



Staff Wellbeing Policy

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Contents

1. Aims	2
2. Promoting wellbeing at all times	2
3. Managing specific wellbeing issues.....	5
4. Monitoring arrangements.....	5
5. Links with other policies.....	6
6. Legal framework	6

1. Aims

This policy aims to:

- › Support the wellbeing of all staff and pupils to avoid negative impacts on their mental and physical health
- › Acknowledge the needs of staff and pupils, and how these change over time
- › Help staff and pupils with any specific wellbeing issues they experience
- › Provide a supportive work environment for all staff
- › Allow staff to balance their working lives with their personal needs and responsibilities
- › Ensure that staff understand their role in working towards the above aims

2. Promoting wellbeing at all times

At Esteem North Academy, we aim to promote positive mental health for every member of our staff team and every pupil. The academy aims to help our pupil's set foundations for their future and be ready for the world. To do this, we must support pupils to be able to manage change and develop skills for their future success.

Our academy is committed to develop systems to promote positive mental health and wellbeing through our pledge to achieve 'The Carnegie Centre of Excellence for Mental Health in Schools Award'. This is a whole academy award, which focuses on ensuring that effective practice is in place to promote the emotional wellbeing and mental health of both staff and pupils. The award has focus on changing the long-term culture of a school and embedding an ethos where mental health is regarded as the responsibility of all.

The wellbeing of staff at is paramount to maintaining a successful and pupil-centred academy and an outstanding learning experience. Our academy recognises that the staff are its most important resource and are to be valued, supported and encouraged to develop personally and professionally. The academy believes that 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 our pupils.

The academy will embed practices and routines to support staff and pupils by providing opportunities for them to reflect on their own needs, develop their emotional literacy, and recognise when they need individual support. The academy will raise awareness of the support and services available to staff and pupils, understanding that ultimately staff need to take responsibility for recognising and addressing their own issues of concern, in order to reach a resolution that allows them to continue to work in an efficient and positive way, and will be supported by the academy, the senior leadership team and the Trust (Esteem MAT) to do so.

A considered approach to staff wellbeing will ensure that we are able to:

- › Attract and retain the calibre of staff needed to meet the needs of our pupils, our community and our stakeholders.
 - › Improve our school's effectiveness by actively reducing staff absenteeism and staff turnover.
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- › Develop an enthused and motivated workforce with high morale, capable of delivering the best education for our pupils.
- › Improve teamwork, staff development and co-operation by effectively distributing leadership and development opportunities
- › Recognise and respond to workload and work life balance concerns
- › Respond to individual needs in a personalised way
- › Improve our workplace understanding and communication about wellbeing and mental health issues, in order to create a supportive, positive climate for all.

2.1 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
- › Follow the academy's policy on out-of-school hours working, including guidance on when it is and isn't reasonable to respond to communications
- › 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.

2.2 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 academy'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 appraisal or supervision procedures
- › Promote information about, and access to, external support services
- › Help to arrange personal and professional development training to support understanding of mental health and wellbeing
- › Keep in touch with staff if they're absent for long periods
- › Monitor staff sickness absence, and have support meetings with them if thresholds are reached
- › Conduct return to work interviews to support staff back into work
- › Conduct exit interviews with resigning staff to help identify any wellbeing issues that led to their resignation

2.3 Role of senior staff

All members of the senior leadership team have a role in promoting honesty, integrity, confidentiality and trust in relation to mental health and wellbeing for staff and pupils. Assistant Headteacher Melanie Stevenson holds strategic responsibility for mental health and wellbeing.

All senior staff are expected to:

- › Promote a school ethos where all staff are valued and where respect, empathy and honesty are the cornerstones of all academy relationships
- › 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 staff supervision 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
- › Make sure job descriptions are kept up-to-date, with clearly identified responsibilities, with staff being consulted before any changes are made
- › Listen to the views of staff and involve them in decision-making processes where relevant, including allowing them to consider any workload implications of new initiatives
- › Communicate new initiatives with all members of staff to ensure they feel included and aware of any changes occurring at the academy
- › Establish a clear policy on out-of-school hours working, including on when it is and isn't reasonable for staff to respond to communications, and provide clear guidance to all stakeholders
- › 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, and make sure that there are clear routes in place to escalate a concern in order to access further support
- › Ensure that new staff are supported with an appropriate level of induction
- › Provide opportunities for personal and professional development
- › Model good practice and positive approaches to health and wellbeing
- › Ensure the provision of a welcoming and tidy school environment that is sensitive to issues of race, gender, sexual orientation, culture, faith and disability
- › Maintain quality facilities e.g., access to refreshments, adequate seating, and toilet facilities.

2.4 Role of the governing board

The governing board is expected to:

- › Make sure the academy is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment
- › 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 that staff are clear about the purpose of any monitoring visits and what information will be required from them

The academy has a specific link governor responsible for staff wellbeing, Candace Steele, who is engaged in supporting the work of the academy regarding wellbeing and mental health.

3. Managing specific wellbeing issues

Good practice to promote staff well-being may include:

- › Daily communication via staff briefings
- › Weekly communication via 'Tip of the Week' newsletter
- › Regular communication 1:1 with line manager through staff supervision
- › Tea and coffee to be funded by the academy Trust (Esteem MAT)
- › Positive feedback about the school and staff being regularly shared
- › Successes celebrated together
- › Social activities organised for staff, by staff, such as at Christmas Time and the end of the academic year
- › One week per term is delegated as 'wellbeing week', and kept clear of all meetings and after school events, allowing staff to leave promptly and enjoy leisure time away from school
- › One 'wellbeing day' per year, per staff member, for the purpose of their choice
- › An annual staff wellbeing survey to enable feedback and development of policy and practice.

The academy will support and discuss options with any staff that raise wellbeing issues, such as if they are experiencing significant stress at school or in their personal lives.

Where possible, support will be given by line managers or senior staff. This could be through:

- › Regular supervision to discuss issues, concerns and needs 1:1 with a line manager
- › Completing a risk assessment and following through with any actions identified
- › Giving staff time off to deal with a personal crisis ("compassionate leave")
- › Arranging external support, such as counselling or occupational health services
- › Reassessing their workload and deciding what tasks to prioritise for a period of time

At all times, the confidentiality and dignity of staff will be maintained. Decisions will be made on an individual basis and in the best interests of all involved.

4. Monitoring arrangements

All members of staff are required to familiarise themselves with this policy as part of their induction programme, and annually as a result of any policy amendments.

The named person in school for wellbeing is Melanie Stevenson. The named governor for wellbeing is Candace Steele. This policy will be reviewed termly by Melanie Stevenson, Assistant Headteacher, and changes will be made in light of legislative change, or feedback from the annual survey, as appropriate. At every review, it will be approved by Janine Dix, Headteacher.

5. Links with other policies

This policy is linked to our:

- Appraisal policy
- Behaviour policy
- Capability procedure
- Staff code of conduct
- Staff workload policy
- Pupil wellbeing policy

6. Legal framework

This policy has due regard to relevant legislation, 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
- MHFA England – Line Managers Resource 2016