly shared.
- Successes celebrated together.
- Social activities organised for staff by staff.
- One week per term is delegated as 'wellbeing week', and kept clear of all meetings and after school events, allowing staff to leave promptly and enjoy leisure time away from school.
- One 'wellbeing day' per year, per staff member, to be taken on a day of their choice, for the purpose of their choice.
- Use of administrative staff to support the wider workforce.
- Use of a staff wellbeing survey annually to encourage participation, feedback and development of policy and practice.

Monitoring and review

All members of staff are required to familiarise themselves with this policy as part of their induction programme, and annually as a result of any policy amendments.

The Head teacher, SENCO or appropriate member of the Senior Leadership Team will formally review this policy on three year basis, and will make changes in light of legislative change, or feedback from the annual survey as appropriate.

Current arrangements for identified link wellbeing leads:

The named person in school for well-being is **Fiona Graham**.
The named governor for well-being is **Sue Woolmore**.