

North Road Community Primary School



Staff Well-Being Policy

Author/Person Responsible	Sarah Stillie North Road Primary School
Date of Ratification	May 2022
Review Group	Curriculum & Pupils
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Review Frequency	Reviewed bi-annually and updated as changes occur. These will be recorded in the notes of the C&P Committee
Review Date	March 2024
Previous Review Amendments/Notes	New Policy
Related Policies	H&S Policy Appraisal policy Behaviour policy Capability procedure Staff code of conduct
Chair of C&P Committee Signature	Liz Thomas
Chair of Governors Signature	S Rigby



Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Staff Well-Being Policy	Date:	March 2022
EIA Carried Out By:	S Stillie	EIA Approved By:	Liz Thomas

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
Gender reassignment		X
Marriage and civil partnership		X
Pregnancy and maternity		X
Race		X
Religion and belief (practices of worship, religious or cultural observance, including non-belief)		X
Gender identity		X
Sexual orientation		X

Any adverse impacts are explored in a Full Impact Assessment.

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1. Aims

This policy aims to:

- › 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
- › Ensure that staff understand their role in working towards the above aims

2. Promoting wellbeing at all times

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
- › 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 the Headteacher

The Headteacher is expected to:

- › Understand that personal issues and pressures at work may have a temporary effect on work performance, and take that into account during any appraisal or capability procedures
- › Make sure new staff are properly and thoroughly inducted and feel able to ask for help
- › Take any complaints or concerns seriously and deal with them appropriately using the school's policies

- › Monitor staff sickness absence, and have support meetings with them if any patterns emerge
- › Conduct return to work interviews to support staff back into work
- › Conduct exit interviews with resigning staff to help identify any wellbeing issues that lead to their resignation
- › Make sure job descriptions are kept up-to-date, with clearly identified responsibilities and staff being consulted before any changes
- › Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives
- › Organise extra support during times of stress

2.3 Senior Leadership Team (Headteacher and Senior Teachers)

The Senior Leadership Team are expected to:

- › Maintain positive relationships with staff and value them for their skills
- › Provide a non-judgemental and confidential support system to staff
- › Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance
- › Help to arrange personal and professional development training where appropriate
- › Keep in touch with staff if they're absent for long periods
- › Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school
- › Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible

2.4 Role of the Pastoral Lead

The Pastoral Lead is expected to:

- › Lead in setting standards for conduct, including how they positively interact with other members of staff.
- › Be a non-judgemental and confidential listening ear for staff
- › Monitor the wellbeing of staff through regular surveys or informal conversations
- › Make sure that the efforts and successes of staff are recognised and celebrated
- › Keep staff updated with new resources/ideas to promote staff wellbeing.
- › Promote information about and access to support services

2.5 Role of the governing board

At North Road Community Primary School, as Governors, we have a duty of care to our Head Teacher. We do this by:

- › Ensuring that the work/ life balance is reviewed and maintained;
- › Addressing issues relating to well-being;
- › Providing weekly dedicated headship, which can be taken away from the school site.
- › Ensuring a commitment to provide external support, if requested by the Head Teacher.
- › Regularly discussing relevant matters in detail with the head teacher with some degree of confidentiality and thereby monitoring any adverse impact on the Head Teacher's health and well-being;
- › Leading the governing body in an annual review of head teacher well-being;
- › Attending training in relation to head teacher well-being and appraisal.

The governing board is expected to:

- Make sure the school is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment
- Regular face to face meetings of Head/Chair of Governors to monitor and support the wellbeing of the headteacher
- Support the headteacher to carry out their role effectively
- Regular visits by the Chair of Governors to school/staff team to monitor the well-being of staff and be available for staff who wish to talk about personal well-being issues
- 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

3. Managing specific wellbeing issues

The school 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 the headteacher or a senior member of staff. This could be through:

- Giving staff time off to deal with a personal crisis
- Arranging external support, such as counselling or occupational health services
- Completing a risk assessment and following through with any actions identified
- Reassessing their workload and deciding what tasks to prioritise

At all times, the confidentiality and dignity of staff will be maintained.