Winterbourne Earls CE Primary School
Staff Wellbeing Policy

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Purpose and Scope of Policy
Winterbourne Earls CE (VC) Primary School is committed to ensuring the health, safety and welfare of all its staff as far as is reasonably practicable. This includes the psychological and emotional well-being of staff as well as their physical good health.

The Governing Body also believes that having a management ethos committed, within operational constraints, to addressing the needs and expectations of staff, is likely to contribute towards optimum business effectiveness. Healthy, fit staff with a strong sense of well-being will perform better and be less likely to be absent from work or to seek other employment.

This policy will, therefore, establish the ways in which Headteachers, managers and Governors and other staff can contribute to their own well-being and to that of their colleagues. It will also identify the procedures that can be used by the Headteacher and other managers to help alleviate the detrimental effects that an individual may be suffering as a result of circumstances within the manager's control. It will do this by:

- Providing a clear policy statement
- Setting out the roles and responsibilities of particular people
- Emphasising the mutual charter of expectation between Winterbourne Earls CE (VC) Primary School and its staff
- Setting out the practices and procedures that contribute to staff well-being
- Explaining the support structure in place should these practices and procedures fail

General Policy Statement
All staff should have the benefit of a working environment that positively contributes to their own sense of well-being and security. The working environment includes the way in which the workload and the workplace are managed as well as the physical conditions in which the work takes place.

The Governing Body, Headteacher and line managers within Winterbourne Earls CE Primary School accept their responsibility to work towards attaining this and to instigate and maintain the cultural environment necessary to achieve it.

Fundamental to this is the need for fair and effective management by people that are competent in the range of skills needed for that role. Good leadership and managing staff appropriately will be the biggest factors in reducing the potential for harm to staff

The Headteacher, the leadership team and line managers need to be competent in all areas of their management function and effort to establish and maintain competencies should be a key feature of the appointment and development of those in such posts.

The Headteacher, the leadership team and line managers will be expected to continually assess the working environment for significant sources of stress and to be aware of, and alert to, the symptoms of stress in the people that they manage. They must also monitor the levels of staff well-being through team and individual meetings.

Having said this, the Headteacher, the leadership team and line managers' diligence cannot be expected to be failsafe and all staff must be responsible for bringing attention, at the earliest opportunity, to any situation or factor that may be a source of stress or poor well-being either to themselves or to others.

All issues will be treated with sensitivity and, if necessary, confidentiality in seeking to reduce or eliminate the source of the concern and in providing support to the individual member of staff to minimise any adverse effect and hasten their recovery.

Roles and responsibilities

The Governing Body has formally adopted this guidance and has agreed that it should be actively promoted among staff at the school and be available to everyone.

The Governing Body and the Headteacher will seek to cultivate and promote a culture in which staff have a positive sense of well-being and where work-related stress is treated as any other form of ill-health would be. The Headteacher will also ensure that all cases, where individual or collective staff well-being is an issue, is managed appropriately with reference, where necessary, to the specialist roles set out below.

The Headteacher, the leadership team and line-managers have the largest role in achieving the aims of this policy, not only because it is they who have the greatest daily influence upon the working environment, but also because it is this group which is primarily expected to recognise the potential or actual symptoms of stress and to monitor levels of well-being.

The Headteacher, the leadership team and line-managers have the specific responsibility for:

- making themselves aware of this policy and guidance and how it affects their role;
- making themselves aware of, and operating within, all of Winterbourne Earls CE Primary School policies and procedures
- carrying out risk assessments in relation to staff well-being (see Whole School Wellbeing Risk Assessment planned with guidance from Pickwick Academy Trust);
- prioritising management and leadership development within their own personal development plans;
- monitoring work performance and absences;
- informing staff of support available to them;
- ensuring that new staff or staff in new posts or with new responsibilities are assessed as being capable of fulfilling their roles without detriment to their health or safety;
- recognising the symptoms of stress in those they manage and work with;
- seeking to resolve, mitigate or remove any causes of stress using advice from this guidance where relevant;
- referring those with on-going symptoms of stress to an Occupational Health Service and, if appropriate, supporting access to specialist counselling services;
- dealing with all instances professionally, sensitively and, as necessary, confidentially.

No matter how vigilant headteachers, the leadership team and line-managers are, it is inevitable that individual staff will often be the first to identify circumstances which are affecting well-being or could induce stress. They will almost certainly be the first to recognise that they are starting to experience some of the early signs of stress.

All staff will therefore be encouraged to take responsibility for alerting a suitable person to any concern they may have in respect of stress, their general ability to carry out their work duties without detriment to their health or safety or any other sense of discontent.

A suitable person means either the immediate supervisor or line manager or, if this is not possible, the Headteacher, or in her absence a member of the leadership team or a nominated Governor.

The source of the concern may not be wholly work-related and staff should be encouraged to share details of circumstances in their personal lives which could be significantly affecting their health or work performance. All such information is to be treated with complete confidence to the extent that school procedures allow (ultimately some information may need to be disclosed to allow others to make decisions).

Mutual Charter

Winterbourne Earls CE Primary School has indicated its commitment to staff well-being and seeks to operate fair and equitable employment practices; to have appropriate levels of leadership and management; to have reasonable working conditions and workplaces; and to be responsive and flexible to the needs and demands of its staff.

Staff must likewise commit to playing their part in achieving this policy's objectives. This means attending for work; working to the best of one's abilities; adhering to the guidelines and codes of conduct that are set; and to working collaboratively with their manager and colleagues.

Compliance with this simple charter will go a long way to avoiding conflicts, sources of stress and impediments to staff well-being.

5. Preventative Measures

a) Policies and Procedures

Winterbourne Earls CE Primary School has a number of policies and procedures to assist the Headteacher, the leadership team and line-managers to manage effectively and to ensure that all staff are given a fair and consistent quality of leadership and management. Copies of these are available on request from the school's administration office. Where necessary, the Headteacher will contact the Pickwick Academy Trust HR team for further advice on the application of procedures.

Headteachers, the leadership team and line-managers should also be aware of other procedures and measures which should be used to contribute towards staff well-being and to counter stress.

These include:

Induction/Probation Process	to introduce new staff to the working environment and the work methods (including safe working practices for staff who work with children and young people in education settings). Special arrangements apply to Early Career Teachers (ECTs)
Skills Training	to enable new staff to work efficiently, effectively and safely and maintain continuous professional development (CPD).
Management Training	to develop and maintain managerial skills
Refresher Training	to update and up-skill and maintain continuous professional development (CPD).
Performance Appraisal and Regular Supervision Sessions	to allow for work to be discussed and evaluated and for mutually agreed workloads and targets to be established.
Risk Assessments	to identify areas in which staff health or safety is vulnerable and provide a means to introduce more adequate control measures. Schools can use risk assessments pro-actively to analyse potential causes of stress and potentially stressful situations, for example when new initiatives are introduced, so that appropriate control mechanisms can be developed and adopted. The risk assessment for Staff Well-being has been produced and shared with staff
Staff Meetings and other means of communicating information	help to ensure that all staff are kept abreast of issues in the school which may affect them.

5. Preventative Measures (cont'd)

b) Specialist HR Services

Pickwick Academy Trust has specialist staff that can provide support for staff well-being issues.

- **Human Resources** can provide guidance on the scope and range of options available to Headteachers or Governors in particular situations. This helps to ensure fair and consistent management standards, which in turn provides reassurances to staff.
- The **Occupational Health (OH) Service** also provides support and advice to Headteachers through two important functions.
    i) By new starter health screening they will ensure that prospective staff are fit to undertake the range of duties being offered, or identify the type of support that a person may need to perform effectively in the job.
    ii) At any later date should there be any early indication of stress or concern about sickness absence, the Service can investigate and give advice.
- Through Pickwick Academy Trust, the school engages the support of Schools Advisory Service (SAS), so every staff member can access comprehensive proactive health and wellbeing services including a 24 hour GP helpline, mental health and counselling support and physical health services.

- Through Pickwick Academy Trust, the **Health and Safety Service** will provide advice and support to all staff to enhance the physical working environment and develop safe systems of work. They will also contribute to the risk assessment process and help determine what measures can best counter particular risks.
- **Trade Union Appointed Representatives** can provide members with information and support on a wide range of staff well-being issues and any member may seek their advice at any time.

c) Schemes and Benefits

- **Healthy eating** – the contracted caterer in the school is encouraged to provide healthy options on menus. Suitable spaces are available for staff to eat away from supervisory responsibility.
- **Smoking** – smoking is prohibited in all school premises and within all school vehicles. This is to ensure a smoke-free environment for all staff.
- **Childcare –** staff who pay for child care may be entitled to receive childcare vouchers which can be used as part payment for nursery, childminder, playgroup or after-school club costs. This will depend upon whether an individual school has signed up for this benefit. The vouchers are exempt from tax and national insurance contributions and represent significant savings.

d) Work / Life Balance

Winterbourne Earls CE Primary School expects everyone to be able to enjoy a comfortable balance between the time spent at work or thinking about work and the time devoted to the other parts of their life. The Governing Body and the Headteacher, will have regard to staff being able to discharge their professional duties within hours that are reasonable and unlikely to impede upon normal non-working time.

The safeguards of the Working Time Regulations should prevent anyone from working excessive hours over a prolonged period. No-one should exceed an average of 48 hours worked per week over any 17-week period. Schools and Academies must monitor this. Headteachers should have regard to the provisions of the School Teachers Pay and Conditions Document (STPCD) in respect of teaching staff in particular the sections on working time. It is important that school leadership management teams make and communicate plans for the forthcoming school year in respect of curriculum delivery and teaching timetables. Teachers employed full-time are available to perform their duties at such times and such places as may be specified by the headteacher for 1,265 hours (directed time), those hours to be allocated reasonably throughout those days in the school year on which the teacher is required to be available for work. The STPCD states that in addition to the 1,265 hours of directed time, a teacher "must work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties", particularly:

- Planning and preparing courses and lessons
- Assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned pupils.

The provisions detailed in the School Teachers Terms and Conditions in relation to working time and working days for teachers must be observed with the exception of headteachers, deputy headteachers, assistant headteachers, or teachers in receipt of an acting allowance for carrying out the duties of a headteacher, deputy headteacher or assistant headteacher who are not covered by those arrangements. The STPCD sets out the following working arrangements for teachers:

- Working time / Working days for teachers
- Specified working hours for teachers
- Overarching rights
- Daily break
- Work/life balance
- Guaranteed planning and preparation time
- Management time
- Cover

- Administration and external examinations
- Training and development
- Leadership and management time
- Regulations for teaching time for ECTs

Support Staff Roles
Working additional hours at home and during 'out-of-hours periods' should not be a regular feature of a support staff job unless a role specifically requires it and nor should support staff be routinely disturbed at home by colleagues trying to contact them about work issues.

Rest breaks should be taken away from work duties during working periods in excess of six hours. All staff are encouraged to take advantage of natural and structured breaks to take refreshments and to use structured breaks for rest and their own purposes.

School staff should not take up any other employment which may affect their well-being; adversely impact upon their performance for Winterbourne Earls CE Primary School; or contravene The Working Time Regulations without discussion with their Headteacher.
Winterbourne Earls CE Primary School as part of Pickwick Academy Trust also has a further range of policies which promote flexibility for staff to manage their work duties alongside their personal life. These include maternity and paternity/shared leave, family emergency leave, leave of absence and compassionate leave.

Conversely, whilst staff are at work, they are expected to fully devote their attention and time to their work. Any issue from their personal life which may impact upon work performance or attendance should be discussed with their Headteacher/line manager.

Support Structure
Despite all of the policies, procedures and measures outlined above, there may be occasions when staff experience feelings and physical symptoms of ill-health, stress or general discontent which may be linked to their work or working environment.

In addition to capable and sensitive management, a range of support services and procedures are available to reduce the harmful effects and facilitate full and speedy recovery. The Headteacher, the leadership team and line managers will carefully consider which combination of these (if any) may be suitable to deal with a particular situation:

- **The Pickwick Academy Trust HR Advisory team** can advise on the application of policies which will enable the Headteacher and Governors to investigate issues which are resulting in conflict, stress or other discontent
- **The Pickwick Academy Trust Occupational Health Service** can provide advice and medical opinion about an individual's current and future fitness for work. This service is accessed by line management through the HR Advisor.
- A confidential **Employee Well-Being Helpline** (01225 713147) is available to all staff.
- **Education Support Partnership**
  This is the only charity dedicated to improving the health and wellbeing of the entire education workforce. ESP champions good mental health and wellbeing of teachers, lecturers, school leaders and support staff throughout their careers and during retirement as well as supporting education leaders with a wide range of tools to help improve professional and organisational development too.
  The Education Support Partnership offers a free and confidential 24/7 telephone/text Helpline for education staff and is available UK wide on 08000 562 561. No issue is too big or too small.

8. The monitoring and review of this policy

The Headteacher and Governing Body will review this policy regularly and revise and promulgate as necessary.

9. Further information and advice

Anyone who wants more information related to this policy should contact the Headteacher or Chair of Governors.

Employee Well-Being Self Assessment Form

Please use this form to record your thoughts about how your well-being is impacted by your work. Complete each section but leave the final column blank for your manager to add details after discussion with you. It is important to answer as honestly as you can but try to base your responses on how you have felt over recent weeks and months and not to answer based on long-term history or on a single or recent episode.

Employee information:

Name	
School	
Line Manager	
Date	
Review Date	

Instructions for employee:

For each question mark ONE box in the first section e.g.:

please mark X		
yes	no	partly
	x	

1. For each question complete the 'effects on well-being' section by selecting from 1-5 using these ratings:
   - 1 – Significantly supports my well-being
   - 2 – Supports my well-being
   - 3 – Has no effect on my well-being
   - 4 – Negatively impacts my well-being
   - 5 – Significantly negatively impacts my well-being
2. Where appropriate complete the examples/ suggestions column with any information that you have that will aid discussion with your manager

3. Where appropriate complete the examples/ suggestions column with any information that you have that will aid discussion with your manager

	Please mark X			Effect on well-being 1-5	Give any examples you have; or any comments that help explain how you feel; or any suggestion you have	Outcomes from discussions with manager including any agreed actions with timings
	yes	no	partly			
YOUR JOB						
1. Do you understand your job role and what is expected of you?						
2. Do you understand how your job fits into the service as a whole?						
3. Do you have the opportunity to use your skills and knowledge at work?						
4. Do you have enough variety in the things you are asked to do at work?						
5. Do you consider your work to be important and to be valuable?						
6. Do you think others consider your work to be important and of value?						
7. Do you have some control over when and how you do your work tasks?						
8. Do you have adequate resources (time, space, equipment) to enable you to do your job properly?						
9. Are you happy with the responsibilities you have, including responsibility for other people?						
10. Do you have a good understanding of the roles of others in your team?						
11. Do you feel that job security is impacting on your wellbeing?						
12. At work, does your manager listen to your views on issues that directly concern you?						

	Please mark X			Effect on well-being 1-5	Give any examples you have; or any comments that help explain how you feel; or any suggestion you have	Outcomes from discussions with manager including any agreed actions with timings
	yes	no	partly			
13. Are you kept informed about what is happening in your class, and the wider school and do you feel able to ask questions about it?						
14. Is the feedback you get from your manager fair, timely and given in an appropriate manner?						
15. Do you feel supported by your manager and able to approach him/her over work concerns?						
16. Do you think you have the appropriate skills and competency to be able to do your job?						
17. Do you feel that you have reasonable opportunities for skill development?						
WORKING RELATIONSHIPS						
18. Do you feel you have good relationships with your manager and work colleagues?						
19. 0Is there someone at work that you can discuss work problems with?						
20. Do you feel you have a good work/life balance?						
WORK PATTERNS						
21. Do you have the opportunity to take breaks, lunch, annual leave, and (if part of your terms and conditions) time off in lieu?						
22. Do you work unsociable hours (evenings and week-ends) as part of your contracted hours?						

	Please mark X			Effect on well-being 1-5	Give any examples you have; or any comments that help explain how you feel; or any suggestion you have	Outcomes from discussions with manager including any agreed actions with timings
	yes	no	partly			
23. Do you have to work to unreasonable or unachievable deadlines?						
24. Do you regularly work more than your contracted hours?						
25. Do you regularly work additional time during evenings and/or at weekends?						
If you answered YES to 24 or 25, is your manager aware of these additional hours worked?						
MANAGING YOUR HEALTH						
26. Are you currently taking any positive action to promote your own health and wellbeing?						
27. Do you have any health concerns impacting on your wellbeing at work?						

Signature of Manager	
Signature of Employee	
Date of discussion	

STAFF WELL-BEING TOOLKIT

Signs and Symptoms of Stress

Stress is the reaction people have to excessive pressure or other types of demand placed upon them. It arises when they worry that they "cannot cope".

Stress is a modern term that simply means you are experiencing an abnormal amount of pressure. A certain amount of pressure is essential to help you meet life's challenges, realise your creativity and fuel your continued personal growth. If, however, the pressure is over the limit with which you feel comfortable, it can lead to the unpleasant physical and emotional symptoms associated with distress. Different people are comfortable with different amounts of pressure and how you cope varies from person to person and even from time to time.

How the amount of pressure you are under affects your performance:

- ***Prolonged periods of too little pressure***: In this situation there is insufficient challenge for you to obtain a sense of achievement. Skills are under used. Lack of stimulation leads to boredom. There is a lack of purpose, which may lead to stress.
- ***Optimum pressure***: Life is balanced and despite ups and downs, is perfectly manageable. Job satisfaction and a sense of achievement enable you to manage daily work without too many problems, leaving you pleasantly tired at the end of the day.
- ***Prolonged periods of too much pressure***: There is a constant feeling of having too much to do every day. Despite emotional and physical exhaustion, you feel unable to take time off to rest and play. You are permanently in overdrive but are not achieving as good results as you expected. If this continues you may develop physical or mental illness. In other words, your response to excess pressure is making you ill.

There are three main areas of our lives where pressures can build up.

WORKING LIFE

- Pressure to meet deadlines, workloads that are too heavy (or too light), tasks that are too complex (or simple and repetitive)
- Difficult relationships with managers, colleagues or service users
- Harassment, abuse, bullying and a poor working environment
- Sometimes the very work itself – i.e. when work has a high emotional component

MAJOR OR SINGLE INCIDENT

- Single serious incidents will occur during the course of our working lives. These can include considerable change or loss, i.e. bereavement, work re-organisation, divorce or redundancy
- Positive events such as the birth of a child can create stress as we respond to change – but not all change is bad for us!

PERSONAL LIFE

- Relationships with partners, children other family members and neighbours
- A lack of support within our personal life
- Worries about money or housing
- Bereavement and loss
- Serious illness or health worries

Recognising that you are under pressure is the first step towards taking control of the situation and maintaining your well-being. The warning signs include:

- Being short tempered with people at home and at work.
- Feeling tired most of the time.
- Feeling stretched beyond your limits at the end of the day.
- Feeling that you just can't cope.
- Feeling that you've achieved nothing at the end of the day.

If you recognise these symptoms and others shown below, then you may be experiencing the first stages of excessive pressure. If this is the case, don't panic: there are strategies for dealing with well-being issues. Talk to your Headteacher or another manager you trust as well as to your own GP.

If you do not take steps to look after yourself, your well-being may be threatened. Note though that these symptoms may have other causes so always check with your GP if you are unsure, or if the symptoms persist.

Physical Symptoms

Tension	Sweating
Headache	Exhaustion
Migraine	Indigestion
Back Ache	Stomach Ache
Restlessness	Insomnia
Breathlessness	Neck Ache
Sexual Dysfunction	Palpitations
High Blood Pressure	Dizziness

Emotional Symptoms

Mood swings	Anger
Irritability	Sadness
Tearfulness	Panic
Phobias	Depression
Anxiety	Guilt
Loss of humour	Withdrawal
Feeling persecuted	Excessive worry
Cynicism	

Behavioural Symptoms

Angry & aggressive

Demotivated

Taking time off work

Lacking concentration

Disorganised

Blaming others

Lacking co-ordination

Drinking, eating, smoking too much

Having accidents

Professional Associations and unions

Staff unions and professional associations can provide access to personal and professional support. Staff should be advised to contact their local representative or national office if they need support and are members.