



Staff Emotional Health and Wellbeing **Policy**

<u>Review Programme:</u>	
Policy adopted:	Autumn 2019
Date for next review:	Spring 2024
Signed – Headteacher:	<i>P. Campbell</i>
Date:	18/01/22

Staff Emotional Health and Wellbeing Policy

At Sketchley Hill Primary School we recognise that our staff are our most important resource and are valued, supported and encouraged to develop personally and professionally within a caring, nurturing and purposeful learning community.

We recognise that there is a direct correlation between the wellbeing of our staff and the wellbeing of our pupils, and that the culture and ethos of a school are determined by the extent to which staff work towards a shared vision.

We believe that it is essential that all staff feel part of a valued team, have the opportunity to express their views, have their suggestions for improvements taken seriously and are supported to manage their workload within a culture that supports a healthy work-life balance.

The purpose of this policy is to ensure that we embrace the many school practices that support staff health and wellbeing, to minimise the harmful effects of stress and ensure that there is cohesion in working towards health and wellbeing for all staff. It outlines some of the ways in which we commit to maintaining staff wellbeing and it recognises that each individual member of staff and their circumstances are different but provides an overview of the basis on which everyone can contribute, and expect to be treated.

Aims

We aim to ensure that our school:

- ❖ supports staff emotional health and wellbeing
- ❖ minimises stress
- ❖ helps staff to keep a healthy work-life balance
- ❖ helps staff to manage their family and work responsibilities
- ❖ ensures staff feel valued
- ❖ recognises and promotes the importance of a happy team
- ❖ involves staff in decision making
- ❖ takes account of equality implications.

Roles and Responsibilities

The Senior Leadership Team (SLT), governing body and school staff will work towards an ethos where everyone is valued, where respect, empathy and honesty are the cornerstones of all school relationships and where health and wellbeing are held central to Sketchley Hill Primary School.

We expect all staff to show respect and empathy for each other, and to treat confidential information sensitively and according to school policy.

The governing body is responsible for:

- ❖ fulfilling its duty of care as an employer
- ❖ monitoring the workload of the Headteacher
- ❖ ensuring that the resources are in place to keep staff workload at healthy levels
- ❖ reviewing this policy in conjunction with the Headteacher
- ❖ considering how its own members are treated and valued
- ❖ ensuring that demands are not placed on individual members of staff that interfere unfairly with their work-life balance
- ❖ operating a sensitive performance management policy
- ❖ ensuring that other school policies and procedures take account of staff wellbeing
- ❖ overseeing that change management is operated in a fair and reasonable way.

The Headteacher and Senior Leadership Team are responsible for:

- ❖ providing personal and professional development such as team building, management of change, stress management, assertiveness, communication
- ❖ providing a non-judgemental and confidential support system such as coaching, mentoring and pastoral support for staff
- ❖ monitoring the workload of members of staff and being alert to signs of stress
- ❖ listening to the views of members of staff and providing a range of strategies for involving staff in school decision making processes
- ❖ ensuring that the efforts and successes of staff are acknowledged and celebrated
- ❖ prioritising reforms and innovations
- ❖ ensuring that staff are equipped with the right training to do the job confidently
- ❖ ensuring that staff feel valued and that time is set aside for them
- ❖ providing informal meeting guidelines when appropriate that are agreed upon and followed
- ❖ planning the year's timetable considerably bearing in mind staff commitments (The Grand Plan)
- ❖ providing opportunities for staff to discuss their aspirations and career intentions through the Performance Management process
- ❖ making special arrangements, where possible, to enable staff to combine the demands of family life and work life
- ❖ recognising that staff may have experiences in their personal lives that may make them vulnerable to pressures at work, and which may have a temporary influence on their work performance e.g. health issues, bereavement or loss, or personal circumstances
- ❖ ensuring the accessibility of SLT to members of staff
- ❖ ensuring that there are effective methods of communication

- ❖ ensuring support services are made available or signposted on behalf of members of staff where additional specialist support is needed
- ❖ maintaining appropriate contact with staff during long absences
- ❖ ensuring that an informal mentor system operates within the school and especially for each new member of staff and that the staff induction process is put into place
- ❖ relevant time protected for staff such as PPA, staff meeting time for Leadership & Management

The Headteacher implements these responsibilities with the support of appropriate staff such as the Deputy Headteacher, and SLT who all strive to be positive role models through their own practice.

Members of staff are responsible for:

- ❖ treating one another with empathy, respect and kindness
- ❖ taking care of their own health and safety at work and communicating with key staff where they need support
- ❖ being committed to the ethos of staff wellbeing and keeping in mind the workload and wellbeing of colleagues
- ❖ valuing all members of staff in the school and acknowledging the important role that everyone takes
- ❖ contributing to the ethos and social aspects of school life where possible to build morale and effective team spirit

Examples of good practice may include:

- ❖ providing lunch and refreshments in INSET training and other school related events
- ❖ carrying out team-building exercises as part of staff CPD
- ❖ providing relaxation opportunities for staff
- ❖ giving staff the option to plan their own social activities
- ❖ holding designated health and wellbeing sessions
- ❖ thanking staff for their hard work
- ❖ remembering staff birthdays
- ❖ continually reassessing marking and planning workloads
- ❖ avoiding holding unnecessary meetings after school
- ❖ celebrating staff achievements
- ❖ enabling staff to attend their children's important events
- ❖ providing pastoral services – confidential sessions
- ❖ creative spaces for staff to be able to meet, relax and work quietly
- ❖ providing creative opportunities for building morale and promoting wellbeing
- ❖ staff attend one staff meeting per week and no more than one other – a maximum of two per week
- ❖ staff are given time in staff meetings to undertake action plans, catch up on reading etc

Support in specific circumstances

The school will provide support and discuss options as appropriate to specific circumstances. In some cases, it may be necessary to seek external services but the school will continue to support even when external services are involved.

Staff are encouraged to arrange medical appointments outside of school hours. Where this is not possible, support will be given on an individual basis.

Where possible, staff are supported with their work-life balance and wellbeing outside the school. This could be through providing staff with paid leave for special events and celebrations, or time off to deal with specific family circumstances or crises.

Examples of good practice may include:

- ❖ capability and absence management & return to work procedures to ensure that individuals are supported back into work following illness
- ❖ suitable adaptations for disability

Related policies

This policy should be read in conjunction with policies for:

- ❖ Pupil Emotional Health and Wellbeing
- ❖ Equal Opportunities
- ❖ Performance Management
- ❖ Health and Safety
- ❖ Attendance Management
- ❖ Whistleblowing

Signposting

We will ensure that staff, children are aware of sources of support within school and in the local community.

We will display relevant sources of support in communal areas such as common rooms and toilets. Whenever we highlight sources of support, we will increase the chance of staff help-seeking by ensuring staff understand:

- what help is available
- who it is aimed at
- how to access it
- why to access it
- what is likely to happen next