



Staff Well-being Policy

King David Primary School

Approved by:

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1. Aims

This policy aims to:

- › Support the wellbeing of all staff to avoid negative impacts on their mental and physical health
- › Provide a supportive work environment for all staff
- › Acknowledge the needs of staff, and how these change over time
- › Allow staff to balance their working lives with their personal needs and responsibilities
- › Help staff with any specific wellbeing issues they experience
- › Ensure that staff understand their role in working towards the above aims

2. Promoting wellbeing at all times

Wellbeing means the physical, emotional and psychological health of the team. Good levels of wellbeing enable staff to engage at work, to cope with the demands of their role, to feel motivated and to have good levels of resilience in response to challenge.

We recognise that as a school, we all have responsibility for supporting our colleagues.

2.1 Role of all staff

All staff are expected to:

- › 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

2.2 Role of line managers

Line managers are expected to:

- › Maintain positive relationships with their staff and value them for their skills, not their working pattern
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- › Provide a non-judgemental and confidential support system to their staff
- › Promote an 'open door policy' where staff can talk in confidence to their line manager (or member of SMT) at any time about any issues they might be having.
- › Take any complaints or concerns seriously and deal with them appropriately using the school's policies
- › Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance
- › Make sure new staff are properly and thoroughly inducted and feel able to ask for help
- › Understand that personal issues and pressures at work may have a temporary effect on work performance, and take that into account during any appraisal or capability procedures
- › Promote information about and access to external support services
- › Help to arrange personal and professional development training where appropriate
- › Keep in touch with staff if they're absent for long periods
- › Monitor staff sickness absence, and have support meetings with them if any patterns emerge
- › Conduct return to work interviews to support staff back into work
- › Conduct exit interviews with resigning staff to help identify any wellbeing issues that lead to their resignation
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2.3 Role of senior staff

Sheree Ailion has responsibility for Mental Health and Wellbeing.

Senior staff are expected to:

- › Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
- › Manage a non-judgemental and confidential support system for staff
- › Monitor the wellbeing of staff through regular surveys and structured conversations
- › Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
- › Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
- › Make sure job descriptions are kept up-to-date, with clearly identified responsibilities and staff being consulted before any changes
- › Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives
- › Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school
- › Make sure that the efforts and successes of staff are recognised and celebrated
- › Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
- › Provide resources to promote staff wellbeing, such as training opportunities
- › Promote information about and access to external support services
- › Organise extra support during times of stress, such as Ofsted inspections
- › Consider how to ensure staff feel part of a team, valued and supported.

- › Prioritise their own wellbeing in order to lead others effectively, establish a supportive school ethos, set a positive example and be able to support staff. Perhaps add how there is support in place for SLT and specifically the Head Teacher, e.g. through the Chair of Governors
- › Monitor general staff wellbeing, e.g. introduce a staff wellbeing survey to understand the key issues in school and the impact of measures taken to support wellbeing.
- › Offer opportunities for supervision to help staff feel confident when supporting pupils with complex issues (e.g. safeguarding or mental health). I'm not sure if this should come within line management? Can external support be sought if needed? Do staff know how?

2.4 Role of the governing board

Mrs Debbie Haffner is the Link Governor with responsibility for staff and pupil well-being.

The governing board is expected to:

- › 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

2.5 Positive Wellbeing Support

Whilst we recognise that there may be times when individuals will need extra support, we also recognise that school should promote good mental health at all times for our staff. We have a number of systems in place to support a whole-school, universal approach to promoting emotional wellbeing for everyone. Such as:

- A school ethos of positivity and resilience.
- A large, well-equipped staffroom
- Celebrations of staff achievements and good work
- Sharing good practice in all staff meetings
- Staff consultation on all aspects of school decision making (where appropriate)
- Regular staff social events
- Staff wellbeing events or activities
 - Encouraging peer mentoring where staff from varying levels of seniority can coach each other in an area linked to their expertise or skill set.
 - Use of staff training and CPD
 - Using flexible working systems and schedules
 - Gaining feedback from staff and acting upon this in a meaningful way
 - Opportunities for individuals to decide where and when they work where possible, e.g. PPA at home. .
 - Encouraging integration across the whole school team (social events, birthday celebrations etc).
 - Encouraging buddy systems where staff can support each other

3. Managing specific wellbeing issues

The school will support and discuss options with any staff that raise wellbeing issues, such as if they are experiencing significant stress at school or in their personal lives.

Where possible, support will be given by line managers or senior staff. This could be through:

- Giving staff time off to deal with a personal crisis
- Considering flexible working arrangements for a designated period of time
- In-class support from a colleague or TA.
- Arranging external support, such as counselling or occupational health services
- Signposting to other agencies.
- Completing a risk assessment and following through with any actions identified
- Reassessing their workload and deciding what tasks to prioritise
- Supportive return to work plans informed by the staff member and Occupational Health (if needed)

At all times, the confidentiality and dignity of staff will be maintained.

Warning Signs

- Excessive worrying or fear
- Inability to carry out daily activities or handle daily problems or stress
- Feeling excessively sad or low
- Confused thinking or problems concentrating
- Extreme mood changes, including uncontrollable 'highs' or feelings of euphoria
- Prolonged or strong feelings of irritability or anger.
- Avoiding friends and social activities
- Difficulties understanding or relating to other people
- Changes in sleeping habits or feeling tired and low energy
- Changing in eating habits
- Inability to perceive changes in one's own feelings or behaviour
- Multiple physical ailments without obvious cause.

4. Monitoring arrangements

This policy will be reviewed annually.

At every review, it will be approved by the Governing body.

5. Links with other policies

This policy is linked to our:

- Appraisal policy
- Behaviour policy
- Capability procedure
- Staff code of conduct

Whole school Well-being Policy