



Milton Road Primary School - Staff wellbeing policy

"We want our children to be happy and healthy today, fulfilled in the future and able to make their world an even better place."

Approved by:	Ali Hall – Assistant Head	Date: 1 st November 2021
Last reviewed by:	Rae Snape –Headteacher	Date: 9 th September 2023
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1. Aims

This policy aims to:

- Support the wellbeing of all staff to avoid negative impact on their mental and 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 wellbeing issues they experience
- Ensure that staff understand their role in working towards the above aims

2. Promoting wellbeing at all times

Working in a school can be a rewarding and inspiring job, but because the work is also demanding at times it can come with a range of mental, emotional and physical challenges. In addition, factors from outside the school can also impact on staff well-being, and all of us, at different times and phases in our life, experience greater or fewer struggles. Well-being is not a constant. Many factors can influence how people are feeling at any given time but there are a number of things that individuals and organisations can do to improve well-being.

One of the most important ways we can integrate well-being as part of our daily lives, is to promote a culture where everyone feels psychologically safe to talk about their own well-being and mental health and to have a peer (buddy) they can talk to and a line-manager that they can turn to.

The school operates an “open door policy” and senior leaders and everyone are encouraged to be open and responsive to supporting others and asking for support themselves.

The school has signed up to the [DFE Well-Being Charter](#) and has it displayed on the Well-Being board outside the Team Room.

The Well-Being board provides suggestions of how staff can take care of their well-being through e.g. undertaking a Wheel of Life self-assessment and the school believes that everyone has a responsibility to trying to achieve a healthy life style as far as possible and to take proactive measures.

This could be taking regular exercise, getting a good amount of sleep, eating well and securing a good work/life balance.

The Well-Being board also has information about how to access the Free and Confidential Employee Assistance programme that is available to all Local Authority employees.

The school also has a role to play in creating a culture where staff feel confident to speak to their line managers and other members of staff, including the Assistant Head (the well-being lead) the Deputy Head and the Headteacher about their well-being so that they can be supportive.

The school also has a role to play in being empathetic to the challenges that staff are facing out of school and to adjusting arrangements as necessary so that staff can attend to family and personal matters.

Another role the school has is being mindful of the accumulative impact of workload. The school adjusts its arrangements to ensure that time is made available to staff for specific tasks e.g. report writing

The school also has a role to play in ensuring that staff have access to training about ways they can manage their own well-being through e.g. CPD offered by Anne Lynch, our allocated Mental Health Nurse and specific training by e.g. Adrian Bethune.

At Milton Road, an annual well-being survey is undertaken to assess well-being and to see what can be done to support the well-being of colleagues.

2.1 Role of all staff

All staff are expected to:

- Align with our collaborative and supportive ethos statement – We Are CREW not passenger.
- Treat each other with kindness, empathy and respect
- Keep in mind the workload and wellbeing 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 wellbeing 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 wellbeing

2.2 Role of line managers

Line managers are expected to:

- Maintain positive relationships with their colleagues and value them for their skills, talents and potential
- 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 colleagues 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
- Help to arrange personal and professional development training where appropriate
- Keep in touch with colleagues if they're absent for long periods
- 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
- Conduct exit interviews with resigning staff to help identify any wellbeing issues that lead to their resignation

2.3 Role of senior staff

Ali Hall is the member of the senior leadership team who with other senior staff oversee the well-being processes in the school

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
- Manage a non-judgemental and confidential support system for colleagues
- Monitor the wellbeing of staff through surveys and structured conversations including 1:1 with the Head teacher
- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of coaching and monitoring
- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
- Make sure job descriptions are kept up-to-date, with clearly identified responsibilities and staff being 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 start of year training and briefings
- Promote information about and access to external support services
- Organise extra support during busy times e.g. Report Writing

2.4 Role of the governing board

Member of the Teaching and Learning Governors Committee manage the well-being survey for the school and play an active role in supporting the leadership team with monitoring the well-being of staff in the school.

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 staff wellbeing
- Make decisions and review policies with staff wellbeing in mind, particularly in regards to workload
- Be reasonable about the format and quantity of information asked for from staff as part of monitoring work
- 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:

- Finding additional resource to support staff to do their work more effectively
- Giving staff 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 as necessary by Ali Hall – Assistant Head and the Headteacher – Rae Snape and updates will be shared with staff.

5. Links with other policies

This policy is linked to our:

- Appraisal policy
- Behaviour policy
- Capability procedure
- Staff code of conduct
- Staff Handbook