

Staff Wellbeing Policy

January 2020

Policy Statement – Staff Wellbeing

The wellbeing of staff at Gascoigne Primary School is paramount to maintaining a successful and forward-thinking school. The welfare of pupils is fundamental to all school policies and procedures which are underpinned by moral and ethical values. It is our belief that the best asset in school for pupils are staff who are happy, motivated and focused. Gascoigne Primary School recognises that staff are their most important resource and are to be valued, supported and encouraged to develop personally and professionally. The school believes that staff wellbeing support programmes need to be personalised and bespoke to meet the specific needs of staff. How staff feel on an everyday basis is likely to affect their performance and therefore impact on the ethos and atmosphere of the school which in turn affects pupils. If staff are happy, motivated and are purposeful in their approach this will have a huge positive impact on the wellbeing of pupils resulting in happier pupils who achieve more.

The purpose of this policy is to provide a document that embraces the many school practices that support staff mental health and wellbeing. Where possible to diminish the harm from stress a proactive approach should be implemented where wellbeing support programmes are used to stop the effects of stress from escalating into ongoing anxiety issues. Whilst the school will do everything to support staff in ensuring their wellbeing needs are met, ultimately staff need to take responsibility to work through issues of concern with a view to reaching a resolution.

- All staff members are invited to air their views, ideas and feelings about all issues concerning school at formal meetings and informal gatherings.
- The school operates an 'Open Door' policy for all stakeholders in the establishment allowing a free flow of information and personal thoughts.
- There is a strong 'no blame' culture within the school. Staff achievement is recognised and valued by others within the school.
- Staff members are encouraged to take on new challenges and supported in doing this by others.
- Everyone contributes to providing a happy, caring workplace where all staff members support each other in a bright clean environment.

Staff Wellbeing Lead

At Gascoigne Primary School, Jo Preston (Headteacher) is responsible for ensuring that the health and wellbeing of all staff members is valued by the school. This is done through careful listening to staff member's views and feelings and acting upon them as directed by the staff member. It requires considering the impact of changes at school on staff wellbeing and health and ensuring that all options, views and feelings are explored before any changes are implemented.

The staff wellbeing lead is: Jo Preston

Staff Wellbeing Governor

At Gascoigne there are named staff wellbeing governors who are responsible for ensuring that the health and wellbeing of all staff members is understood and valued by the governors. The named governors ensure that staff wellbeing is a regular item on the Full Governing Body agenda. The staff wellbeing governor liaises with the staff wellbeing lead, Headteacher and staff representatives on the Governing Body to keep informed of the issues of staff health and well-being in school.

The 'staff wellbeing governor' is Jasvir Rayet

Responsibilities for implementing the Staff Well-being policy

The Governors, Headteacher and the School's SLT will:

- Support steps taken to develop a culture of co-operation, trust and mutual respect within the School.
- Champion good management practices and the establishment of a work ethos within the School which discourages assumptions about long term commitment to working hours of a kind likely to cause stress and which enables employees to maintain a reasonable "work life balance".
- Promote effective communication and ensure that there are procedures in place for consulting and supporting employees on changes in the organisation, to management structures and working arrangements.
- Encourage staff to be fully involved in the decisions of the school through staff forums in which staff can talk freely about any issues which impact on their ability to carry out their jobs.
- Encourage initiatives and events that promote health and well-being.
- Treat individuals reporting to them with consideration and dignity, and will promote a culture of mutual respect in the teams they manage. They will not permit unacceptable behaviour and will take decisive action when issues are brought to their attention.
- Attend training as appropriate in order to increase their awareness of the causes and effects of work-related stress.
- Encourage their staff to participate in events and initiatives undertaken by the School to promote well-being and more effective working.
- Take action in the interests of all their colleagues where performance by a member of staff may cause stress to their colleagues.

Staff Members

Staff members will:

- Will make themselves aware of the school's policies on Capability, Bullying and Harassment, Staff Attendance.
- Will assist in the development of good practice and ensure that they do not, through their actions or omissions, create unnecessary work for themselves or their colleagues.
- Will ask their Line Manager for help or support if required. This includes understanding that a good relationship requires communication from both parties and so it's important that issues are raised at the earliest possible moment so that effective strategies can be put in place to manage workloads.
- Will identify opportunities for development and take advantage of those offered by the school.
- Will apply for any requests for leave of absence in advance and be honest about sickness absence leaves.

Staff Safe Haven

There is a commitment to a safe haven for all staff members at Gascoigne Primary School when the need arises. No actual room is designated as a 'safe haven' owing to the busy nature of the school. A comfortable area where the staff member in need of a safe haven feels most at ease is made available when the need arises. Appropriate support such as, time, medication, 'TLC', chat crisis numbers if necessary, is offered to the staff member requiring attention within a safe haven.

Induction of New Staff Members

All new staff will take part in an orientation meeting. All staff members receive a copy of the school Staff Handbook, with most relevant areas discussed immediately. All new members of staff are made to feel welcome and are given as much support as they need. Every new member of staff is also invited to attend the relevant courses to help them develop their new role within the school.

Newly Qualified Teachers (NQTs) are assigned a mentor. Newly qualified and experienced teachers entering the school are supported by all staff members but most closely by the Year Group Leader and the persons within the same Phase team that they will be working.

Newly qualified and new experienced Teaching and Learning Advocates (TLAs) to the school are mentored by the Inclusion Leads and members of their team. The Year Group Leader and class teacher who will be working most often with the new TLA will also support in the development and 'settling in' of the new member of staff.

New administration and/or secretarial staff are mentored by the School Office Manager and Head teacher with support from all other staff members.

New caretakers are inducted by the Office Manager / School Business Manager

New lunchtime supervisors are mentored by the leading lunchtime supervisor and supported by all other staff members.

New Head teachers are supported by the Chair and Vice Chair of Governors as well as the school's HR Consultant.

Staff Inclusion

The opinions, feelings and ideas of all staff members are valued. Any member of the school team knows that they can table new ideas or thoughts about established systems for discussion at formal or informal meetings, such as Monday staff meetings where everyone is invited to attend. Teachers meet once a week to discuss curriculum, calendar dates and other issues. Support staffs meet at least once each half term to discuss school issues. The Senior Leadership Team meets once a week to discuss areas of school business; teaching and learning, Safeguarding and Health issues and other relevant matters as they arise.

The whole school come together to discuss and make decisions about key issues such as the School Improvement Plan, whole school events and School Evaluation Form (SEF). Minutes from all meetings are kept and are available to all.

Before any policy, event or other is implemented in school, each member of staff is given an opportunity to comment upon it. All views are considered before anything is introduced.

Staff workload: the 'work life' balance

The staff team at Gascoigne Primary School are all dedicated people who work extremely hard throughout the day (both at school and at home) to ensure the smooth running of the school and to create the best and most effective learning and teaching environment for the children that can be provided. The school staff team are committed to ensuring that every member of staff takes breaks through the day to eat, drink and 'just sit quietly for a moment.' Everyone is aware of the tremendous workloads that all members of staff have and try wherever possible not to add to it. They also offer to help out and share tasks wherever they can when it is recognised that a particular member of staff is becoming swamped with work due to factors such as the time of year, the absence of another member of staff or other events.

Directed teaching time and Meetings

Staff will have guidelines to directed teaching time at the beginning These include child contact time, CPD meetings, inset days, Parent consultations, PACE meetings, observation feedback and monitoring

Weekly whole staff meetings will last no longer than one hour. Year group leaders will be released to attend monthly meetings.

Time will be built into every staff meeting to allow discussion to take place related to issues of wellbeing. During this time individuals can highlight things that are of concern to them, share ideas, make suggestions or just 'get it off your chest'.

Non-contact time

Teachers – 10% of working week for planning, preparation and assessment (PPA) per week; as a year group and covered by designated Higher Level Teaching Assistants (HLTAs)

Subject leaders will be given appropriate management time to support colleagues and develop their subject area.

Well-being Time

The Health and Well-being of all staff members is a very important issue for everyone. The school promotes a friendly, caring, family ethos where the staff work together as a team to support each other across all areas of school life.

SLT will endeavour to identify times to release teams to spend an hour or two relaxing in the staffroom, or other calm space, half termly or as allows. Staff should not go off site during this time.

There will be supervision for Middle Leaders by the Headteachers and Deputy Headteachers. Supervision for the Senior Leadership Team will be bought in.

There will be well-being drop-in sessions with SLT for each team.

There will be a "Suggestion Box" for staff to post their ideas, suggestions, thoughts and anything else you might want to share.

An audit questionnaire will be distributed aimed at gathering information from all staff members.

Fresh fruit, tea, coffee, milk, sugar and biscuits will be provided in the staffroom for all members of staff to utilise.

There will be termly Open/Pampering protected staff meetings held.

SLT will endeavour to organise a series of Wellness Workshops which will offer support on a range of topics, including Stress Management.

For further information, please check the Staff Room Well-being Board.

The schools will use the following to assess the impact of the staff wellbeing policy:

- Leadership philosophy is evident and a positive role model ethos is prevalent at all levels of leadership.
- School development priorities involve staff and are clearly understood.
- A values driven culture is evident and fully supported by the whole school community
- The autonomy of staff is apparent throughout the school and impact on decision making processes
- The aspirations of staff are fully realised through CPD and in turn this supports change and progress as set out in the School Improvement Plan.
- Opportunities are provided for all staff to reflect and voice their view in arenas they feel comfortable with.
- New staff are supported with an appropriate level of induction in line with school policy.
- An open listening management system that responds quickly to problems.
- The quality of staff facilities, resources and accommodation e.g. a welcoming, well-resourced and tidy staff room and the provision of water machines
- A whole school culture of praise and encouragement is evident where success is celebrated and mistakes are viewed as learning opportunities
- Individuality, innovation, imagination, originality of thought and creativity are welcomed,

- supported and embedded in the culture of the school
- The quality of the school grounds providing the school community with a connection with nature.
- The supportive and robust monitoring of staff absences, staff/pupil/parent relationships and the recruitment and retention of staff.

Staff workload: the work life/fulfilment balance

The staff at Gascoigne Primary School are all dedicated and committed individuals who work hard, at times in challenging situations, to ensure the very best care and learning outcomes for all pupils. The school is aware of the time and energy required to support pupils and for the wellbeing of staff and for pupils the importance of staff taking breaks according to their job roles. Everyone is aware of the tremendous workload involved in working in such a large school and therefore the senior and middle leadership teams will overview the delegation of duties to ensure that there is a fair workload for all staff. Should a member of staff feel that their workload is becoming or has become unmanageable they should discuss this matter with a member of the Senior Leadership Team.

Studies indicate that being in work is generally good for the health of an individual. In addition to financial reward work provides increased self-esteem, companionship, purpose and status. It is therefore imperative that the school support a healthy work life/fulfilment philosophy to ensure efficiency and the best outcomes for both staff and pupils alike.

Gascoigne Primary supports the outcomes of the MacLeod Review on employment engagement, published in July 2009, which maintains that a 'feel good' factor in the workplace is strongly influenced by:

- Leaders who help employees see where they fit into the bigger organisational picture
- Effective line managers who respect, develop and reward their staff
- Consultation that values the voice of employees and listens to their views and concerns
- Relationships based on trust and shared values

External support is available to help staff deal with personal problems and issues that may impact their work performance, health and wellbeing through the Employee Counselling Service (EAP).