



## **Staff Well-being Policy**

**2023**

The emotional and physical well-being of all staff is important to St Luke's School. At our school not only does every child matter but we also believe every person matters.

The actions within this policy have 5 key aims:

- To minimise the harmful effects of stress.
- To provide effective support for all staff.
- To help each individual to achieve an appropriate work-life balance.
- To take a positive and understanding approach to the management of stress in line with current good practice.
- To respect confidentiality.

As a school, we promote work life balance. We seek advice from outside support agencies such as occupational health. We have policies and procedures to deal with bullying, harassment and issues of personal safety. We seek opportunities to care for the staff through initiatives and through discussions within performance and development reviews.

We have an annual staff well-being survey; please see the appendix for examples.

The main part of this policy is based around the UK Health and Safety Executive Management Standards. Each section responds to a standard and how the school carries out its duty of care.

### **Demands**

The Standard states that "Employees indicate that they are able to cope with the demands of their jobs and systems are in place locally to respond to any individual concerns".

Within St Luke's 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 this is part of the recruitment procedure before agreed contracts are signed. Appointments are made to match the skills of the person with the job and adjustments are 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 a 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.

## **Control**

The Standard states that “Employees indicate that they are able to have a say about the way they do their work and systems are in place locally to respond to any individual concerns”.

Within St Luke’s School 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 the expected. The school has a Continuing Professional Development plan which details the means by which all staff are encouraged to extend their skills and knowledge. Formal access to courses and training is through individual performance reviews and through audits of subject needs.

Other courses may be available but they are more closely related to budget availability.

As a school we are open to the changing face of employment structure and the relationship between home and work life. We make every effort to ensure that an employees working pattern suits their needs.

## **Support**

The Standard states that “Employees indicate that they receive adequate information and support from their colleagues and superiors and systems are in place locally to respond to any individual concerns”.

Within St Luke’s School we have an active support structure within the staff which has no formal basis but is generated from mutual respect. However, should this structure break down, the management structure has a wide base and 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. Although we have formal observations, the staff have agreed that informal observation and comment is still part of the school culture.

St Luke’s is a supportive school and this is reflected in the personal and private leave procedure which operates when necessary.

## **Relationships**

The Standard states that “Employees indicate that they are not subjected to unacceptable behaviours, e.g. bullying at work, and systems are in place locally to respond to any individual concerns”.

Within St Luke’s 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. These will then be fully investigated by an appropriate member of the SLT.

## Role

The Standard states that “Employees indicate that they understand their role and responsibilities and systems are in place locally to respond to any individual concerns”.

Within St Luke’s 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 member of the SLT. 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 briefings and individual meetings.

## Change

The Standard states that “Employees indicate that the organisation engages them frequently when undergoing an organisational change and systems are in place locally to respond to any individual concerns”.

Within St Luke’s School we seek to involve all appropriate staff in consultations regarding change. We provide information as soon as possible and will call staff meetings if they are relevant. 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.

St Luke’s School uses latest research to support and enhance provision:

*“Research supports the view of well-being as more than just superficial or transactional approaches. “*

*“These factors suggest that we should consider a much wider view of well-being than simply reducing workload. These factors cannot be tackled simply through reducing marking policies or planning expectations... but **through wholesome and compassionate leadership, where staff feel valued and are engaged as professional in the purpose and development of their school.**”*

Wholesome Leadership, Tom Rees, 2018, John Catt Education Ltd

## Three aspects of well-being (Tom Rees) at St Luke's School

### Superficial

*Nice touches are not to be dismissed but they are unlikely to contribute significantly to the well-being of staff.*

#### Well-being of Headteacher

- Dress-down days: Children In Need, World Book Day, Comic Relief, etc.
- Free hot drinks/milk provided by school.
- Staff Forum organise End of Term meals/nights out.
- Staff provide each other cakes/biscuits/cheese & biscuits/etc on their birthday.
- Staff contributions to birthday/special events.
- Flowers sent from school to any staff member off sick for more than a week.
- End of month/Friday evening staff drinks in the local pub.

#### Well-Being of staff

- Dress-down days: Children In Need, World Book Day, Comic Relief, etc.
- Free hot drinks/milk provided by school.
- "Thank Crunchie its Friday" – HT buys chocolate bars for staff at random times.
- Staff Forum organise End of Term meals/nights out.
- HT buys £100 of wine for staff attending the end of term meals/night out.
- Staff provide each other cakes/biscuits/cheese & biscuits/etc on their birthday.
- Breakfast pastries, fruit & fruit juice provided on INSET days.
- Supportive, approachable and friendly SLT.
- Staff contributions to birthday/special events.
- Flowers sent from school to any staff member off sick for more than a week.
- End of month/Friday evening staff drinks in the local pub.
- Staff are regularly thanked for their effort/input/time – verbally, in writing on newsletters/social media & in assemblies.
- Secret Santa or Secret Angel initiatives (random acts of kindness)
- Christmas Lucky Dip gifts provided by Headteacher.

### Transactional

*These changes are significant and can make a genuine difference to working hours, giving more opportunity for staff to enjoy precious family or leisure time.*

#### Well-being of Headteacher

- Permission given from Director for Heads to take Dedicated Leadership Time and work from home on occasion.
- Time given from Senior Advisor and Tri-School Headteachers for support.

#### Well-Being of staff

- PPA provided in combined block - If resources and situations in school allow, teachers can take PPA at home.
- Senior Leadership Day provided to SLT members
- Subject Leader Day provided
- Whole class feedback significantly reduces amount of marking teachers are asked to do.
- Induction mentors for new staff
- Calendar of events and expectations provide clarity over what is expected. Staff are provided at least 2 terms in advance to allow staff to prepare and plan.
- A perception of fairness in terms of how staff are treated.
- All decisions made by the Senior Leadership Team consider reducing staff work load of unnecessarily tasks.
- Aiming as much as possible to have leadership or SEN meetings within the school day and cover provided (within the budget and resources we have available).

- At discretion of the headteacher and where possible within budget/resources, time is given to attend important events e.g. child's end of year assembly, sports day.
- Senior Leadership Team being aware of situations occurring outside staff's working life and making adjustments and providing support.
- Offer of support from Senior Leadership team if tricky situations occur at school e.g. serious illness of a child, bereavement of local members of the community, critical incidents.
- Change to report format reduces workload and increase impact on learning
- Members of the Senior Leadership Team attending more difficult meetings to support teaching staff.
- Giving choice and consultation over decisions making wherever possible.
- Regular questionnaires to gain views of staff and these are actioned.

### Deeper

*A deeper connection. Many choose to work in a school because of the sense of service and enjoyment that goes with it.*

#### Well-being of Headteacher

- Off island training considered and supported.
- Strategically planned work with Tri-school to allow teachers to work together, feel support and share ideas.

#### Well-Being of staff

- Leadership training provided to all teaching staff – this raises understanding of process of quality assurance and accountability while also upskilling.
- Bespoke training offer provided to all staff based on need as well as interest:
  - SEN
  - EYFS
  - Subject based
  - Creative/personal interest (eg Forest Sch, relax kids, etc)
- Open and honest dialogue in a culture of mutual trust and respect regarding workload, relationships, performance, support
- Open dialogue and school development based on how they do their job and a measure of control in relation to the broader organization of the school.
- Bespoke support plans/packages for any staff member struggling to meet the expected standard or going through difficulties (home or school).
- Requests for leave, career breaks or sabbaticals are supported wherever possible.
- Staff wishing to apply for promotion/employment elsewhere are guided, additional training or experience provided to support their endeavour.
- Off island training considered and supported.
- Requests for leave supported where possible
- Senior Leadership Team genuinely care about their staff and want the best for them.
- Developing the School Core Values to ensure staff are respected, cared for and are allowed to collaborate.
- Strategically planned work with Tri-school to allow teachers to work together, feel support and share ideas. Release time provided to support where possible.