



**Rossmere
Academy**
ENRICHING EDUCATION

Staff Wellbeing Policy

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1. Aims

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

2. Promoting wellbeing at all times

We intend to review this policy annually, and more often when feedback tells us that more work is needed.

2.1 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
 - Report honestly about their wellbeing and let other members of staff know when they need support
 - Follow the school's policy on out-of-school hours working, including guidance on when it is and isn't reasonable to respond to communications
 - Contribute positively towards morale and team spirit
 - Use shared areas respectfully, such as the staff room or offices
 - Take part in training opportunities that promote their wellbeing
 - Be supportive and welcoming to new staff, students on placement and volunteers
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- Try to avoid impacting negatively on the workload of others (by missing deadlines, ignoring emails etc)

2.2 Role of line managers

(Deputy Headteacher for learning coaches, Assistant Headteachers for teachers. SBM for admin and site staff, Headteacher for all SLT)

Line managers are expected to:

- Maintain positive relationships with their staff and value them for their skills, not their working pattern
- Provide a non-judgemental and confidential support system to their staff
- Take any complaints or concerns seriously and deal with them appropriately using the school's policies
- Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance
- Make sure new staff are properly and thoroughly inducted and feel able to ask for help
- 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're absent for long periods
- Monitor staff sickness absence, and have support meetings with them if any patterns emerge
- Conduct return to work interviews to support staff back into work
- Lead in setting standards for conduct, including how they treat other members of staff
- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
- Make sure job descriptions are kept up-to-date, with clearly identified responsibilities and staff being consulted before any changes are made
- Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
- Conduct exit interviews with resigning staff to help identify any wellbeing issues that led to their resignation

2.3 Role of the Wellbeing Team

The Wellbeing Team is led by the Headteacher and includes staff from different roles in school;

The Wellbeing Team are expected to:

- Monitor the wellbeing of staff through regular surveys and structured conversations
- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
- Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives
- Establish a clear policy on out-of-school hours working, including on when it is and isn't reasonable for staff to respond to communications, and provide clear guidance to all stakeholders
- Make sure that the efforts and successes of staff are recognised and celebrated
- Provide resources to promote staff wellbeing, such as training opportunities
- Promote information about, and access to, external support services, and make sure that there are clear routes in place to escalate a concern in order to access further support
- Organise extra support during times of stress, such as Ofsted inspections

2.4 Role of the Local Governing Board

The Local Governing Board is expected to:

- Make sure the 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
- Ensure that resources and support services are in place to promote staff wellbeing
- Make decisions and review policies with staff wellbeing in mind, particularly in regards to workload
- Be reasonable about the format and quantity of information asked for from staff as part of monitoring work
- Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them

3. Systems in place to address general staff wellbeing

The Wellbeing Team have put in place a number of initiatives that are open to all staff. This list is added to whenever new suggestions are made. Some of these activities are optional, but all staff are made aware of how they can be accessed:

- Following consultation with all staff, the school policy on out of hours working is 'work when you choose, send emails when you choose, but do not expect replies or actions after 5pm or during weekends or school holidays'.
- Planning is for the teacher and not for monitoring purposes. It is therefore the responsibility of each teacher to plan in as much or as little detail as they need, in order to teach effective lessons. There is no deadline for completing planning and it is not monitored.
- Our Feedback Policy is clear that the purpose of any feedback is to move learning on. We do not require written marking and would prefer that most marking is live and is verbal feedback to a child as this is most valuable.
- We expect all staff to arrive at school at 8.30 and stay in school until 3.30. If there are no planned meetings we do not expect any member of staff to arrive at school before, or stay at school after, their contracted hours.
- The meetings calendar is published at the end of the previous term, allowing all staff to plan their personal diary. This also includes deadlines.
- Meetings are kept to 1 hour unless previously advertised.
- Tea, coffee, milk and a water cooler are available free of charge to all staff.
- There is a staff tuck shop with sweet and savoury snacks in the staffroom with an honesty tin – any profits are used to buy treats for the staffroom.
- There are welfare baskets in staff toilets containing toiletries and sanitary products
- There is a welfare basket in the staffroom containing a range of items staff may need
- All members of staff are provided with a Rossmere coat or fleece and have the chance to buy additional polo shirts or coats at very reasonable prices
- Initiatives such as 'early finish passes' are used throughout the year to give staff the option of leaving at 2.30 on one occasion without having to give a reason
- Leave of absence is given to attend life events or medical appointments with a family member or friend (following the policy these may be paid or unpaid)
- A termly calendar of CPD that focuses on staff wellbeing (stress relief, menopause awareness, getting a good night's sleep) is provided for all staff.
- PPA is provided for teachers in pairs with their teaching partner so that they can share the workload
- When requested, PPA can be taken at home.
- Social events are planned regularly and advertised to all in the staffroom and in the staff Messenger group.
- Personal counselling is offered in school through Place 2 Be for any member of staff

➤ Counselling and other medical support is offered through Education Mutual.

3. Managing specific wellbeing issues

The school will support and discuss options with any staff that raise wellbeing issues, such as if they are experiencing significant stress at school or in their personal lives.

Where possible, support will be given by line managers or senior staff. This could be through:

- Suggesting a leave of absence (in line with the policy) to deal with a personal crisis
- Arranging external support, such as counselling or occupational health services
- Completing a risk assessment and following through with any actions identified
- Reassessing their workload and deciding what tasks to prioritise

At all times, the confidentiality and dignity of staff will be maintained.

4. Monitoring arrangements

This policy will be reviewed annual by the Wellbeing Team and Local Governing Board.

5. Links with other policies

This policy is linked to our:

- Appraisal policy
- Behaviour policy
- Capability procedure
- Staff code of conduct
- SMSC action plan