

**JOHN SPENDLUFFE**

**TECHNOLOGY COLLEGE**

# **STAFF WELLBEING POLICY**



**Approved by:** Governors

**Date:** Monday 29<sup>th</sup> November  
2021

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**Next review due by:** November 2022

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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 personal and professional 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 and responsibility in working towards the above aims

## 2. Promoting wellbeing at all times

We value staff voice as a mechanism for shaping wellbeing culture and will capture this through termly surveys

We will include statements about wellbeing and mental health in our recruitment and induction materials to show that we value and prioritise wellbeing.

### 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 when making decisions
- Support other members of staff with empathetic listening, emotional reassurance, and appropriate signposting if they become stressed.
- Contribute positively towards morale and team spirit
- Use shared areas respectfully, such as the staff room, Learning Hub, offices and classrooms
- Take part in training opportunities that promote wellbeing

## 2.2 Role of line managers

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
- Guide their staff to appropriate personal and professional development wellbeing / mental health training where appropriate
- Keep in touch with staff if they're absent for long periods
- Organise the setting of cover work for staff who are absent for more than 5 days due to illness or injury or when staff are too ill or injured to set cover work from the first day of absence

## 2.3 Role of senior staff

The member of the senior leadership team with responsibility for the strategic leadership of wellbeing is Susie Powell.

Senior staff are expected to:

- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
- Subscribe to a confidential employee assistance programme for all staff
- Monitor the wellbeing of staff through regular surveys and structured conversations
- Make sure appraisal 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 administrative tasks, and seek alternative solutions wherever possible
- Make sure job descriptions are kept up to date, with clearly identified responsibilities, staff wellbeing to be considered and with staff consulted before any changes
- Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives
- Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school
- 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
- Provide the opportunity for wellbeing support meetings if any sickness patterns emerge
- Focus on wellbeing in back to work interviews to support staff returning to the workplace

- Conduct exit interviews with resigning staff to help identify any wellbeing issues that led to their resignation
- Organise extra support during times of personal and professional stress, e.g., a quiet room to access in the moment support from the employee assistance programme
- Ensure line managers are organising the setting of cover work for staff who are absent for more than 5 days due to illness or injury or when staff are too ill or injured to set cover work from the first day of absence

## 2.4 Role of the governing board

The member of the governing board with responsibility for the strategic leadership of wellbeing is Lynette Pryke.

The 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 wellbeing for all staff, including the headteacher and governing body
- Make decisions and review policies with staff wellbeing in mind, particularly with regards to workload
- Be reasonable about the format and quantity of information asked for from staff as part of quality assurance processes
- Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them

## 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:

- Giving staff proportionate time off 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 annually by Susie Powell, Assistant Headteacher. At every review, it will be approved by staff, senior leaders and the full governing board.

## 5. Links with other policies

This policy is linked to our:

- Health and Safety policy
- Anti-bullying policy
- Appraisal policy
- Behaviour policy
- Capability procedure
- Staff code of conduct