



Leigh Church of England Academy **Staff Well-being Policy.**



1. Policy Statement:

Leigh Church of England Academy recognises that the staff are their most important resource and are to be valued, supported and encouraged to develop professionally and personally in a learning and caring environment. It is important that staff are happy, have a manageable workload and the right support in school to thrive.

All staff at some point in their lives will experience difficult times. Leigh Church of England Academy have systems in place to support all staff and ensure they are well and resilient enough to cope in and outside of school hours. Coupled with this, all staff need to be aware of their own stress indicators and ways in which they can manage these effectively. At Leigh Academy we promote a culture of happiness and well-being to try and limit stresses on staff, to ensure they can provide the best education for our pupils.

The Well-being policy sits within the academy's duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (which includes colour, nationality and ethnic or national origins) religion or belief, sex or sexual orientation. In the policy all staff refers to all groups named above.

This policy aims to:

- Support the well-being of all staff to avoid negative impacts on their mental & 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 well-being issues they experience
- Ensure that staff understand their role in working towards the above aims

2. Promoting well-being at all times

To enable each staff member to experience life in all its fullness, within the context of our Christian values and vision, we endeavour to nurture the well-being of all members of the Leigh community so that we have a deep sense of self-worth and a respectful and compassionate regard for each other. All staff have a part to play in creating a culture and environment that always promotes well-being.

On appointment an ECT teacher is assigned a mentor and is supported less formally by an experienced staff member in the same key stage. As part of induction all staff are signposted to the Mental Health First Aider on site and provided with a copy of the Well-being policy and appropriate information regarding services available to support staff well-being. Information is also openly available on the staff notice board.

2.1 Role of all staff

Within this context we hope and trust that all staff will:

- Treat each other with empathy and respect
- Maintain positive relationships with staff and value them for their skills, not their working pattern
- Keep in mind the workload and well-being 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 well-being 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 offices
- Take part in training opportunities that promote their well-being
- Self- monitor and regulate their workload being mindful of their own stress triggers and seek support from colleagues and the Well-being Lead when appropriate

2.2 Role of senior staff

The Senior Leadership Team endeavour to promote well-being by:

Leading in setting standards for conduct

- Valuing the contribution all staff members make to the staff team and treating all members of staff with respect and dignity
- Adhering to agreed working hours
- Managing a non-judgemental and confidential support system for staff
- Monitoring the well-being of staff through regular surveys and structured conversations
- Making sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
- Regularly reviewing the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
- Making sure job descriptions are kept up to date, with clearly identified responsibilities and staff being consulted before any changes
- 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 well-being, such as training opportunities
- Provide a non-judgemental and confidential support system for all staff
- Take any complaints or concerns seriously and deal with them appropriately using the school's policies
- 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
- 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.

Effective Communication:

Feeling out of the loop can lead to an increase in stress levels and can be detrimental to a staff members well-being. The Senior Leadership team will ensure that communication is effective by way of:

- Weekly briefings
- Continued professional development
- Alerting the relevant staff to incidents in school by using CPOMS
- An electronic school diary is accessible to all staff
- Daily information will be shared on a board in the staffroom where it is accessible to everyone.
- Good notice is given regarding staff training that require members to stay beyond their working hours
- Listening to the views of staff and involving them in decision-making processes, including allowing them to consider any workload implications of new initiatives
- Communicating new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school

Managing Staff Workload:

Senior Leaders and Governors have responsibility to mitigate work related stress which is in the main caused by excessive workload and long hours. Making sure that a staff member has the appropriate workload is important. Senior Leaders and the Academy Governance Committee at Leigh Church of England Academy will consider the following:

- Marking and feedback
- Moving year groups
- Leading in too many areas of the curriculum
- Workload over the year
- Data Management
- Reporting to parents
- Collaborative working
- Distribution of support staff
- Number of out of school hours training that staff attend

Promoting and Facilitating Work Life Balance:

Ensuring that staff have a good work life balance is important to Leigh Church of England Academy. To support this ethos Senior Leaders and Governors will offer the following:

- PPA can be taken at home
- Medical appointments during school hours will be considered on an individual basis
- Compassionate days will be considered for special events e.g., weddings
- School events – staff are not expected to attend every event. Staff will take turns to help.
- Staff meetings will not take place during weeks where there is a requirement for staff to work after school at another event.
- Staff meetings will finish promptly at 17.00
- Monitor workloads and be alert to signs of stress and regularly talk to staff about their work/life balance.

Promoting a Well-being Culture

Investing in staff well-being can have positive outcomes both for staff and the pupils at Leigh Church of England Academy. Studies have shown there is a relationship between the psychological wellbeing of employees and positive organisational outcomes, such as reduced levels of sickness absence as well as enhanced productivity and performance. Leigh Church of England will offer staff the following in terms of promoting their own well-being:

- Staff questionnaire circulated annually by the MAT central
- Ensuring the staffroom is a pleasure to sit in as far as possible
- Designated PPA workspace
- Regular performance management meetings
- Staff birthdays remembered and acknowledged
- Consideration for staff to attend special events and family medical appointments
- Staff can order hot meals at lunchtime and after school hours
- Regular school social events for staff

2.3 Role of Staff Well-being Lead:

Leigh Academy has a trained and experienced mental health first aider who is our named 'Wellbeing Champion'. Mrs Kate Bickerton- White is also member of our senior leadership team.

The Staff Well-being Lead will:

- 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

2.3 Role of The Academy Governance Committee:

It is the responsibility of the AGC to ensure that the academy is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment.

The AGC is committed to ensuring that positive steps are taken in school to promote a healthy work life balance for all employees. For teachers the School Teachers Pay and Conditions Document requires that all teachers and Headteacher enjoy a reasonable work-life balance.

'Governing Bodies and head teachers, in carrying out their duties, must have regard to the need for the head teacher and teachers at the school being able to achieve a satisfactory balance between the time required to discharge their professional duties...'

This same principle will be extended to all support staff who work at Leigh Academy.

At Leigh Academy our named 'Well-being Governor Lead' is the Chair of the AGC : Mrs Sue Clayden

The Well-being Lead will:

be informed by the Mental Health First Aider of all new starters and will then meet informally with all new staff within the first half term following appointment to ensure that they are aware of the academy's commitment to their well-being and to check they have received all appropriate information

- Connect with members of the wider academy in order to support the academy to embed its mental health and well-being provision across the entire academy.
- Champion emotional well-being within the academy on behalf of the AGC
- Liaise with the Head Teacher and senior leadership team about their own well-being and signpost and/or facilitate appropriate downtime
- Liaise with the staff Well-being Lead to monitor the implementation of the Well-being policy and provide a termly report to the AGC
- The AGC will make decisions and review policies with staff well-being in mind, particularly in regard to workload.

2.4. Role of DMAT HR

The centrally based DMAT Human Resources team will:

- Develop and circulate trust wide policies that support the widest aspects of staff well-being
- Distribute and analyse a Trust wide well-being survey annually and advise academies of outcomes and actions
- Act as external experts and advisers to the Senior Leadership team, Well-being Lead and AGC.
- Conduct exit interview with resigning staff to help identify any well-being issues that lead to their resignation

3. Well-being Support

Leigh Church of England Academy is committed to ensuring that staff experience positive health and well-being. At times, staff will need further support for an array of situations both in their professional and personal life. Leigh Church of England Academy can offer staff:

- Support from a designated Mental Health First Aider in the workplace
- Occupational Health Support through Human Resources.
- Access to the Education Support Partnership – <https://www.educationsupport.org.uk>
Helpline : 08000 562561
- Access to the Mental health Foundation – <https://www.mentalhealth.org.uk>
- Access Mental Health Foundation Employee Assistance App
- De-brief with a senior member of staff following an issue/incident in school
- Signposting to relevant agencies for support
- Time away from school to access support services
- Phased return when returning from a period of absence
- Compassionate leave in exceptional circumstances
- Consideration will be given to reducing workload, working hours or providing extra support to enable staff members to complete their day-to-day tasks

4. Staff Well-being in the event of a pandemic

In the event of a further outbreak of COVID 19 or government classified pandemic; in order to preserve and protect the physical and mental well-being of staff the Executive Head teacher or Head of School will conduct individual risk assessments with all staff, and review these regularly. Due consideration will be given, and provision made, to support all staff with specific personal risks

5. Supporting Policies

Policies can be found on the Coventry Diocesan Multi Academy Trust SharePoint and are linked from the academy website.

Policies that support the employer's responsibility for Duty of Care:

- Health and Safety Policy
- Equality and Diversity Policy
- Grievance Procedures
- Whistleblowing Procedures

Policies that contribute to staff well-being, certainty, fairness, consistency in the treatment of staff in different contexts:

- Appraisal Policies for Teaching and Support Staff
- Behaviour Policy
- Bereavement Policy
- Capability Procedures for Teachers and Support Staff
- Child Protection Policy and Procedures
- Data Protection Policy
- Dignity at Work Policy
- Disciplinary procedures
- Enabling Attendance Policy
- Equipment Loan Policy
- Family Friendly Policy
- Flexible Working Policy
- Framework for Honoraria and Acting Up Policy
- Home Working Policy
- Induction for Early Career Teachers Policy
- Leave of Absence Policy
- Pay Policy
- Staff Behaviour Policy
- Safer Recruitment Policy