



Wincham Community Primary School

Staff Wellbeing Policy November 2021

Our School Mission Statement

Learning together for the future in a safe,
happy and supportive community.

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Identifying warning signs
4. Actions to support staff
5. Self-management
6. Response actions
7. Monitoring and review

Appendices

[Appendix 1 – Staff Workload Charter](#)

Statement of intent

Wincham CP School is committed to protecting the health, safety and welfare of our employees. Preventing stress is a major factor in maintaining the wellbeing of the school's staff, which remains a key priority. In light of this, the school understands the importance of trying to reduce and deal with stress, and the factors that may cause our employees to become stressed.

The purpose of this policy is to outline the responsibilities of the school and staff members in supporting wellbeing and promoting mental health, and to advise employees on how to deal with mental health issues and prevent stress.

Wincham Community Primary School has signed up to the [DfE's Staff Wellbeing Charter](#) alongside the DfE and Ofsted, setting out the commitment to staff wellbeing.

- [School commitment](#)
- [DfE Commitment](#)
- [Ofsted Commitment](#)

Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Health and Safety at Work etc. Act 1974
- Employment Rights Act 1996
- Employment Relations Act 1999
- Equality Act 2010
- The Management of Health and Safety at Work Regulations 1999
- DfE (2018) 'Workload reduction toolkit'

This policy operates in conjunction with the following school policies:

- Health and Safety Policy
- NQT Policy
- Data Protection Policy

- Grievance Policy
- Flexible Working Policy

Roles and responsibilities

The governing board is responsible for:

- Ensuring the effective implementation of this policy.
- Ensuring the school's ethos reflects its commitment to reducing workload and creating a working environment that is focussed, purposeful and considers individuals' wellbeing.
- Ensuring staff roles and responsibilities are clearly defined and monitored.
- Ensuring that all school policies are assessed for workload impact.
- Encouraging stress awareness throughout the school – promoting stress as a serious issue rather than a weakness.
- Consulting the headteacher on managing staff stress and promoting wellbeing, including them in any decisions that need to be made.
- Ensuring the headteacher puts measures in place to support staff wellbeing including their own wellbeing.
- Ensuring the headteacher has a wellbeing objective as part of the annual performance management cycle.
- Hold regular conversations with the headteacher to check on their wellbeing.
- Actively trying to eliminate stressors in the school, e.g. by considering the format and quantity of information it requests from the SLT.
- Ensuring monitoring visits are strategic, focussed and reflective of its monitoring plan, and being clear with staff ahead of the visit about what the focus will be and the information that will be required from them.
- Ensuring that wellbeing is a standing item on the Personnel Committee agenda to ensure staff are supported in their roles and that actions are taken to mitigate overbearing stress in the workplace.
- Ensuring all committee meetings are purposeful, focussed, structured and relevant to the school development priorities.
- Developing an annual schedule of work and ensuring work is not duplicated between meetings of committees and the full governing board.

The members of the Personnel Committee are responsible for:

- Influencing the setting of a school vision which creates a positive wellbeing culture and is underpinned by equality values, a system of accountability, and robust policies and procedures.
- Ensuring the school's strategic plan includes objectives linked to improving, supporting and responding to the mental health of staff.
- Ensuring the school has appropriate policies in place that include objectives focussed on meeting staff needs.
- Ensuring there is a whole-school approach to mental health and wellbeing embedded within leadership practice, the curriculum, the school's values and ethos, and the social and physical environment.
- Meeting with the headteacher on a regular basis to monitor and review the impact of provision.

- Working with the headteacher to ensure that appropriate training is put in place to support staff.
- Meeting 1-1 with staff to provide an opportunity for them to discuss their wellbeing.

The headteacher is responsible for:

- Creating a positive and supportive atmosphere throughout the school.
- Implementing CPD which equips staff with the tools needed to effectively manage stress.
- Developing a sensitive appraisal process that is linked to clear job specifications.
- Including all staff in the school's decision-making processes, where possible.
- Encouraging staff to take advantage of any initiatives introduced to promote wellbeing and effective working, e.g. the employee assistance programme.
- Ensuring that all policies that affect staff wellbeing are properly adhered to and reviewed.
- Authorising any staff absences, as well as granting extended leave as appropriate.
- Monitoring employees' workloads and holiday entitlement, ensuring they are not overworked, and providing regular updates regarding absence to the governing board whilst maintaining staff confidentiality in line with the Data Protection Policy.
- Attending all necessary training, keeping skills current and setting a good example for staff.
- Regularly communicating with staff, encouraging them to be open when discussing stress.
- Conducting and implementing the recommendations of risk assessments, considering the causes of stress with support from HR where appropriate.
- Ensuring all staff have read and understood this policy.
- Organising thorough inductions for new employees, explaining the school's policies and code of conduct.

The Bursar is responsible for:

- Encouraging all staff to attend events and training opportunities that promote wellbeing and health.
- Providing information that helps staff to manage stress effectively.
- Ensuring that regular contact is maintained with members of staff who are absent for long periods of time.
- Ensuring new members of staff have received all the relevant information they require, including the procedures for raising concerns about wellbeing.
- Gathering information in any cases that allow monitoring of this policy, such as, but not limited to, the following:
 - Sickness and absence data
 - Staff turnover
 - Exit interviews
 - Referrals to the counselling service
 - Referrals to other mental health services
 - Grievance cases
 - Harassment cases
- Monitoring all staff absences and reporting this information to the headteacher.

All staff members are responsible for:

- Being able to recognise the early signs of stress or mental health issues in themselves and their colleagues.
- Supporting co-workers if they become stressed, which may include practical assistance or emotional reassurance.
- Maintaining a healthy work-life balance.
- Promoting a positive, supportive atmosphere throughout the school.
- Being open to discussing stress.
- Reporting honestly about their wellbeing and any incidents of stress, e.g. being overworked.
- Where possible, asking for help when they feel under pressure or stressed.
- Attending events and training opportunities which promote wellbeing and health.
- Not acting in a manner which endangers themselves or others.
- Undertaking additional training and personal development opportunities.

Identifying warning signs

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.

All members of staff will be aware of the warning signs that can indicate that a person may be having trouble managing stress.

All members of staff will look out for the following indicators when identifying stress in themselves or others:

Behavioural indicators

- Difficulty sleeping
- Changes in eating habits
- Increased smoking or drinking
- Isolation from friends and family

Physical indicators

- Tiredness
- Indigestion and nausea
- Headaches
- Aching muscles
- Heart palpitations

Mental indicators

- Indecisiveness
- Difficulty concentrating
- Memory loss
- Feelings of inadequacy
- Low self-esteem

Emotional indicators

- Anger or irritability
- Anxiety
- Hypersensitivity
- Feeling drained and lethargic

Actions to support staff

To positively impact levels of stress in the school, the headteacher and governing board will make changes to the whole school.

To help manage stress, the headteacher will:

- Lead by example and encourage staff to be open if they feel stressed, to take breaks and to have a full life outside of work.
- Make the most of team bonding; using INSET days and staff meetings to build relationships, as feeling comfortable amongst colleagues will make discussing stress easier.
- Help to manage employees' workloads as appropriate.
- Reach out to staff during difficult points in their personal lives, e.g. bereavement, allowing sufficient time off and supporting them when they return to work.
- Arrange a meeting with all members of staff in which the current working times and practices will be discussed.

- Research and implement an employee assistance programme relevant to the needs of all staff, regularly monitoring its effectiveness and impact on wellbeing.

To effectively address workload issues and support staff wellbeing, the headteacher, working with the SLT, will take the following actions:

- Regularly communicate with staff to identify workload related stressors
- Address the workload issues that have been identified, e.g. allocating more working time such as staff meetings to those areas
- Implement a [Staff Workload Charter](#) to outline the commitment and expectations between the governing board, SLT and school staff.
- Regularly evaluate the impact of the actions taken on an ongoing basis.

The governors' Personnel Committee will ensure all staff are supported in their roles and that actions are implemented to mitigate stress in the workplace.

All new members of staff will be provided with a comprehensive induction and their duties will be made clear.

The school will adopt a sickness plan which will promote a positive, caring strategy for staff who are returning to work following sick leave.

The governing board will be supportive in the flexible allocation of the budget towards staff wellbeing initiatives.

The school will ensure wellbeing is promoted and stress is prevented through good management practices, including the following:

- Recruitment and selection procedures
- Clear job descriptions and person specifications to ensure the right candidates are recruited
- CPD procedures to ensure all members of staff have the necessary skills and abilities to undertake the duties required
- Promotion and reward procedures
- Performance management procedures
- Capability and absence management – return to work procedures will ensure that individuals are supported back into work following illness
- Suitable adaptations for disability
- Harassment and anti-bullying resources
- Flexible working arrangements, in line with the Flexible Working Policy

Self-management

Staff can also make changes to avoid and prevent stress, as it is a problem that should be tackled and not ignored.

Staff should be prepared to speak to their colleagues and senior staff if they are feeling stressed in their personal lives or at work.

Staff are encouraged to take action to manage their own stress, these actions will include, but are not limited to, the following:

- Keeping active as a way of releasing emotional intensity and any negative feelings, exercise will also help to clear thoughts and deal with problems more calmly.
- Managing their workload and establishing and maintaining a healthy balance between work and life,
- Prioritising work, leaving the least important tasks until the end of the day and concentrating on the work that will make the biggest difference.
- Avoiding unhealthy habits, such as drinking and smoking.
- Taking advantage of the wellbeing initiatives and support offered by the school.

Response actions

Where problems with wellbeing arise, the necessary support and appropriate actions will be considered. This may include support from HR advisors and/or external services, e.g. occupational health.

The school will continue to support staff when external services are involved.

Support will be provided to staff who are experiencing challenging circumstances outside of the workplace. The school will direct staff to support, both internal and external, and consider a plan of work and duties that can be managed differently during challenging periods.

Support for staff who are experiencing challenging circumstances within the school will be provided following the procedures outlined in the Grievance Policy.

Staff workload charter

Our aims

Wincham CP School is committed to considering and supporting the wellbeing of all our staff. As part of this commitment, and through a coordinated effort with school staff and leaders, we aim to ensure workload can be managed and reduced.

We recognise that staff workload can become overwhelming, which in turn affects staff wellbeing and prevents a healthy work-life balance. We believe that we have a collective responsibility to ensure working at the school remains manageable, a positive experience, and, above all, enjoyable.

By providing this support, we hope that we can retain and recruit more staff and meet our core values and ethos for helping and caring for one another.

To protect staff wellbeing, we will:

- Ensure staff have a fair and reasonable workload, including policies on marking, planning and data management.
- Provide high-quality training and CPD opportunities that meet the needs of individual staff members.
- Continue to review staff workload and ensure it always remains manageable.

Our commitment to the staff at Wincham Community Primary School



Give

- Full allocation of PPA regardless of full/ part time roles including ½ day for part time teachers to facilitate working with a job share partner
- PPA with the rest of the team to allow for joint working
- 24/7 GP access for staff *and* families
- Nurse Support Service
- Menopause support
- Cancer & chronic illness support
- Access to a range of private medical procedures if referred by a GP
- 1 early finish/ late start per term for each full time member of staff (pro rata for part time staff - 2 per academic year)
- Occupational Health support



- Free flu jabs
- Optional annual Lifestyle Health Screening
- The school is committed to fully inclusive practices in line with the Equality Act 2010. In order to do this, the school uses the No Outsiders PHSE scheme and is working towards achieving the Rainbow Flag award for LGBT inclusion, to demonstrate our commitment to fully inclusive practices for staff and children.

Be Active

- Discounted Brio gym membership
- Encouragement to take part in Golden Mile with the children
- 12 weeks WeightWatchers sessions if BMI is above 30
- Physiotherapy for GP diagnosed conditions

Keep Learning

- Commitment to CPD through 1-1 support with consultants or subject leaders
- Commitment to innovation and exploration in the curriculum with the opportunity to try new ideas
- Time allocated to team working for new projects in order to learn from each other and to learn together
- Commitment to using subject expertise from external consultants wherever possible
- Cluster INSET day each year with a range of speakers and workshops

Connect

- Support from counselling service through Staff Absence Services
- Time in school given to talk through new ideas, think things through and plan for new initiatives
- Flexibility to take time to enjoy family events (children's sports days, Nativity plays etc)

Take Notice

- Free tea, coffee, milk & chilled water
- Free Team Wincham staff hoodie
- Supportive atmosphere and approach in school
- Commitment from governors & PTA to improving the school environment to make it a pleasant place to work and spend time
- A happy supportive & motivating atmosphere and environment where everyone is valued and respected

Schools' Advisory Service Wellbeing support

<https://schooladvice.co.uk/medical-and-well-being-services/>

Medical Operations Enquiries – 01773 814400



Cancer & Nurse Support Service - 01773 814404
Counselling - 01773 814402
Physiotherapy - 01773 814403
24 hour GP helpline for staff and families – 0845 4031037
Pupil Well-being Services - 01773 851043

Download the Schools' Advisory Service app on [Google Play](#) or through the [App Store](#).