

St Joseph's Catholic Primary School

Staff Well-Being Policy





St. Joseph's Catholic Primary School Staff Well-Being Policy



Each one of us has been created by God for a special purpose and is therefore uniquely special. Together we pray, grow and learn in the footsteps of Jesus.

Aims

This policy aims to:

- Support the well-being of all staff to avoid negative impacts 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 well-being issues they experience
- Ensure that staff understand their role in working towards the above aims

Promoting well-being at all times

Role of all staff

All staff are expected to:

- Treat each other with empathy and respect
- Keep in mind the workload and well-being 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 well-being 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 well-being

Role of line managers

Line managers are expected to:

- Maintain positive relationships with their staff and value them for their skills, not their working pattern
- 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 staff 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 staff 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 well-being issues that lead to their resignation

Role of senior staff

The SLT well-being lead is Alex Hinton

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 staff
- Monitor the well-being of staff through regular surveys and structured conversations
- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
- 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 well-being, such as training opportunities
- Promote information about and access to external support services
- Organise extra support during times of stress, such as Ofsted inspections

Role of the governing body

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 well-being of the Headteacher
- Ensure that resources and support services are in place to promote staff well-being
- Make decisions and review policies with staff well-being 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

Communication with Staff:

Office messages regarding pupils etc.

Office staff will deliver messages that come in during the day, either by hand or by email.

Communication through email:

We understand that everyone likes to work at different hours but that it is difficult to switch off if you receive an email in the evening or at the weekend. Emails sent by school will be scheduled to arrive Monday-Friday 8.00am – 5.30pm.

Meetings

Meetings, including staff meetings will only take place if there is a clear agenda and a need to hold the meeting. Staff Meetings will take place weekly and will last for 1 hour, with an additional 15 minutes for AOB. Phase Leader meetings will occur half termly and should last for no longer than 1 hour.

Work life balance

Certain events and timings of them have been planned to make sure that there is appropriate work / life balance. Examples include:

Meetings

If there is a late event during the week, there will be no staff meeting.

Parent consultations

These take place twice each year and are for 2 sessions. One day is a 5.30pm finish and the other is a 7pm finish, to allow working parents to attend.

Young Entrepreneurs Event

This is an after school event to encourage parents to buy products the children have made. This will always end by 4.30pm at the latest.

School Productions

There will only be one evening performance of a school production. The other will take place during the afternoon.

Policies and Procedures

Policies are reviewed to reflect best practice and legal requirements but are also reviewed with the question, “How will this impact on well-being and workload?” Examples of changes made include our Marking & Feedback policy to reduce marking.

PPA

PPA is arranged so that all staff have either a morning or an afternoon out of class. Any changes to PPA will be communicated to staff by the DHT and as much notice as possible will be given.

Well-being Team

The school has a well-being team. They reflect on any suggestions made and offer solutions to improve school well-being.

Examples include;

A radio available in the staff room

Plants in the staff room

Dress down weeks

Coffee machine in the staff room

Lending library

Counselling service

Staff competitions

Open door policy (SLT)

Work from home for PPA

Supporting Staff

The school will support and discuss options with any staff that raise well-being 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:

- Giving staff time off to deal with a personal crisis
- Arranging external support, such as counselling or occupational health services
- Providing access to Education Support
- 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.

All requests for leave of absence will be considered in line with Absence Policy.

Monitoring arrangements

This policy will be reviewed annually by the school well-being team.

Links with other policies

This policy is linked to our:

Appraisal policy

Behaviour policy

Capability procedure

Staff code of conduct

Absence policy

Last Reviewed: July 2024

Next Review: July 2025