

# **St John's C of E Academy**

## **Staff Well-being Policy**

<b>Policy Lead:</b>	<b>Principal</b>
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## **Statement of intent**

St John's C of E Academy is committed to protecting the health, safety and welfare of our employees. Preventing stress is a major factor in maintaining the wellbeing of the school's staff, which remains a key priority. In light of this, the school understands the importance of trying to reduce and deal with stress, and the factors that may cause our employees to become stressed.

The purpose of this policy is to outline the responsibilities of the school and staff members in supporting wellbeing and promoting mental health, and to advise employees on how to deal with mental health issues and prevent stress.

## **1. Legal framework**

This policy has due regard to all relevant legislation and guidance 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
- DfE (2018) 'Workload reduction toolkit'

This policy operates in conjunction with the following school policies and procedures:

- Health and Safety Policy
- Staff Attendance Management Policy
- Induction of New Staff procedures
- GDPR Data Protection Policy

## **2. Roles and responsibilities**

The Governing Body is responsible for:

- Ensuring the effective implementation of this policy.
- Ensuring the school's ethos reflects its commitment to reducing workload and creating a working environment that is focussed, purposeful and considers individuals' wellbeing.
- Ensuring staff roles and responsibilities are clearly defined and monitored.
- Ensuring that all school policies are assessed for workload impact.
- Encouraging stress awareness throughout the school – promoting stress as a serious issue rather than a weakness.
- Consulting the Headteacher on managing staff stress and promoting wellbeing, including them in any decisions that need to be made.
- Ensuring the Headteacher puts measures in place to support staff wellbeing.
- Actively trying to eliminate stressors in the school, e.g. by considering the format and quantity of information it requests from the Senior Leadership Team.

- Ensuring monitoring visits are strategic, focussed and reflective of its monitoring plan, and being clear with staff ahead of the visit about what the focus will be and the information that will be required from them.
- Recognising mental health issues and appointing a mental health and wellbeing governor who will oversee managing and supporting staff mental health.
- Ensuring staff are supported in their roles and that actions are taken to mitigate overbearing stress in the workplace.
- Ensuring all Governors meetings are purposeful, focussed, structured and relevant to the school development priorities.
- Developing an annual schedule of work and ensuring work is not duplicated between meetings of committees and the full governing body.

### **The mental health and wellbeing Governor is responsible for:**

- Influencing the setting of a school vision which creates a positive wellbeing culture and is underpinned by equality values, a system of accountability, and robust policies and procedures.
- Ensuring the school's strategic plan includes objectives linked to improving, supporting and responding to the mental health of staff.
- Ensuring the school has appropriate policies in place that include objectives focussed on meeting staff needs.
- Ensuring there is a whole-school approach to mental health and wellbeing embedded within leadership practice, the curriculum, the school's values and ethos, and the social and physical environment.
- Meeting with senior leaders on a regular basis to monitor and review the impact of provision and interventions.
- Working with the Principal to ensure that appropriate training is put in place to support staff.
- Reporting to the governing body on the successes and areas of improvement in planned interventions, and the resources that are in place.

## **The Principal is responsible for:**

- Creating a positive and supportive atmosphere throughout the school.
- Implementing CPD which equips staff with the tools needed to effectively manage stress.
- Developing a sensitive performance management process that is linked to clear job specifications.
- Including all staff in the school's decision-making processes, where possible.
- Organising extra support for staff at times of increased stress, e.g. during Ofsted inspections.
- Encouraging staff to take advantage of any initiatives introduced to promote wellbeing and effective working, e.g. an employee assistance programme.
- Ensuring that all policies that affect staff wellbeing are properly adhered to and reviewed.
- Monitoring employees' workloads, ensuring they are not overworked, and providing regular updates regarding absence to the governing body whilst maintaining staff confidentiality in line with the GDPR Data Protection Policy.
- Attending all necessary training, keeping skills current and setting a good example for staff.
- Regularly communicating with staff, encouraging them to be open when discussing stress.
- Conducting and implementing the recommendations of risk assessments, considering the causes of stress.
- Ensuring all staff have read and understood this policy.
- Organising thorough inductions for new employees, explaining the school's policies and code of conduct.

## **The School Business Manager is responsible for:**

- Encouraging all staff to attend events and training opportunities that promote wellbeing and health.
- Providing information that helps staff to manage stress effectively.
- Ensuring that regular contact is maintained with members of staff who are absent for long periods of time.

- Ensuring new members of staff have received all the relevant information they require, including the procedures for raising concerns about wellbeing.
- Gathering information in any cases that allow monitoring of this policy.
- Monitoring all staff absences and reporting this information to the Headteacher.

### **All staff members are responsible for:**

- Being able to recognise the early signs of stress or mental health issues in themselves and their colleagues.
- Supporting co-workers if they become stressed, which may include practical assistance or emotional reassurance.
- Maintaining a healthy work-life balance.
- Promoting a positive, supportive atmosphere throughout the school.
- Being open to discussing stress.
- Reporting honestly about their wellbeing and any incidents of stress, e.g. being overworked.
- Where possible, asking for help when they feel under pressure or stressed.
- Attending events and training opportunities which promote wellbeing and health.
- Not acting in a manner which endangers themselves or others.
- Undertaking additional training and personal development opportunities.

### **3. Identifying warning signs**

The school recognises that individuals will react differently to stressful situations and become stressed by different situations and stimuli throughout their working lives. Because of this, it is important that staff understand the different factors that may cause themselves or their colleague's stress.

**The following sources of stress can often be attributed to work:**

- Overworking or undertaking work that does not match the employee's skills and abilities
- Fear of change and trying to cope with change, e.g., advancements in technology
- Insufficient workload or not being able to use skills
- Lack of job security
- Poor relationships with colleagues and a lack of involvement
- Harassment or bullying
- Crisis management
- Not having a long-term plan in place
- The school recognises that home and personal lives can also prove stressful for staff; bereavement, separation, financial and family problems make people more vulnerable to stress at work. It is common that a combination of stress at home and work can make people particularly stressed.
- The school will strive to identify and deal with symptoms of stress quickly in order to maintain a healthy workplace.
- The school has a legal requirement to actively respond where any employee displays symptoms of work-related stress.
- All members of staff will be aware of the warning signs that can indicate that a person may be having trouble managing stress.

#### **4. Actions to support staff**

##### **To help manage stress, the Principal will:**

- Lead by example and encourage staff to be open if they feel stressed.
- Make the most of team bonding; using INSET days to build relationships, as feeling comfortable amongst colleagues will make discussing stress easier.
- Assist with work and help employees to manage their workloads.
- Support staff during difficult points in their personal lives, e.g. bereavement.
- Regularly monitor the effectiveness of workload, and impact on wellbeing.
- To effectively address workload issues and support staff wellbeing, the headteacher, working with the SLT, will take the following actions:

## **Measure staff wellbeing and identify workload issues by:**

- Organising structured conversations about workload with staff.
- Arranging workshops and drawing together a summary of outcomes from staff surveys and questionnaires.
- Implement a Staff Workload Charter to outline the commitment and expectations between the governing board, SLT and school staff.
- Evaluate the impact of the actions taken, measuring staff wellbeing, and identifying new workload issues to address (annually).

## **The school will ensure wellbeing is promoted and stress is prevented through good management practices, including the following:**

- Recruitment and selection procedures.
- Clear job descriptions and person specifications to ensure the right candidates are recruited.
- CPD procedures to ensure all members of staff have the necessary skills and abilities to undertake the duties required.
- Performance management procedures.
- Capability and absence management – return to work procedures will ensure that

individuals are supported back into work following illness.

## **5. Self-management**

- Staff are encouraged to act to manage their own stress.
- Staff are encouraged to also make changes to avoid and prevent stress.

## **6. Reporting procedures**

- Staff should be prepared to speak to their colleagues and senior staff if they are feeling stressed in their personal lives or at work.

## **7. Response actions**

- Where problems with wellbeing arise, the necessary support and appropriate actions will be considered. This may include support from HR advisers and/or external services, e.g., occupational health.
- The school will continue to support staff when external services are involved.

## **8. Monitoring and review**

- This policy will be reviewed biannually by the governing board and the Principal.
- Any changes made to this policy will be communicated to all members of staff.
- All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

## **St John's C of E Academy - Fair Workload Charter**

### **Intention**

St John's C of E Academy 'Fair Workload Charter' sets out what staff can expect as part of their role within the school.

St John's C of E Academy wants to be able to recruit and retain staff by:

- ✓ Providing a supportive workplace culture
- ✓ Ensuring they have a fair and reasonable workload
- ✓ Ensuring clear and consistent information sharing
- ✓ Providing high quality training and professional development opportunities that meet the needs of individual members of staff

**1. Providing a supportive workplace culture, which will be ensured by:**

- leaders are committed to addressing workload and supporting staff wellbeing
- leaders having an 'open door' policy
- staff having clear roles and responsibilities
- leaders support staff in their roles – this includes offering guidance, support and training in developing knowledge and skills relevant to their role i.e. safeguarding duties
- access to wellbeing facilities and breaks
- promoting all members of the school community to show genuine appreciation towards others, using praise and thank you!
- offering wellbeing guidance and signposting health and wellbeing services
- the appraisal of all staff to include a review of workload with a supporting action in order to ensure employers exercise their duty of care to employees with regard to workload, including Senior Leaders
- leaders encouraging a good work-life balance

**2. Fair and reasonable workload which will be ensured by:**

- publishing and adhering to termly calendar where possible
- maximising meeting time
- encouraging staff not to send or read email communications between 7.30pm - 6.00am
- Staff are encouraged to turn off email notifications when they are not in a working capacity
- clear communication of policies and procedures – where possible, briefing notes will be provided to support efficiency of information sharing
- for staff other than teachers, the requirements of policies should be reasonably deliverable within contracted hours

**3. Clear and consistent information sharing which will be ensured by:**

- staff wellbeing and workload to be an ongoing area of review and improvement
- using open channels of two-way communication to keep all staff informed
- ensuring staff are fully informed of all relevant School activity, to enable them to be as effective as possible in their role
- providing easy access to essential, useful and engaging information for staff
- promoting all staff to be aware of their responsibility for maintaining good communication practice
- email communication being focused on positive, effective communication and wherever possible, to be solution focused

**4. High quality training and professional development opportunities that meet the needs of individual members of staff by:**

- enabling staff to access the SNMAT induction and training programmes
- enabling staff to access ongoing training programmes linked to essential elements of the school's statutory and professional practice
- providing peer support and coaching

<ul style="list-style-type: none"><li><input type="checkbox"/> gaining views, feedback and input from staff to support the school to plan and prioritise improvements</li><li><input type="checkbox"/> a guarantee from SLT that where possible, any major changes will be planned on an annual basis and shared with staff via the School Improvement Plan</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> ensuring staff are well trained and appropriately qualified</li></ul>
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**The Workload Charter will be regularly reviewed with all staff.**