Wellbeing at Work Policy

Staff wellbeing statement

The Health and Safety at Work Act places a responsibility on St Peter's to provide a safe place of work and that extends to protecting the general well-being of staff members. St Peter's recognises its responsibility for the health, safety and welfare of its employees, and understands that wellbeing and performance are linked. We are committed to fostering a culture of co-operation, trust and mutual respect, where all individuals are treated with dignity, and can work at their optimum level.

We recognise that work-related stress has a negative impact on employees' wellbeing and that it can take many forms, so it needs to be carefully monitored and addressed at an organisational level.

The purpose of this policy is to ensure that St Peter's commitment to providing a safe system of work is reflected in the culture, organisation and management of St Peter's.

- Support the **wellbeing** of all staff to avoid negative impacts on their mental and physical health
- Provide a **supportive** work environment for all staff
- Acknowledge the **needs** of staff, and how these **change** over time
- Allow staff to **balance** their working lives with their personal needs and responsibilities
- Help staff with any **specific wellbeing** issues they experience
- Consider the **needs** of individuals on a 1:1 basis
- Create an **environment** where **wellbeing** is part of daily practice and **culture**
- Ensure that staff understand **their role** in working towards the above aims

This document should be read in conjunction with all workplace policies, including the following policies:

- Capability
- Disciplinary
- Grievance
- Flexible working
- Managing Attendance
- Menopause

St Peter's commits to ensuring that:

Safe workplace

• Staff work in premises that are safe and fit for purpose;
• There is a zero-tolerance approach to violence or the threat of violence from pupils, parents and colleagues;
• Staff are protected from harassment by pupils;
• Staff are protected from bullying by colleagues and management;
• Staff are protected, as far as is reasonably practical, from pressure from Ofsted/Estyn, local or central government;
• Whenever working practices must change, the reasons why are explained to staff;
• Contributions from staff are recognised and valued, and positive suggestions are acted upon;
• There is consideration of whether staff are currently doing work which does not need to be done or is already being done elsewhere;
• There is a review of systems for process driven work (e.g. marking, target setting, writing reports, lesson planning);
• There are discussions around better ways of working with other school/college leaders in the area.

Fair and equal treatment

• All staff are valued and not unreasonably judged;
• Management is live to the issue of conscious and unconscious bias in the workplace, their effects on disadvantaged groups and the steps which may be taken to mitigate them;
• Reasonable steps are taken to reduce the risk of unconscious bias in management decision making.

Clear procedures, roles and responsibilities

• Staff are consulted on the policies and practices of the workplace;
• Every staff member understands the part that other staff members play at the school;
• There is a clear definition of roles and responsibilities where possible;
• Individuals are not overloaded with responsibility;
• Where areas of work and responsibility overlap, individuals are clear about who should take the lead;
• Staff members are asked to undertake only those roles and responsibilities they have the skills, training and experience to undertake;
• Staff can exercise professional autonomy in the workplace;

• Staff members are provided with a revised job description when their roles and responsibilities change materially, e.g. when moving from one team to another.

Personal and social time

- Staff have a space in which they may socialise during breaks, share ideas, hold meetings, discuss projects, catch-up with personal emails, arrange medical appointments etc;
- Staff members are encouraged to take a lunch break away from their desk;
- Teaching duties are shared equally, supervision slots are selected by a rota by staff (pro-rata)
- Flexible working is accommodated unless there are very good reasons why it cannot be;
- Staff are encouraged to use at least one of their INSET days to develop professional interests.

Stress risk assessments

School and college leaders are encouraged to build processes in the workplace which assist in the detection of both individual and organisational stress.

Staff members commit to ensuring that:

- Take responsibility for managing their own health and wellbeing outside of work;
- Inform the organisation if they believe work or the work environment poses a risk to their health;
- Seek support or help when they think they are experiencing a problem at the earliest opportunity to ensure effective strategies can be implemented;
- Act in a manner that respects the health and safety needs of themselves and others whilst in the workplace;
- Treat colleagues and all other persons whom they interact with during the course of their work with consideration, respect and dignity.

Management commit to ensuring that:

- Promoting open dialogue and involving staff in decision making;
- Ensuring good, clear communication and developing trust;
- Where good work is the result of group effort, they acknowledge everyone who contributed;
- They are supportive of colleagues who are experiencing or have experienced ill-health, particularly hidden illnesses;
- Encouraging peer support and buddy systems for new starters;
- Support available to staff from SSS or the school chaplain;
- Encouraging colleagues to respect diversity at work;
- Setting realistic expectations of themselves and others;

- Discouraging working in isolation if possible;
- Create opportunities for employees to discuss concerns and enable employees to do so in a supportive environment, through **one-to-one** meetings**, return to work absence meetings** and feedback sessions;
- Keep in touch with staff if they are absent for **long periods** and conduct return to work interviews to support staff back into work and possible phased return;
- Arranging regular catch-ups with those they line manage and using them as an opportunity to normalise conversations about mental health;
- Anticipating the needs of colleagues who appear to be struggling and asking them whether they want direct support;
- Ensuring that colleagues who struggle to cope at work have early access to **occupational health services;**
- Modifying performance management practices (e.g. stop learning walks and drop-ins) where a colleague has been, or is, experiencing ill-health;
- Responding positively if told by someone that they are stressed, or that they cannot undertake additional duties;
- Treating people as individuals and changing their management style to suit the needs of the staff member and the task;
- Put in place procedures for line managers to address concerns or absence due to work related stress;
- Where members of staff feel uncomfortable going to their line manager (for example when absence related to the menopause), we will ensure that an alternative contact is available. Confidentiality will always be respected.
- **Promote information about, and access to, external support services, ie Education Helpline 08000 562561**

Outcomes:

We have a united approach that creates:

- A sense of **belonging** and **collaboration**
- A culture that is based upon our core values, **ROCK** ***respect, optimism, community and kindness***
- An environment that recognises skills and encourages **personal development**
- An environment whereby employees feel they are **listened** to and feedback acted upon
- Where individuals or teams are **praised/celebrating achievement**
- A supportive **induction** for new staff
- Retention and recruitment have improved
- A wellbeing policy, shared with all staff and governors
- A lead **SLT** and **governor** for wellbeing to support the wellbeing team made up of **teachers** and **support** staff

Monitoring and Review
The governing body and Principal will monitor the operation and effectiveness of this policy annually. In developing, applying and evaluating this policy St Peter's will monitor the impact on staff by reference to their protected characteristics. The results of monitoring will be shared with the recognised trade unions.

Further resources

https://www.educationsupport.org.uk/

https://www.able-futures.co.uk/