



Horsley C of E (VA) Primary

Staff Health & Well-being Policy

Date effective from 18th May 2023

Signed, Head Teacher Gary Price

Signed, Chair of Governors David Savage

Date approved by Governing Body 18.5.2023

Date of next review May 2026

Introduction

Horsley C of E Primary School recognise that the staff are their most important resource. They are to be valued, supported and encouraged to perform their roles, and develop personally and professionally within a learning and caring community, and within the context of a Church of England School.

There is a well-known relationship between healthier more positive staff, pupil achievement and school improvement. There is also an employer duty of care to ensure that staff's physical and mental well-being is supported and managed effectively by senior leaders and school governors.

The purpose of this policy, then, is to provide a document that encapsulates the many school practices and procedures in place to support staff health and wellbeing, and to minimise the harm from stress. It is also in place to ensure that there is cohesion and progression in working towards the health and wellbeing of all staff.

Guidelines for Implementation

The Senior Leadership Team and Governing Bodies will:

- Work towards a school ethos where the school lives out its vision and its Christian values, where all are valued, creating a climate where respect, empathy and honesty are the cornerstones of all school relationships.
- Foster a culture of mutual support, shared responsibility and a sense of togetherness.
- Provide personal and professional development such as team building, management of change, stress management, assertiveness, communications etc.
- Provide a range of strategies for involving staff in school decision-making processes (e.g. annual SWOT analysis sessions, reviewing opportunities with governors, questionnaires, etc.)
- Operate sensitive annual Performance Management and Appraisals linked to job specifications.
- Provide extra support for staff at certain times of particular difficulty or stress difficulty e.g. leading up to and during OFSTED/SIAMS Inspections, challenging Child Protection cases, external difficulties, times of bereavement, loss of a loved one, etc.
- Promote information about and access to supportive services (e.g. counselling)
- Ensure that, as part of the risk assessment processes of staff workload, there are robust evaluations of the risks of harm and act upon such findings.
- Provide staff, through training and building security, with a sense of safety and the confidence to deal positively with stressful incidents.
- Review the demands on teachers, support staff and administrative staff in the time spent on paperwork and seek practical alternative solutions wherever possible through the School Improvement Plan process.
- Respond sensitively and flexibly to external pressures (e.g. redundancy of a spouse/partner, family bereavement, etc.) and minimise impact on staff lives whilst at the same time ensuring the efficient running of the school.

- Maintain contact with staff, via email and and/or telephone, when they are absent for long periods.
- Maintain positive staff-pupil and parent-staff relationships.
- Undertake termly health and safety checks of the premises, in line with the Health and Safety Policy, reviewing and implementing risk assessments as appropriate.
- Ensuring the building is a safe place to work, in line with Local Authority and statutory DfE documentation.

The school will use the following to assess the impact of the staff wellbeing policy:

- Leaders act as positive role models.
- Decision making processes are clearly communicated and understood by staff.
- Opportunities are provided for all staff to socialise and relax with each other (e.g. end-of-term get-togethers, annual school Christmas meal, etc.)
- New staff are supported with a comprehensive induction, including structured opportunities to read key school policies, engage with relevant staff literature, etc.
- An open listening management system that responds quickly to problems.
- A welcoming and tidy staff room that is sensitive to issues of race, gender, homophobia, culture and disability.
- The quality of staff facilities and accommodation e.g. access to refreshment, adequate seating and toilet facilities.
- The regular and systematic monitoring of staff absences.
- Senior leaders to adopt an 'open door policy' so staff can air concerns or anxiety

Practical Support for staff

School Governors and Senior Leaders are very aware of the challenges of modern teaching. A range of practical support is adopted to make the job less stressful than it need be. These include:

- A proportion of Staff INSET time to be allocated to planning and preparation. One INSET per year (October) to be allocated to undertake annual teacher appraisals/performance management.
- Weekly staff meeting time is used to undertake training but also periodically allocated to perform a range of administrative tasks, e.g. update My Plans, complete class provision maps, etc.
- Only one formal whole-staff meeting per week is undertaken, at an agreed day and time of the week (3:30-5:00pm).
- Realistic time frames for the completion of administrative tasks (e.g. reports, provision maps, etc.), agreed in advance where possible.
- The adoption of a proforma for statutory report writing which is not over onerous.
- Planning, preparation and assessment time (PPA) to be blocked for all teachers on the same day/afternoon so that staff can liaise and support each other.
- Opportunities (within PPA allocation or outside this, where relevant) to visit other settings and learn from seeing other professionals in action.
- Opportunities to attend high quality Continuing Professional Development (CPD) in key areas of responsibility or in identified areas of need.

- Release time, as required, for Senior Leaders to complete policies or other relevant tasks off-site, away from everyday interruptions.
- Adopting a marking policy which is fair and reasonable and does not promote marking for the sake of marking.
- Regular networking opportunities to meet other professionals and provide a forum for professional 'off-loading'.
- Opportunities to learn from other practitioners in the Cotswold cluster (e.g. through moderation, specialist training events, sharing good practice, etc.).
- A designated governor responsible for monitoring staff and governor well-being.
- Opportunity to report views on well-being by completing an annual well-being survey or engaging in a semi-structured interview with the well-being governor.
- The opportunity, where possible, to undertake an exit meeting with one or more governors, when terminating employment with Horsley C of E. Such practice enables school leaders to reflect on school improvement strategy, including key areas such as staff well-being.

Practical Support for New Staff (Teachers & Support Staff)

- An allocated individual to act as coach/mentor. This would normally be the headteacher or Assistant Headteacher
- Opportunities to begin induction before commencing employment, e.g. to meet the children, meet key members of staff, etc.
- Quality time to be allocated with designated leaders to discuss key aspects of induction prior to starting in post, with allocated time to read policies, planning, etc.
- NQTs to be given a full and comprehensive support package in line with DfE and LA guidance.
- Up-to-date Horsley C of E Staff handbook available to provide support and key info.

Practical Support during and following periods of staff Absence

- Regular and appropriate communication between school and the employee via telephone and email.
- Return to work meetings following periods of absence.
- Referral to GCC Occupational health and counselling services, where relevant
- Opportunities for phased return, if appropriate. See Attendance Policy.

Practical Support for Staff Governors/Governors

- Ensuring governor meetings to not exceed recommended time allocations
- Ensuring minutes and key documents such as policies are circulated a week before the meeting in question
- Governor meetings to be conducted during the school day (for staff governors), where possible.

When Problems Arise:

- The school will provide support and discuss options to the circumstances. In some cases, this may include external support through occupational health, counselling, the teacher helpline. The school will continue to support even when external services are engaged.
- This policy should be read in line with the Code of Conduct Policy, etc.