



Staff Wellbeing Policy

Last Review: October 2022

Next Review date: October 2025

At Patcham High School we are committed to being a school for all and consider ourselves a proactive community who promote inclusivity and celebrate diversity. We are an Anti-Racist School who endeavour to create an environment which allows all our pupils and staff to thrive and learn from each other's differences; experiences, cultures, backgrounds, identities and abilities. It is our intention to ensure that all students are supported to be proud of themselves, respect each other and ultimately succeed as young adults. We are particularly conscious of the need to ensure the identities of those from minority groups are acknowledged and celebrated – in every field, at all times, every day - whether students of colour or LGBTQ+ we have an overall aim of providing equal opportunities for all by having One Team and One Dream.

1. Purpose and principles

The wellbeing of staff at Patcham High is paramount to maintaining a successful and forward-thinking school. We recognise the importance of ensuring that all staff enjoy a reasonable balance between their working life and the demands of home, family and other interests and commitments. An acceptable work-life balance will be different for each employee and will be different at different times in careers. It is not in the interest of either the school or the individual member of staff to work to the detriment of his/her health. Excessive work without rest and recreation is not conducive to efficient or effective working. Staff well-being is important in maintaining a positive atmosphere in the workplace.

We recognise that employees are not obliged to work in school beyond their contracted hours, although teachers are expected to complete preparation, planning and assessment beyond the school day.

In order for our staff to be at their most effective they need to have a healthy work-life balance:

- To attract and re-train the calibre of staff needed for an outstanding education system.
- To retain a motivated workforce, with high morale, able to deliver a high quality education for our students.
- To improve team work, staff development and co-operation by effectively distributing leadership and creating new leaders.
- To recognise that excessive hours of work can reduce staff effectiveness.
- To recognise that improving workplace communication has a positive outcome for the whole school workforce.

2. Aims

- To support the wellbeing of all staff to avoid negative impacts on their mental and physical health
- To provide a supportive work environment for all staff
- To acknowledge the needs of staff, and how these change over time
- To allow staff to balance their working lives with their personal needs and responsibilities
- To help staff with any specific wellbeing issues they experience
- To support staff in their work
- To acknowledge that the needs of both Patcham High School and its staff are not static, but change over time.
- To acknowledge the need for SLT, unions/staff representatives and staff to discuss workable work-life balance solutions

- To operate in a fair and consistent manner
- To carefully plan and agree work-life balance solutions including flexible working practices where possible and appropriate without damaging the opportunities for students to succeed
- To consider the equality implications of any policies introduced
- To communicate work-life balance practices to all staff

3. Legal framework

This policy has due regard to relevant legislation, including but not limited to, the following:

- Health and Safety at Work etc. Act 1974
- Employment Rights Act 1996
- Employment Relations Act 1999
- Equality Act 2010
- The Management of Health and Safety at Work Regulations 1999
- MHFA England – Line Managers Resource 2016

4. Roles

SLT

Senior staff are expected to:

- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
- Monitor the wellbeing of staff through daily surveys and structured conversations
- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
- Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives
- Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school
- Make sure that the efforts and successes of staff are recognised and celebrated
- Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload

- Promote information about, and access to, external support services, and make sure that there are clear routes in place to escalate a concern in order to access further support
- 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 led to their resignation
- Keep in touch with staff if they're absent for long periods
- Organise extra support during times of stress, such as Ofsted inspections

Line Managers

Line managers are expected to:

- Maintain positive relationships with their staff and value them for their skills, not their working pattern
- Provide a non-judgemental and confidential support system to their staff
- Take any complaints or concerns seriously and deal with them appropriately using the school's policies
- Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance
- Make sure new staff are properly and thoroughly inducted and feel able to ask for help
- 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
- Promote information about, and access to, external support services
- Help to arrange personal and professional development training where appropriate

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

5. 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 (at all times, the confidentiality and dignity of staff will be maintained).

Where possible, support will be given by line managers or SLT. 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

6. Monitoring and review

All members of staff are required to familiarise themselves with this policy as part of their induction programme, and annually as a result of any policy amendments.

The Head teacher will formally review this policy on three-year basis, and will make changes in light of legislative change, or feedback