GILLINGSTOOL PRIMARY SCHOOL

Inspire ~ Believe ~ Achieve

STAFF WELLBEING POLICY

Signed ...

Name: Dave Llewellyn
Chair of Governors
Date: March 2020

Signed .....

Name: Caroline Carter
Headteacher
Date: March 2020

Policy Statement

At Gillingstool Primary School we recognize that our staff is our 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 and pupil achievement/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 Code of Conduct Policy and other staff policies which are held electronically.

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. To build a community which promotes the health and well-being of all its staff members; to promote a harmonious and positive working environment in which the staff feel valued and supported.

Implementation of the staff wellbeing policy

The Headteacher, Senior Management Team and Governing Body will:-

- act as positive role models;
- promote a school ethos where all staff are listened to, valued and where respect, empathy and honesty are the cornerstones of all school relationships;
- encourage safe working practices and regularly assess the risk of work activities, including the risk of excess stress (see also H&S policy);
- ensure all staff understand their roles and responsibilities and have clear job specifications;
- lead performance management linked to job specifications;
- ensure new staff are supported with an appropriate level of induction;
- ensure Newly Qualified Teachers are supported through induction and mentoring (see also NQT policy);
- acknowledge and celebrate personal and professional achievements and successes;
- provide extra support during certain times of particular challenge and/ or difficulty e.g. OFSTED Inspections;
- regularly review the demands on teacher time spent on paperwork and seek practical alternative solutions wherever possible;
- share decision making processes with staff, where possible, to ensure they are clearly understood;
- provide appropriate opportunities for personal and professional development CPD, Developmental Drop Ins and coaching;
- monitor staff absences, staff/children/family relationships and the recruitment and retention of staff and provide support meetings to explore actions and solutions
- maintain contact with staff when they are absent for long periods (through a named person).
- provide a non-judgmental and confidential support system (Wellbeing Coordinator);

- respond sensitively and flexibly to external pressures that impact on staff lives whilst at the same time ensuring the efficient running of the school and
- promote information about and access to supportive services.

A named Well-being Co-ordinator (Emma Stimpson) will ensure that the school environment continues to promote staff well-being, and alert the Headteacher or if this becomes compromised.

A welcoming and tidy staff room will be provided which is sensitive to issues of race, gender, homophobia, culture and disability. Opportunities will be provided for all staff to socialise and relax with each other, in both formal and informal contexts.

Quality staff facilities and accommodation will be provided e.g. access to refreshment, adequate seating and toilet facilities.

Practical Actions to Support New Staff

- School induction procedures followed
- Allocated mentor, buddy or support person.
- All staff to have a named identity badge.
- Initial meeting to agree roles and responsibilities and a job description will be held.
- At the end of the first week of employment staff will have a review with the supporting person.
- Review meetings will be held after the first half term, term three and term six.

Good practice to promote staff well-being include:

• Lunch provided on the first staff development day of each year, subsequent days will be decided depending on the type of training being carried out.

• Positive comments made about the school and staff are shared.

• Successes are celebrated on the staff shout out board.

• Social activities are organised for staff by staff.

• Concerns are shared with line managers through regular meetings and discussions, and the operation of an open-door policy.

• No emails or work related text messages will be sent between the hours of 7PM and 7AM from Monday – Thursday, after 5pm on a Friday. This email window could applies during term time and holiday periods.

When Problems Arise

Support in place for staff who are experiencing challenging circumstances outside of school.
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. Support in place for staff who are experiencing challenging circumstances inside of school will follow workplace procedures, but staff will also be supported by another member of staff who is not involved in any coaching programmes or capability procedures.

Incidents involving 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 Physical Intervention Policy)

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.

Time off work for medical reasons

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

Managing Absence Due to Ill Health

Please refer to Managing Sickness Policy.

Monitoring and Evaluation

The well-being of staff will be monitored through

- Appraisal and informal day to day discussions with the Headteacher.
- Staff meetings
- Monitoring of sickness absence data referrals to the
- Monitoring of referrals to the Occupational Health and counselling support services

- Monitoring of staff turnover and exit interviews
- Monitoring of the number of grievance cases
- H&S monitoring of best practice

The policy will be reviewed every three years