



Staff Well-being Policy

Updated September 2018

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

- Birthday card from Director (2018).
- 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/chees&biscuits/etc on their birthday.
- Friday staff "keep fit/Zumba" club.
- 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.
- HT buys filter coffee each day.
- "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/chees&biscuits/etc on their birthday.
- Breakfast pastries, fruit & fruit juice provided on INSET days.
- HT buys Cake/Biscuits/fruit for the staffroom – randomly
- Supportive, approachable and friendly SLT.
- Friday staff "keep fit/Zumba" club.
- 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.

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 (2017) for Heads to take Dedicated Leadership time and work from home on occasion.

Well-Being of staff

- PPA provided in combined weekly block
- Additional PPA provided (2 hours) weekly
- Subject Leader time provided - 2 hours per half term/term (depending on subjects position on SDP)
- Feedback/Marking policy "Brain, Buddy, Boss" significantly reduces amount of marking teachers are asked to do.
- Staff mentor provided to everyone – phase leaders support with this.
- 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.

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

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 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 endeavor.

Wellbeing Questionnaire

	Never 1	Seldom 2	Sometimes 3	Often 4	Always 5
1. I enjoy my work					
2. I feel valued at work					
3. I am clear what is expected of me at					
4. I know how to go about getting my job					
5. If work gets difficult, my colleagues will help me					
6. I am given supportive feedback on the work I					
7. I have a say in my own work speed					
8. I am clear what my duties and responsibilities					
9. I am clear about the school's goals and objectives					
10. I have a choice in deciding how I do my work					
11. I understand how my work fits into the overall aims of the					
12. I am able to make some decisions about the way I work					
13. I am comfortable with the pace of work expected of me					
14. I can rely on senior staff to help me out with a work problem					
15. I am subject to personal harassment in the form of unkind words					
16. I have to work very intensively					
17. There is friction or anger between colleagues					
18. Senior staff put me under unreasonable pressure to work long hours					
19. I am subject to bullying at work					

20. I have unrealistic time pressures					
21. I get help and support I need from colleagues					
22. I have some say over the way I work					
23. I have sufficient opportunities to discuss changes as					
24. I receive the respect at work I deserve from my colleagues					
25. Staff are always consulted about changes at work					
26. I can talk to senior staff about something that has upset or annoyed me about work					
27. My colleagues are willing to listen to my work related problems					
28. When changes are made at work, I am clear how they will work out in					
29. I am supported through emotionally demanding work and					
30. Relationships at work are good					
31. Senior staff encourage me at work					
32. Communication is good					

Thank you for completing the questionnaire