



POLICY DOCUMENT

For use by all member schools

Staff Wellbeing

	Name	Date
Written By	Mr C Lees	October 2012
Approved FGB / Sub-Committee	Jacqui Nelson	5 December 2012
Review v.1.1	Amanda Bury, Chair of HPS LGB	2 December 2014
Review v1.2	Clive Lees, Chair of SMC LGB	25 June 2015
Review v1.3	Clive Lees, Chair of Directors	Mar 2017
Review v1.4	Ruth Punter	June 2022

Staff Wellbeing Policy

Introduction

The aim of this policy is to promote and enhance the wellbeing of all staff and is everybody's responsibility. Wellbeing includes job satisfaction, including career planning and progression together with maintaining the psychological and emotional health of staff, particularly in respect of stress. Maintaining staff wellbeing is a key priority of the Trustees and the Executive Team.

This policy is a complement to the Health and Safety policy.

Procedures to maintain and enhance staff wellbeing

In seeking to provide an effective and rewarding working environment where the workload is minimised as far as practicable, the school is mindful of the following matters: -

Training and job design

- Individual jobs within the school are designed so that employees have a variety of responsibilities, suited to their capabilities and professional development needs and in a way that spreads the workload fairly;
- Induction training is provided to new members of staff in core areas such as the Trust approach to learning and teaching, behaviour, assessment for learning and the curriculum. NQTs have mentors;
- Training is given to all staff to ensure they understand the employer's responsibility of care towards staff and how this may be fulfilled.

Staff meetings

- The number of staff meetings is minimised by organising day to day information via email. Staff meetings are linked to the school development plan and focus on moving specific areas forward. Meetings are not timetabled for weeks where there are additional meetings which fall outside of directed time such as parent welcome meetings, transition meetings or parent evenings.

Organisation of PPA

- Where possible PPA time is timetabled so that year group teams can plan together in order to limit the amount of time spent on planning in school at the end of the day.
- Part time and job share staff are paid to come into school for planning time with the rest of their year group rather than relying on the traditional 'good will' expectation that teachers who job share will hand over from one day to the other after school, unpaid, or on the phone.

Performance Management

- Performance Management is used as a way of mutually agreeing with staff how skills may be developed, including the provision of training, how careers may be progressed and how jobs may best be structured. The performance management system includes an assessment of stressors faced by staff.

Management of change

- The Trust strives not to change policies and procedures until new ones are tried, tested and understood by all.

Leadership team listening to and acting on feedback

- Annual Staff Surveys are conducted to obtain feedback;
- The schools seek to provide all the necessary facilities, resources, support and assistance necessary for staff to deliver the curriculum to a high standard; and,
- The schools will monitor overtime and seek to reduce it as far as possible within the constraints of delivering the curriculum to the standard required.

Staff responsibility

Staff also have a responsibility to assist in providing an effective and rewarding working environment and maintaining staff wellbeing. To this end: -

- line managers are responsible for the working environment of those they manage, including assisting those they manage to work effectively, efficiently and without undue strain. **It is imperative that when line managers become aware of staff being stressed, they must seek to understand and where possible mitigate the cause, making a clear record in the personnel file of what action has been taken.**
- individual employees are jointly responsible for their own wellbeing and must report any work related situation detrimental to their own wellbeing to their line manager or a member of the senior leadership team in order that appropriate action can be taken to mitigate the situation. They should also request assistance and/or resources that they identify as being necessary to fulfil their role.

Sources of stress

Staff may be stressed not only by their working environment but also by their personal circumstances outside of work. For example, relationship difficulties, financial difficulties and health problems may all give rise to unacceptable levels of stress. Staff suffering from any of these external sources of difficulties should consider informing their line manager in order that ways of altering the working demands or providing other support may be considered. Where staff do not wish to disclose external sources of stress within school, it is incumbent on staff that they seek support elsewhere, e.g. from their GP or trade union.

Sources of help

In the first instance, the relevant school will consider helping by determining whether the workload of staff suffering from stress can be altered or minimised, or whether the staff member can be assisted in other ways for example by mentoring. The physical environment will also be assessed if necessary.

Staff may also wish to consider approaching their Union for support.

Teacher Support Network is a national and independent service run for all teachers to access on 08000 562561 (www.teachersupport.info).

Staff may also wish to use the Employee Assistance Programme (EAP) by contacting the free confidential telephone counselling service on 0117 934 2121

Symptoms

It is most important that all staff pay close attention to their own wellbeing in order to notice whether they are displaying any symptoms typical of stress. The most common stress symptoms are listed in the appendix. Any member of staff exhibiting such symptoms in themselves, or observing them in others, has a responsibility to take appropriate action, for example, referring the matter to their line manager.

Appendix

Psychological symptoms:

- Irritability/anger
- Inability to concentrate
- Low spirits
- Nervousness
- Impatience/restlessness
- Constant worrying
- Unwillingness to be with others
- Loss of appetite/increased appetite
- Feeling pressure

Physical symptoms:

- Aching muscles in back and neck
- Headache
- Fatigue
- Sleeping problems
- Increased heartbeat
- Dryness in throat and mouth
- Trembling and nervous ticks
- Fainting
- Perspiration
- Nausea

Dangerous symptoms:

- Gastric ulcer
- Heart thrombosis
- Asthma
- Eczema
- Psoriasis
- Metabolic disorders
- Cardiovascular diseases
- Diabetes
- Hypertension

Stress behaviour

- Irritability with others
- Inability to make decisions
- No sense of humour
- Suppressed anger
- Inability to finish one thing before moving on to the next
- Complaining, complaining, complaining ...
- Inability to concentrate
- Inability to cope
- Crying for no apparent reason
- Fatigue
- Feeling lazy
- Difficulty in pulling oneself together