



**Egerton  
Primary School**

## **Staff Wellbeing Policy 2022-3**

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<b>Approving Body</b>	Local Board of Governors
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### **Revisions Log**

<b>Date</b>	<b>Pages/Whole Document</b>	<b>Description of Change</b>	<b>Origin of Change (e.g. Routine Update, request for Review)</b>

This policy aims to:

- support the wellbeing of all staff to avoid negative impacts on their mental and physical health
- provide a supportive work environment for all staff
- acknowledge the needs of staff, and how these change over time
- allow staff to balance their working lives with their personal needs and responsibilities
- help staff with any specific wellbeing issues they experience
- ensure that staff understand their role in working towards the above aims
- consider the needs of individuals on a 1:1 basis
- create an environment where wellbeing is part of daily practice

### **Role of 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
- speak 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 shared spaces

### **Role of Senior Leadership Team**

Line managers are expected to:

- monitor workloads, be alert to signs of stress and regularly talk to staff about their work/life balance
- maintain positive relationships with their staff and value them for their skills and contributions, not their working pattern
- familiarise themselves with TLA (The Learning Alliance) policies related to wellbeing
- feature discussion of wellbeing as part of line management and TLA meetings
- make sure new staff are given a thorough induction programme and feel able to ask for help
- provide a non-judgemental and confidential support system to their staff
- 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
- keep in touch with staff if they are absent for long periods and conduct return to work interviews to support staff back into work

- conduct exit interviews with resigning staff to help identify whether any wellbeing issues lead to their resignation
- take any complaints or concerns seriously and deal with them appropriately using the academy's policies

### **Role of senior staff**

Senior staff are expected to:

- lead in setting standards for conduct, including how they treat other members of staff and being respectful of agreed working hours
- manage a non-judgemental and confidential support system for staff
- monitor the wellbeing of staff through regular 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
- make sure job descriptions are kept up to date, with clearly identified responsibilities and consult staff before any changes
- listen to the views of staff and involve them in decision-making processes, including consideration of any workload implications of new initiatives
- communicate new initiatives effectively to all members of staff to ensure they feel included and aware of any changes occurring at the academy
- 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
- provide resources to promote staff wellbeing, such as training opportunities
- promote information about and access to external support services
- organise extra support during times of stress, such as Ofsted inspections
- welcome suggestions and give feedback

## **Role of the Headteacher**

Creating a positive and supportive atmosphere throughout the school.

- operate an open door policy for all staff
- ensure that all policies that affect staff wellbeing are adhered to and reviewed
- monitor staff attendance data
- appraise the governing board of issues to do with staff wellbeing
- consult with representatives from Unions regarding staff wellbeing

## **Role of the Governing Body**

The LGB is expected to:

- make sure Egerton school is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment
- monitor and support the wellbeing of the Headteacher
- make decisions and review policies with staff wellbeing in mind, particularly in regard to workload
- be reasonable about the format and quantity of information asked for from staff as part of monitoring work
- ensure that resources and support services are in place to promote staff wellbeing
- ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them

## **Managing specific wellbeing issues**

We will support and discuss options with any member of staff who raises wellbeing issues, such as if they are experiencing significant stress at their place of work or in their personal lives. Where possible, support will be given by line managers or senior staff. At all times, the confidentiality and dignity of staff will be maintained. This could be through:

- reassessing their workload and deciding what tasks to prioritise
- temporarily relieving of some duties
- giving staff time off to deal with a personal crisis
- arranging external support, such as counselling or occupational health services
- the flexi working hours policy aims to cater for the needs of all staff and wherever possible, the Principal supports requests from staff for reduced/part time working where personal circumstances mean that it would improve their work/life balance
- completing a risk assessment and following through with any actions identified
- phased return/altered hours after absence

### **Wellbeing Team and Action plan**

We will facilitate a wellbeing action group with members from across the staff whose role will be to develop an action plan to promote a range of wellbeing interventions. It will:

- seek the views of staff on wellbeing regularly and promote and communicate wellbeing activities
- represent Egerton as part of the The Learning Alliance Wellbeing Action Group

### **Outcomes of implementing the Wellbeing Policy**

- Retention and recruitment have improved.
- Produced a wellbeing policy, shared with staff and governors.
- Staff feedback on wellbeing survey positive on a range of wellbeing themes.
- Mental Health Lead appointed.
- Engagement with professional organisations is collaborative and focused on academy improvement.
- Staff openness about wellbeing – communicating with team leaders and supported by HR follow up.
- Appointed a lead governor for wellbeing.
- Local Governing Body versed in and supportive of wellbeing plans.

## Tiered Approach to Supporting Staff Wellbeing

### 1. Universal:

1. Promote and model an open and understanding culture through regular wellbeing discussions and providing signposts for internal and external support. (Eg anxiety, isolation, sleep, exercise, fatigue, menopause etc)
2. TLA and Egerton communications/emails linked to supporting mental health and wellbeing. (Including regular info from key external sources : NHS Every Mind Matters, My Mind Organisation, The Education Support Charity and Headspace.com/educators.
3. Staff Wellbeing Policy.
4. Dedicated Staff Room. Staff Wellbeing Board/Calendar/Posters, Wellbeing Menu.
5. Wellbeing events for staff, dedicated time together, time to connect.
6. Regular Wellbeing Survey to gain views and respond, with time allocated to complete (Anonymised).
7. Staff Training for Mental Health and Wellbeing (Training linked to Jigsaw, Safeguarding, Wellbeing Leadership, ELSA ) to support staff, pupil and family wellbeing. To enable staff to feel confident supporting pupils.
8. Egerton Wellbeing Action Plan/Statement of intent and Wellbeing Group (Published on website Spring 2022)
9. Wellbeing Lead and Team. Staff wellbeing team supported to offer regular events for all, promotion of wellbeing resources shared, share ways they look after own wellbeing.
10. Wellbeing Peer Posters - How I look after my own and others wellbeing.
11. Wellbeing Events - Planned from staff voice.
12. Above underpinned by:
  1. DFE Education Wellbeing Charter
  2. DFE Reducing Teacher Workload Toolkit

### 2. Targeted:

1. Discussion with Wellbeing Lead/ SLT Member. Allocation of Supportive SLT Supervision Partner. (Description of Supervision below).
2. Follow up link to: NHS Every Mind Matters links. This provides clear steps and clearly identified mental health support/GP support. <https://www.nhs.uk/every-mind-matters/mental-wellbeing-tips/your-mind-plan-quiz/>

### 3. Wider:

1. Discussion with headteacher.
2. Referral to Occupational Therapy.
3. Guidance to Crisis support

## Definitions/Descriptions

### Supervision

In general, the aim for supervision is to provide an opportunity to think about the needs of pupils who staff have concerns about or to consider an area of work that the teacher or staff member is finding especially challenging and difficult. Supervision is different from staff support or staff counselling, which focuses on the member of staff's experience of his/her job. Supervision is supportive - with the aim of problem solving, prioritising, and identifying solutions with a partner.

In supervision, the aim is to support the staff member with work tasks and challenges. (However, in supervision, it is recognised that staff stress may impact on the capacity to manage their work well). One of the key benefits/aims of supervision is that it reduces the feeling of being alone in managing a problem. Isolation can cause a great deal of work stress if someone feels that they are carrying something on their own. For school staff who are dealing with stressful circumstances personally or around the needs of children and young people, isolation can compound this feeling. In this way, regular, planned supervision can play a role in ensuring that staff have appropriate support.

*Guidance from Anna Freud Supporting Staff Wellbeing in Schools Booklet and more widely 10 steps to support staff wellbeing.*

*file:///R:/2021-22/MHWP/Useful%20resources%20for%20parents/3rdanna-freud-booklet-staff-wellbeing-final.pdf*

### Staff Wellbeing Posters - Supporting Wellbeing.

Staff members, who would like to participate, create a wellbeing poster - to share their own strategies that support their wellbeing and may be useful for others. The wellbeing poster also references the staff wellbeing tiered approach offer, (1. Key wellbeing information shared: signposts to sources of support, open discussions, mental health guides, wellbeing communications. 2. Wellbeing supervision support from SLT and 3. Wider strategies including further referrals. Pupil wellbeing is also referenced as pupil wellbeing positively impacts also.

### Impact

Leaders are considerate of staff and pay careful attention to their workload.