

Ribble Drive Community Primary School



Staff Well Being

RATIONALE

At Ribble Drive Community Primary School, we recognise that our staff are our most important resource and are valued, supported and encouraged to develop personally and professionally within a caring, purposeful learning community. We recognise that there is a direct correlation between the wellbeing of our staff and the wellbeing of our pupils, and that the culture and ethos of a school are determined by the extent to which staff work towards a shared vision. We believe that it is essential that all staff feel part of a valued team, have the opportunity to express their views and are supported to manage their workload within a culture that supports a healthy work-life balance.

The purpose of this policy is to ensure that we embrace the many school practices that support staff health and wellbeing, to minimise the harmful effects of stress and ensure that there is cohesion in working towards health and wellbeing for all staff. It outlines some of the ways in which we commit to maintaining staff wellbeing and it recognises that each individual member of staff and their circumstances are different but provides an overview of the basis on which everyone can contribute, and expect to be treated.

Thus, we will be enabled to realise both our Mission Statement:

"Be the Best You Can Be."

And our Disability Statement:

"To make all reasonable adjustments to ensure that any member of the school community with a disability is not placed at a disadvantage and to endeavour to anticipate their needs in advance of their participation in any activities within the school"

This policy applies to the **whole school**, including the EYFS

This policy supports Articles 3 (Best Interests of the Child), Article 28 (Access to Education) and Article 29 (Goals of Education) UNICEF: The Convention on the Rights of the Child.

AIMS

We aim to ensure that our school:

- supports staff mental health and wellbeing
- minimises stress
- helps staff to keep a healthy work-life balance
- helps staff to manage their family and work responsibilities
- ensures staff feel valued
- recognises and promotes the importance of a happy team
- involves staff in decision making
- takes account of equality implications.

ROLES AND RESPONSIBILITIES

The senior leadership team (SLT), governing body and school staff will work towards an ethos where everyone is valued, where respect, empathy and honesty are the cornerstones of all school relationships and where health and wellbeing are held central to school practice. We expect all staff to show respect and empathy for each other, and to treat confidential information sensitively and according to school policy.

The governing body is responsible for:

- fulfilling its duty of care as an employer
- monitoring the workload of the headteacher
- ensuring that the resources are in place to keep staff workload at healthy levels whenever possible.
- reviewing this policy in conjunction with the headteacher
- considering how its own members are treated and valued
- ensuring that demands are not placed on individual members of staff that interfere unfairly with their work-life balance
- operating a sensitive performance management policy

The headteacher is responsible for:

- providing a non-judgemental and confidential support system such as coaching, mentoring and pastoral support for staff
- monitoring the workload of members of staff and being alert to signs of stress
- listening to the views of members of staff and providing a range of strategies for involving staff in school decision making processes
- ensuring that the efforts and successes of staff are acknowledged and celebrated
- acting as gatekeeper and prioritising reforms and innovations
- ensuring that staff are equipped with the right training to fulfil their confidently
- ensuring that staff feel valued and that time is set aside for them
- providing meeting guidelines that are agreed upon and followed
- providing a set budget for staff facilities, environment and welfare
- providing professional development meetings for staff to discuss their aspirations and career intentions
- making special arrangements, where possible, to enable staff to combine the demands of family life and work life, where possible.
- recognising that staff may have experiences in their personal lives that may make them vulnerable to pressures at work, and which may have a temporary influence on their work performance e.g. health issues, bereavement or loss, or personal circumstances
- ensuring accessibility and the accessibility of SLT to members of staff
- ensuring that there are effective methods of communication
- ensuring support services are made available or signposted on behalf of members of staff where additional specialist support is needed
- maintaining contact with staff during long absences
- ensuring that a mentor system operates within the school and especially for each new members of staff and that the staff induction process is put into place
- conducting risk assessments for work-related stress
- relevant time protected for staff such as PPA

The headteacher implements these responsibilities with the support of appropriate staff such as the Deputy Headteacher, SLT and the Pastoral Lead who all strive to be positive role models through their own practice.

Members of staff are responsible for:

- treating one another with empathy, respect and kindness
- taking care of their own health and safety at work and communicating with key staff where they need support
- being committed to the ethos of staff wellbeing and keeping in mind the workload and wellbeing of colleagues
- valuing all members of staff in the school and acknowledging the important role that everyone takes
- contributing to the ethos and social aspects of school life where possible to build morale and effective team spirit
- developing and respecting shared areas where possible so that there is space to relax as well as appropriate work spaces.

Examples of good practice may include:

- providing lunch and refreshments during Inset training
- carrying out team-building exercises as part of staff CPD
- celebrating staff achievements
- providing pastoral services - drop-ins and confidential sessions
- creating spaces for staff to be able to meet, relax and work quietly
- providing all staff with a wellbeing day each academic year.
- encouraging all staff to leave early one day a week e.g. Friday by 4:30pm; -SLT will set the example for others to follow.
- time provided for Subject Leaders and Phase Leaders to complete major tasks;
- time set aside for such tasks as moderation, medium term planning, pupil progress meetings, annual reviews etc...
- the entitlement of a moving day for all teaching staff and support staff
- staff leave to attend their own children's assemblies, performances and sports events
- staff leave to attend training for their own children e.g. phonics, SEND
- SAS Absence Insurance offering the following wellbeing services;
 - Physiotherapy
 - Counselling
 - Weight Management
 - Nurse Support Service
 - Menopause Support
 - GP Phone & Video Consultations
 - Cancer and Chronic Illness Support
 - Private Medical Operations
 - Health Screening Days
 - Stress Awareness Sessions

Support in specific circumstances

The school will provide support and discuss options as appropriate to specific circumstances. In some cases, it may be necessary to seek external services but the school will continue to support even when external services are involved.

Staff are encouraged to arrange medical appointments outside of school hours. Where this is not possible, support will be given on an individual basis.

Where possible, staff are supported with their work-life balance and wellbeing outside the school. This could be through providing staff with paid leave for special events and celebrations, or time off to deal with specific family circumstances or crisis.

Identifying Warning Signs

Preventing stress is a major factor in maintaining the wellbeing of the school's staff. The school understands the importance of trying to reduce and deal with stress, and the factors that may cause employees to become stressed.

The school recognises that individuals will react differently to stressful situations and become stressed by different situations and stimuli throughout their working lives. Because of this, it is important that staff understand the different factors that may cause themselves or their colleagues stress.

The following sources of stress can often be attributed to work:

- Overworking or undertaking work that does not match the employee's skills and abilities
- Fear of change and trying to cope with change, e.g. advancements in technology
- Insufficient workload or not being able to use skills
- Lack of job security
- Poor relationships with colleagues and a lack of involvement
- Harassment or bullying
- Crisis management
- Not having a long-term plan in place

The school recognises that home and personal lives can also prove stressful for staff; bereavement, separation, financial and family problems make people more vulnerable to stress at work. It is common that a combination of stress at home and work can make people particularly stressed.

The school will strive to identify and deal with symptoms of stress quickly in order to maintain a healthy workplace.

The school has a legal requirement to actively respond where any employee displays symptoms of work-related stress.

Revised: Autumn 2023

Review: Autumn 2026

Ribble Drive Community Primary School Fair Workload Charter



Intention

Ribble Drive's "Fair Workload Charter" sets out what staff can expect as part of their role within the school.

Ribble Drive wants to be able to recruit and retain staff by:

- A. Providing a supportive workplace culture**
- B. Ensuring, they have a fair and reasonable workload**
- C. Ensuring clear and consistent information sharing**
- D. Providing high quality training and professional development opportunities that meet the needs of individual members of staff**

A. Providing a supportive workplace culture, which will be ensured by:

- ✓ leaders being committed to addressing workload and supporting staff wellbeing
- ✓ leaders having an 'open door' policy
- ✓ staff having clear roles and responsibilities
- ✓ leaders supporting staff in their roles - this includes offering guidance, support and training in developing knowledge and skills relevant to their role i.e. safeguarding duties, subject leadership
- ✓ access to wellbeing facilities and breaks
- ✓ promoting all members of the school community to show genuine appreciation towards others, using praise and thank you!
- ✓ offering wellbeing guidance and signposting health and wellbeing services
- ✓ the appraisal of all staff to include a review of workload with a supporting action in order to ensure employers exercise their duty of care to employees with regard to workload, including Senior Leaders
- ✓ leaders encouraging and modelling a good work-life balance

B. Fair and reasonable workload which will be ensured by:

- ✓ publishing and adhering to a termly calendar where possible
- ✓ maximising meeting time
- ✓ clear communication of policies and procedures - where possible, briefing notes will be provided to support efficiency of information sharing
- ✓ for staff other than teachers, the requirements of policies should be reasonably deliverable within contracted hours

C. Clear and consistent information sharing which will be ensured by:

- ✓ staff wellbeing and workload to be an ongoing priority
- ✓ using open channels of two-way communication to keep all staff informed
- ✓ ensuring staff are fully informed of all relevant school activity, to enable them to be as effective as possible in their role
- ✓ providing staff easy access to essential, useful and engaging information
- ✓ promoting all staff to be aware of their responsibility for maintaining good communication practice
- ✓ email communication being focused on positive, effective communication and wherever possible, to be solution focused
- ✓ gaining views, feedback and input from staff to support the school to plan and prioritise improvements

✓ a guarantee from SLT that any major changes will be planned on an annual basis and shared with staff via the School Development Plan

D. High quality training and professional development opportunities that meet the needs of individual members of staff by:

- ✓ enabling staff to access the schools induction and relevant training programmes
- ✓ enabling staff to access ongoing training programmes linked to essential elements of the Schools statutory and professional practice as well as bespoke training for individual members of staff
- ✓ providing peer support and coaching
- ✓ ensuring staff are well trained and appropriately qualified

The Workload Charter will be regularly reviewed with all staff.