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Staff Well-Being Policy

VISION

At St. Mary's, inspired by Christian values, we are excited by our learning, proud of our achievements, determined to be the best we can be and caring for all God's creations.

VISION IN CHILD SPEAK

I am inspired by Christian values, excited about my learning, proud of my achievements, determined to be the best I can be, caring for all of God's creations.

MISSION

- **With St Mary's Church, Brookside Methodist, and other local churches, we will further develop understanding of gospel values in action through worship and across the curriculum**
- **Through excellent teaching we will deliver an inspirational curriculum**
- **We will enable every child to make the very best progress**
- **We will work in partnership with children and families to further promote confidence and self esteem**
- **We will prepare children to confidently face the challenges of growing up in the 21st Century**
- **We will provide children with an understanding of local, national and global communities and faiths.**

Safeguarding Statement of Intent

St Marys Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at the school. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

St Marys Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people through rigorous application of Safer Recruitment processes. All applications for staff positions in the school are thoroughly vetted in accordance with policy. DBS checks are undertaken for all staff and for volunteers who work on a regular basis in school.

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1. Intent and Aims of the policy:

St. Mary's 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.

We are committed to making sure that this Staff Well-being 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.

We aim to achieve the following:

- Develop a healthy, motivated workforce who are able to deliver a high-standard of education to pupils.
- 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.
- 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.
- Communicate the importance of a work-life balance to all staff, and to ensure that all policy updates are communicated regularly.
- Respond sensitively to external pressures which affect the lives of staff members.
- Provide staff with training to deal positively with stressful incidents, and provide them with a sense of confidence to deal with emergencies via training.
- Improve staff development, co-operation and teamwork by creating effective leaders.
- 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 will:

- Ensure that the headteachers enjoy a reasonable work-life balance and lead by example in this regard.
- Take overall responsibility for implementing this policy and ensuring that all staff enjoy a reasonable work-life balance.
- 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.
- 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.
- Provide a range of strategies for involving staff in the school decision making processes.
- Review the demands on staff, and seek practical solutions wherever possible.

- Provide personal and professional development such as stress management, team building etc. Where necessary.

2.2 The Headteachers will:

- Ensure that all staff enjoy a reasonable work-life balance and lead by example in this regard.
- 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.
- Adopt school policies and provide clear guidance regarding time-off for public or trade union duties, or for personal reasons.
- Ensure that there is clear communication between staff and management with regards to all areas of school life.
- 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.
- Ensure that all staff are aware of and trained in-line with the school's priorities and offered opportunities for development.
- Monitor and review any measures that are planned, and assess their effectiveness.
- Conduct risk assessment for work-related stress in consultation with senior staff.
- Work with senior staff to ensure that the good health and wellbeing of all staff members is supported, promoted and valued by the school. Senior staff will also ensure that school policies and procedures reflect this aim.
- Make individual interventions such as short-term rehabilitation and return to work plans, and longer-term reasonable adjustments to work.

2.3 Staff members will:

- Make themselves aware of the school's policies on Capability, Bullying and Harassment, Staff Attendance etc.
- Assist in the development of good practice and ensure that they do not, through their actions or omissions, create unnecessary work for themselves or their colleagues.
- Ask their learning team leader 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.
- Identify opportunities for development and take advantage of those offered by the school.
- Apply for any requests for leave of absence in advance and be honest about sickness absence leaves.

3. Actions to support new staff

Practical actions to support new staff:

- All staff will be given a school orientation and induction by senior staff.
- All new staff will receive the staff handbook. This will continue to include all important policies, or their location, and will include this policy on health and wellbeing.
- All staff will be made to feel welcome and given as much support as required.

4. Procedures for handling issues of wellbeing

- Senior staff must encourage the creation and maintenance of an atmosphere where all staff members feel comfortable asking for help or raising concerns. Senior staff 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.

- Where additional, professional advice is required, the school has contacts with Occupational Health Professionals and Human Resource experts and these avenues should be utilised.
- Where necessary, staff should be encouraged to use the confidential counselling service such as <https://www.qwell.io/>. This service provides staff the opportunity to obtain advice and support outside of the workplace.
- 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 a confidential helpline or support from the Local Authority e.g. counselling.
- 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.

5. Procedures to promote staff wellbeing:

- Opportunity for teachers to take PPA time at home
- Paid time off site allocated to support teachers with report writing
- Allocated half termly staff meeting time for assessment data organisation
- Allocated half termly staff meeting time for planning for the following half term
- Allocated teacher/TA daily liaison time
- Weekly communication via weekly morning staff meetings.
- Continuing professional develop for all staff
- Meeting timings are strictly adhered to, particularly those after school.
- After school meetings typically feature edible 'treats' for staff
- INSET days include time for staff teams to work together to prepare classroom resources/environment.
- Staff social events
- Performance management for all staff
- All staff encouraged to contribute to self-evaluation and the School Development Plan.
- Recognition of staff birthdays/special occasions.
- Senior staff 'open door policy'

Policy dated: October 2019

Review date: October 2021

Signed by: Headteachers..... Chair of Governors.....

TEACHER SURVEY:

Employee name..... **Date**.....

1. On average, how many hours per day do you work during term time? (This should include time spent working from home.)
2. On average, how many hours do you work each week outside of term time? (This should include hours both at school and working from home and school holidays.)
3. How many hours of teaching do you have timetabled each week?
4. In total, how many hours a week do you spend during term time working before school, after 6pm and during weekends?
5. How do you use administrative support within your class team?
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?
10. How many hours do you spend each week facilitating extra services which the school provides (e.g. clubs)?
11. (Headteacher only) How many hours Dedicated Headship Time (DHT), leadership equivalent to PPA for teachers, do you have, on average, each week?

12. Do you feel you are a valued member of staff in school? Are you able to give an example?

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 feel I am pressured to work long hours.
4. I have a flexibility in how I deliver the work in my role.
6. I feel the pace of my work can be too fast.
7. I know how to go about getting my job done.
8. I understand how my work contributes to the objectives for my organisation.
10. I have the right resources or equipment to do my job.
11. I am gaining valuable experience in my job.

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 not secure.
- 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 feel valued by the pupils.
- I often feel I need greater control over the hours I work.
- If conditions remain as they are, I will consider changing jobs.
- If conditions remain as they are, I will consider changing schools.
- 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.
- When I take time off, I miss my work.
- 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.

Any additional comments:

TAs, Office/Site Staff: Staff health and wellbeing survey

Employee name..... Date.....

Workload and Your Role

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 have flexibility in how I deliver the work in my role.
3. I feel the pace of my work can be too fast.
4. I know how to go about getting my job done.
5. I understand how my work contributes to the objectives for my organisation.
6. I have the right resources or equipment to do my job.
7. I am gaining valuable experience in my job.

Sense of Value

Do you feel you are a valued member of staff in school? Are you able to give an example?

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 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 role generally.
- I sometimes feel overwhelmed by role generally.
- I feel my job here is not secure.
- I find my job very rewarding.
- I have had medical advice to make changes to the way in which I work (could include hours or the type of tasks you undertake)
- I regularly feel exhausted while at work.
- I enjoy being part of the education sector.
- I feel valued by the school.
- I feel valued by the pupils.
- If conditions remain as they are, I will consider changing jobs.
- If conditions remain as they are, I will consider changing schools.
- My working relationships are generally poor.
- My working relationships are generally positive.
- When I go on holiday, it takes me several days to 'wind down'.
- When I take time off, I miss my work.
- 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.