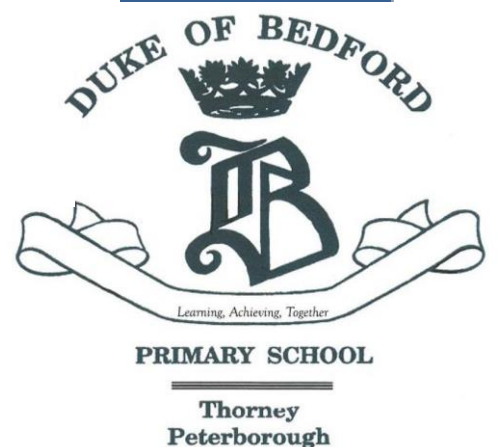


Duke of Bedford Primary School

Staff Wellbeing Policy

November 2019

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Statement of intent:

The Duke of Bedford Primary School wants to ensure that staff are supported and encouraged to develop personally and professionally. We recognise that staff wellbeing is important to pupil achievement and the school's performance.

The Duke of Bedford Primary School is committed to making sure that this Staff Wellbeing Policy is implemented so that each individual is able to cope successfully with the demands in their lives, whatever the cause of stress.

The purpose of this policy is to maintain a school ethos which supports staff health and wellbeing by making sure that all employees are treated fairly and consistently.

1. Aims of the policy:

- 1.1 To develop a healthy, motivated workforce who are able to deliver a high-standard of education to pupils.
- 1.2 To help ensure that our school promotes the health and wellbeing of all staff members, recognising the impact work can have on employees' stress levels, mental and physical health.
- 1.3 To recognise that excessive hours of work can be detrimental to staff health and effectiveness and to agree on flexible working practices where possible without damaging opportunities for pupils to succeed.
- 1.4 To communicate the importance of a work-life balance to all staff, and to ensure that all policy updates are communicated regularly.
- 1.5 To respond sensitively to external pressures which affect the lives of staff members.
- 1.6 To provide staff with training to deal positively with stressful incidents, and provide them with a sense of confidence to deal with emergencies via training.
- 1.7 To improve staff development, co-operation and teamwork by creating effective leaders.
- 1.8 To make staff members aware of the channels which can be used to manage and deal with stress or work related health and wellbeing issues.

2. Roles:

2.1 The governing body:

- 2.1.1 Will take overall responsibility for implementing this policy and ensuring that staff enjoy a reasonable work-life balance.
- 2.1.2 Will adopt the appropriate policies in respect of 'family friendly' employment, including consideration of part-time working, flexible working patterns etc., where this can be implemented without detriment to the operational requirements of the school.
- 2.1.3 Will ensure that clear procedures are in place that will minimise the levels of stress caused to staff when following formal procedures such as the Capability or Disciplinary Policy.
- 2.1.4 Will provide a range of strategies for involving staff in the school decision making processes.
- 2.1.5 Will review the demands on staff, and seek practical solutions wherever possible.

2.1.6 Will provide personal and professional development such as stress management, team building, etc.

2.2 The Headteacher:

2.2.1 Will ensure that all staff enjoy a reasonable work-life balance and lead by example in this regard.

2.2.2 Will support the governing body in ensuring that strategies are implemented to effectively manage and, where necessary, reduce employee stress. This includes preventing unnecessary stress and ensuring that any work-based stress employees experience is at a productive, healthy level.

2.2.3 Will adopt school policies and provide clear guidance regarding time-off for public or trade union duties, or for personal reasons. For further information refer to our school's Leave of Absence Policy on the website.

2.2.4 Will ensure that there is clear communication between staff and management with regards to all areas of school life.

2.2.5 Will create reasonable opportunities for employees to discuss concerns, and will enable staff to do so in an environment where stress is not considered a weakness.

2.2.6 Will ensure that all staff are aware of and trained in-line with the school's priorities and offered opportunities for development.

2.2.7 Will monitor and review any measures that are planned, and assess their effectiveness.

2.2.8 Will conduct risk assessment for work-related stress in consultation with senior staff.

2.2.9 Will act as wellbeing co-ordinator, responsible for ensuring that the good health and wellbeing of all staff members is supported, promoted and valued by the school.

2.2.10 Will make individual interventions such as short-term rehabilitation and return to work plans, and longer-term reasonable adjustments to work.

2.3 Staff members:

2.3.1 Will make themselves aware of the school's policies on Capability, Bullying and Harassment, Staff Attendance etc.

2.3.2 Will assist in the development of good practice and ensure that they do not, through their actions or omissions, create unnecessary work for themselves, their colleagues and school leaders.

2.3.3 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.

2.3.4 Will identify opportunities for development and take advantage of those offered by the school.

2.3.5 Will apply for any requests for leave of absence in advance and be honest about sickness absence leaves.

2.3.6 Will share their views, ideas and feelings professionally and listen without bias to other's views.

3. Actions to support new staff:

3.1 Practical actions to support new staff:

- 3.1.1 All staff will be given a school induction by the Assistant Headteacher.
- 3.1.2 All new staff will receive the staff induction pack/staff handbook. This will continue to include all important policies, or their location, and will include this policy on health and wellbeing.
- 3.1.3 All staff will be made to feel welcome and given as much support as required.
- 3.1.4 All staff are to be issued with a name badge.
- 3.1.5 At the end of the first week of employment, new staff will have a review with the Assistant Headteacher.
- 3.1.6 All new staff will have a 3-month review interview with their Line Manager. Additional reviews may be scheduled at 6-months and/or a year.

3.2 Practical actions to support new roles

- 3.2.1 Decide who will be the supporting person for the new role.
- 3.2.2 Hold an initial discussion of roles.
- 3.2.3 Hold visits to school/class or environment of new role.
- 3.2.4 Establish a pattern of coaching.
- 3.2.5 Hold an end-of-first-week review with supporting person.
- 3.2.6 Provide 1:1 support for new tasks.
- 3.2.7 Hold a 3-month review interview with supporting person.

4. Procedures

4.1 Procedures for handling issues of wellbeing:

- 4.1.1 The Senior Leadership Team (Headteacher, Assistant Heads, SENCo, and Business Manager) must encourage the creation and maintenance of an atmosphere where all staff members feel comfortable asking their line manager for help or raising concerns. The Senior Leadership Team should be sensitive to any problems which may cause the employee stress-related issues and should act in a professional, fair, consistent and timely manner when a concern arises, and would expect the same from the staff member.
- 4.1.2 Where additional, professional advice is required, the school has contacts with Occupational Health Professionals and Human Resource experts and these avenues should be utilised.
- 4.1.3 The school will provide support to any employees facing high-levels of stress in the workplace, as well as other work-related issues which are having/have the potential to have negative impacts on the staff member's health and wellbeing. The various options for dealing with such issues should be discussed with staff members where appropriate. In some cases, this may include external support such as the teacher helpline or support from the Local Authority e.g. counselling.

- 4.1.4 During this time, the school will ensure that at all times the staff member's privacy and dignity is respected. This means maintaining confidentiality, upholding the employee's rights and dealing with the employee with tact and sensitivity.

4.2 Procedures to promote staff wellbeing:

- 4.2.1 Weekly communication via Key Stage meetings and staff meetings.
- 4.2.2 Some staff meetings to be held during school day to avoid meeting overload.
- 4.2.3 Additional non-contact time by Headteacher covering class for 1.5 hrs once a term, one morning for planning per term and one afternoon for data per term.
- 4.2.4 One inset day per year dedicated to report writing from home
- 4.2.5 One inset day per year dedicated to wellbeing.
- 4.2.6 Half day or day off in lieu for staff who run clubs
- 4.2.7 Continuing professional development for all staff.
- 4.2.8 Performance management.
- 4.2.9 All staff encouraged to contribute to the School Development Plan.
- 4.2.10 All staff invited to INSET days.
- 4.2.11 Recognition on special staff birthdays/special occasions.
- 4.2.12 Staff room to relax, work and support colleagues.
- 4.2.13 Administrative staff are to support the wider workforce.

Appendix 1:

Staff health and wellbeing survey Employee name:

Work hours:

1. How many hours of teaching or supporting teaching do you have timetabled each week?
2. In total, how many hours a week do you spend during term time working before school, after 6pm and during weekends?
3. Are you ever called on to cover for other staff members?
4. If so, approximately how many hours, per term, do you provide cover?
5. Do you receive administrative and/or clinical support from the school? (For example from your TA, if you have one, or office staff etc)
6. Do you undertake any administrative, clerical or other duties on a regular basis which do not require a teacher's professional judgement and/or expertise? (For example, lunchtime supervision etc.)
7. If your answer to number 6 was 'yes', please indicate approximately how many hours per week you spend on these tasks. In addition, please provide details of what these tasks are/entail.
8. How many hours, per week, do you spend in meetings after 5pm? (This should include how many hours after 5pm are spent in meetings which began before this time.)
9. How many hours, on average, do you spend in meetings outside of school teaching hours? As per question 1, where there is a vast range, please include a 'usual' amount of hours, along with the amount of hours which you have experienced during busy times in the school year.

10. How many hours do you spend each week (with no extra pay) facilitating extra services which the school provides (e.g. breakfast club)?

11. (Headteacher only) How many hours Dedicated Headship Time (DHT) do you have, on average, each week?

Workload: *(please state whether you strongly agree, agree, disagree, strongly disagree, don't know).*

1. I never seem to have enough time to get my work done.
2. I am pressured to work long hours.
3. I have a choice in deciding what I do at work.
4. I can make my own decisions about how I do my work.
5. The pace of my work is too fast.
6. I know how to go about getting my job done.
7. I understand how my work contributes to the objectives for my organisation.
8. I am unclear about what's expected of me at work.
9. I do not have the right resources or equipment to do my job.
10. I am gaining valuable experience in my job.

Work schemes:

1. Have you ever utilised flexible working options while employed at this school? If so, did you feel this scheme was successful in your case, why or why not?

2. Are you aware of any schemes in place to assist staff members with creating a healthy work-life balance and/or manage their stress at your school?

3. At any point in your employment with the school, have you discussed the possibility of taking part in an employment scheme to help you manage your work-life balance? If so, how was this discussion initiated/prompted (i.e. as part of a performance review session etc.)?

4. Do you feel the school is sympathetic/flexible when you have to reschedule your work around other commitments?

5. Do you find it difficult to balance your private/family life with work?

Health and wellbeing:

1. Do you believe that the school has sufficient policies and procedures in place to safeguard the health and wellbeing of its employees?

2. Has your work at the school ever negatively affected your health and/or wellbeing? If you feel comfortable doing so, please provide brief details.

3. Do you feel that the school has been supportive if/when you have had to ask for help for work related health and wellbeing issues such as stress?

4. Please tick which of these statements has applied to you during your employment at this school.

- Friends and family have commented on the long hours I work.
- If I became ill, I would feel unable to take a day off due to my workload.
- I feel in control of the role of work in my life i.e. I feel able to balance my working life with my private life.
- I spend a lot of my holidays catching up on paperwork.
- I enjoy my job.
- I find my job challenging but enjoyable.
- I find my job challenging and do not enjoy it.
- I enjoy being relatively busy in my role.
- I generally feel overwhelmed by my workload and/or my role generally.
- I sometimes feel overwhelmed by my workload and/or my role generally.
- I feel my job here is insecure.
- I find my job very rewarding.

- I have cancelled holidays or cut them short in order to meet some of the demands of my work.
- I have had medical advice to cut down my working hours.
- I have missed family and social occasions because of work commitments.
- I regularly feel exhausted while at work.
- I make choices about how I divide my time.
- I make sure work does not dominate my whole life.
- I enjoy being part of the education sector.
- I feel valued by the school.
- I often feel I need greater control over the hours I work.
- My partner/spouse has to take an unfair share of childcare.
- My partner/spouse has to take an unfair share of domestic work.
- My working relationships are generally poor.
- My working relationships are generally positive.
- My workload is generally well planned and under control.
- Sometimes I resent the hours I spend at work away from family and friends.
- When I go on holiday, it takes me several days to 'wind down'.
- When I return to work after a holiday, I don't feel rested.
- Work has affected my relationship with my partner/spouse/friends/children/family.
- I regularly worry about work outside of school hours.
- I rarely worry about work outside of school hours.