



HALL GREEN SCHOOL

STAFF WELLBEING POLICY

Adopted:	13 July 2022
Next Review:	July 2024
Governing Committee:	Full Governing Body
Responsibility:	Headteacher

This policy is created and reviewed by the Headteacher in collaboration with the Staff Wellbeing Group. It is based on guidance from the DfE Education Staff Wellbeing Charter.

Aims

- To create a culture of wellbeing across the school.
- To promote a productive, engaged and present staff body.
- To support staff's physical and mental resilience required for the different roles they carry out.
- To provide a supportive work environment for all staff.
- To ensure the school operates sustainable policies and procedures that permit a work life balance while maintaining professional standards.
- To ensure that staff understand their role in working towards the above aims.

Benefits

An effective staff wellbeing programme is a worthwhile goal for its own sake, but it also brings with it benefits for the core school purpose of educating our young people.

An effective programme will:

- enhance staff enjoyment of their roles;
- lead to increased staff effectiveness;
- reduce sickness absence, with less cover and lower supply costs;
- support recruitment and retention of staff;
- model healthy lifestyles and mental attitudes for pupils.

Related Policies

- Staff sickness Absence Policy
- Health and Safety Policy
- Equality and Diversity Policy
- Flexible Working Policy
- Staff Code of Conduct
- Staff Handbook
- Maternity, Paternity, Adoption and Parental Leave Policy
- Staff Pay Policy
- Teaching staff and support staff appraisal policies.

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.

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;
- Provide a non-judgemental and confidential support system to their staff;
- 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.

Role of Headteacher

The Headteacher's role is to:

- Create a positive and supportive atmosphere throughout the school;
- Ensure policy development in the school has regard for workload impact;
- 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;
- 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;
- Champion flexible working;
- Champion and celebrate diversity, eliminating discrimination and advancing equality of opportunity;
- Support staff to progress in their careers;

- 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;
- Ensure national initiatives such as the DfE Wellbeing Charter are carefully considered and implemented where appropriate;
- Ensure a member of the Senior Team is trained as a Senior Mental Health Lead and implementing relevant initiatives;
- 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.

Role of the 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;
- Prioritise staff wellbeing, including mental health;
- 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 a Link Governor for Wellbeing is in place.

Staff Wellbeing Group

Terms of reference of the group:

- All staff will be invited to join the group at the start of each academic year.
- There will be no maximum size although if large numbers sign up, the structure of meetings will be considered to ensure effectiveness. It may be that a sub-group is created if necessary.
- The Headteacher chairs the first half of the meeting, but leaves and hands over the role of Chair to another staff member. This allows for issues to be raised without the presence of Senior staff.
- Staff may raise issues during the meeting that they feel affect staff wellbeing.

Existing practices that promote staff wellbeing

- Staff are consulted on a range of proposals and policies. Currently new policy is developed principally by the senior team. As part of this process the senior team considers the workload impact of any new policies. In addition, many new policies are shared with staff at the development stage, either through whole staff briefing, middle leader meetings, and/or Staff Wellbeing group meetings. Policies that affect support staff are often developed with

the relevant teams. Staff and union representatives are consulted on policies that affect staff employment terms and conditions.

- Policies are also subject to review, where staff are invited to provide feedback to senior team on effectiveness and ease of use, and as a result policies are updated.
- Flexible working policy: allows staff to request adjustments to working hours. Many staff work part time, and the Deputy Headteacher responsible for the timetable works hard to make sure that staff are able to work on the days that they request.
- Some flexibility for staff to take time off school for non-urgent or personal reasons.
- Staff are consulted on calendar options - for example the timing of holidays and the use of twilight CPD time.
- Staff consultation takes place on proposals to change the school day, when relevant.
- Staff are invited to make recommendations for improvements to the school site, such as redecorating, or the use of the staff room.
- Staff are provided with catering at staff inset events, and the end of year buffet with staff past and present is an event enjoyed by many.
- Some staff run sweepstakes, charity drives etc. and invite staff to get involved.
- The Education Support charity's resources and support is promoted to all staff.
- 'Staff shout outs' – Messages of thanks and recognition between staff are shared through briefing.
- Staff supervision once a half term is in place for those directly involved in safeguarding.
- All staff have had the opportunity to meet with an external coach to support their wellbeing post pandemic.
- A buddy system is in place for new staff and offered to all staff throughout the year.
- Regular staff wellbeing surveys are in place to capture staff voice.
- Refreshments available each break time in the staff room.
- Mental Health First Aid training offered to all staff.