



'Doing our best to achieve our best'

Clarendon Primary School & Nursery

Staff Wellbeing Policy

Introduction

At Clarendon Primary School we believe that the emotional and physical well-being of all staff is fundamental to the running of an effective organisation, to pupil achievement and the school's performance as well as to ensuring good emotional and mental health of all staff. As a result we want to ensure that all staff feel valued and are supported and encouraged to develop personally and professionally.

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.

Aims

Through this policy the school aims to:

- Minimise the harmful effects of stress
- Provide effective support for all staff
- Help each individual to achieve an appropriate work-life balance
- Take a positive and understanding approach to the management of stress in line with current good practice
- Develop a healthy, motivated workforce who are able to deliver a high-standard of education to pupils
- 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
- Respect confidentiality

As a school, we promote a work-life balance. We seek advice from outside support agencies such as Occupational Health, Department of education and Local Authority leads and communicate the importance of a work-life balance to all staff. We also ensure that all policy updates are communicated regularly.

Useful definitions

Pressure – Pressure is a positive aspect of life and work for most people. Many of us need to have standards, targets and deadlines to push us towards good performance. Everyone has an optimum level of pressure that brings about their best performance.

Stress – Stress occurs when we no longer feel in control. That what is being demanded of us is not manageable no matter how organised, effective or efficient one becomes. This can relate to work and home life.

Roles

Within Clarendon Primary School every member of staff is given adequate and achievable tasks which suit the agreed hours of work.

Individuals have a job description which details the job demands and forms part of the initial recruitment process. Appointments are made to match the skills of the person with the job, with adjustments made with the agreement of all. No member of staff will be expected to carry out duties which are beyond their capabilities unless these are agreed as part of a professional development strategy.

Concerns about the work environment and its impact upon an employee's ability to satisfactorily complete duties are shared with either a line manager or senior member of staff. Every attempt is made to rectify the issue.

Every member of staff has a defined role which, due to the nature of a school, often has a fixed timescale for completion. Initiative is actively encouraged and as a school we welcome staff to be free thinkers and extend practice beyond that expected. The school encourages Continuing Professional Development (CPD), where staff are encouraged to extend their skills and knowledge. Formal access to courses and training is through individual performance reviews and through audits of school and subject needs.

Whilst other courses may be available, they are closely related to budget availability. As a school we are open to the changing face of employment structure & the relationship between home and work life. As a result we make every effort to ensure that an employees working pattern suits their needs.

Support

There is a support structure for staff – initially with their line manager or a member of the SLT. However, should this structure break down, a member of the SLT is always available to support staff and attempt to rectify situations.

The school encourages staff to discuss work and provide each other with constructive feedback. To this end, informal observations and feedback is part of the school's culture. Clarendon Primary is a supportive school and this is reflected in the special leave of absence policy.

Staff have confidential support available to them from the Employee Assistance Service (help) which Clarendon provides to support all staff. (This leaflet is given as part of the induction process and posters are displayed around the school.) There is also the Education Support Partnership which offers a free confidential helpline.

Practical actions to support new staff

- All new staff will receive a staff induction
- All staff will be made to feel welcome and given as much support as required

Procedures to promote staff wellbeing

- Weekly communication via staff meetings & the weekly information book displayed in the staffroom
- Continuing professional development for staff

Procedures for handling issues of wellbeing

- The Senior Leadership Team will encourage the creation and maintenance of an atmosphere where all staff members feel comfortable asking for help or raising concerns
- 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 a negative impact on the staff member's health and wellbeing
- In the event of a member of staff being away from school for longer periods of time, (where required and employee permission is obtained) a referral is made to Occupational Health to provide employee advice as well as the identification of appropriate work related adjustments and, if necessary, a phased return to work plan.

Relationships

Within the school we promote positive relationships within the staff and we adhere to the principles of growth mindset, which is applicable to adults and children alike. We encourage everyone to report any incidents of bullying or unacceptable behaviour in line with our Staff Code of Conduct. These will then be fully investigated by an appropriate member of the SLT and a governor, if required.

At Clarendon Primary School we actively ensure that staff never have conflicting roles. This is achieved through our staff structure and careful planning of appointments. Upon appointment, staff have a job description, which outlines the key roles and expectations of the job. New staff are provided with an appropriate mentor. The staff mentors may or may not be the line manager or performance review manager. Should there be any doubts about the role, or role expectations, the Headteacher should be consulted.

As a school, we have many influences which impact upon our working structure. This may result in short notice changes. During periods of role change, staff will be kept up to date through staff and individual meetings.

Change

Clarendon Primary School seek to involve all appropriate staff in consultations regarding significant change. We provide information as soon as possible through staff meetings if they are relevant, which may be called at short notice if necessary. Staff are always aware that consultations are a means by which we gather views and are not always a mechanism for changing policy or decision.

When changes do take place, timescales will be published and details will be available showing the impact upon the working lives of the staff.

Support will be provided during the process and outside support agencies will be signposted.

Emails/communication

Through our promotion of a work-life balance staff often communicate via internal and external emails. The school understands and supports the need for staff not to be directed during non-standard working hours. As a result there is no expectation for staff to reply to emails which extend beyond reasonable working hours. If this email has been sent outside of normal working hours, there is no expectation for you to provide an immediate response.

Policy monitoring and Review

This policy will be monitored and reviewed by the School Leadership Team (SLT).

Date reviewed by governing body: Spring term 2019

Date due for review: Spring term 2022