

Staff Wellbeing Policy

February 2023

St. Saviour's Church of England Junior School



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Policy: Staff Wellbeing Policy

Review Period: 3 years

Ratified by Governing Body: February 2023

Date of next review: February 2026

Staff Well Being Policy

This document sets out our policy on encouraging and enabling all staff to maintain a healthy balance between their work and other interests and responsibilities in their life.

Rationale

Everyone is unique in the eyes of God – if we value children, we must value the adult who care for them. Staff cannot provide outstanding care for children if they are not cared for themselves.

A good work-life balance is central to staff effectiveness and satisfaction, and pupil learning. Work-life balance is about helping staff combine work with their personal interests and commitments. The governing body has a statutory responsibility to ensure, so far as is reasonably practicable, the health, safety and welfare of all their employees.

Work-Life Balance

1. Workforce remodelling has become a key strategy in delivering certain aspects of a work-life balance for all staff. This school, in compliance with the legislative framework, will actively consider flexible working patterns in line with county and national guidelines. Work-life balance includes better communication within the workplace, clearer job roles and workplace support.

2. An important element within the wider remodelling agenda is the statutory responsibility governors have with regard to the work-life balance of the head teacher. The head teacher in turn, will have regard to the work-life balance of other staff.

3. The governors of St Saviour's C of E Junior School have the responsibility for the well-being of all staff. Everyone must take responsibility for their own work-life balance and be aware of the role model they are setting for others.

4. In order for all staff to be at their most effective they need to have a healthy work-life balance:

- To attract and retain the calibre of staff needed for a 21st century education system.
- To improve the school's effectiveness by actively reducing staff absenteeism and turnover.
- To develop a more motivated workforce, with high morale, even more able to deliver a better education for our children.
- To improve team work, staff development and cooperation by effectively distributing leadership and creating new leaders.
- To recognise that excessive hours of work do not equal commitment but might reduce staff effectiveness.
- To recognise that improving workplace communication has a positive outcome for the whole school workforce.

Purposes

- To benefit our school and its staff in order to raise standards.
- To acknowledge that the needs of both our school and staff
- To acknowledge the need for school leadership (including the governing body), unions/staff representatives and staff to discuss workable work-life balance solutions.
- To encourage a partnership approach to meeting the needs of both our school and the staff.
- To operate in a fair and consistent manner.
- To value staff for their contribution to our school.
- To carefully plan and agree work-life balance solutions including flexible working practices where possible.
- To take into account the equality implications of any policies introduced.
- To communicate work-life balance practices to all staff in our school. Developments and changes should also be communicated on a regular basis.
- To include a monitoring, evaluation and review mechanism, linked to performance management and the school improvement plan, for work-life balance initiatives and strategies.

- To provide value for money.

Guidelines

All staff within the school, including the head teacher, will be supported in attaining a balanced lifestyle where they can achieve their best at work and manage other areas of their life effectively.

Our strategies to support a balanced lifestyle include:

- Agency and trust, teachers work with leaders to shape practice where possible. Staff are judged on their results and relationships with children, we do not micro-manage. Though many aspects of school need to be consistent, people are offered space to make professional decisions about the way they implement initiatives – where this is appropriate.
- Clear identification of duties and responsibilities relating to individual staff roles, reviewed annually through performance management interviews, to aid them in the delivery of their work and managing the expectations of the job.
- Regular review and annual staff meetings, of how effectively the school is taking into account the work-life balance of all staff.
- By continually looking at existing and new practices to make systems as efficient and time saving as possible.
- Working with staff to agree and provide appropriate training to enable them to do their jobs competently and effectively within normal working hours.
- Involving staff in agreeing and setting realistic work related targets for the staff and the school.
- Providing a system for encouraging efficient and effective working practices, and discouraging staff from working excessively long hours.
- Involving, encouraging and enabling staff to manage their own careers and personal development.
- Consulting with staff on decisions relating to their employment, encouraging them to seek third party advice, e.g. to confer with their union representatives, where appropriate.
- Additional release provided by sport contractors to provide 'breathing space' for teachers
- When staff are faced with an emergency outside of work considering compassionate leave in line with school policies.
- Providing opportunities, where possible for flexible working practices.
- Providing suitable workplace facilities for breaks and relaxation (as is reasonable and practicable).
- To provide suitable equipment (such as personal laptops for teachers) to enable them to work efficiently as budgetary constraints allow.
- Open door policy by school leaders with the clear message of 'speak to us if there is anything you wish to voice'
- Staff Care Services counselling contract open to any staff member for work or personal issues.

Monitoring and evaluation

The governors may request that staff development and workforce remodelling become a standard item for discussion in the head teacher's report each term. The staff will be asked to regularly monitor their own work-life balance and to report any concerns to the head teacher.

The Governing body have a responsibility to ensure that the head teacher manages an acceptable work-life balance. This includes providing administrative and leadership support and leadership and management time for the head teacher. The Governors will regularly review their own practices and consideration to staff workload. The head teacher has a duty to monitor their own work-life balance, modelling good practice and reporting concerns to the Governing body.

Conclusion

This policy should be read in conjunction with the current School Teachers Pay and Conditions Document, the Performance Management Policy, the School Improvement Plan, the Equal Opportunities and Race Equality Policy, the Staff Leave of Absence Policy, the Monitoring and Evaluation Policy, the staff handbooks, DCSF and LA guidelines and all evaluation procedures.