

Staff well-being Policy



This policy should be read in conjunction with the following documents:

All policies relating to staffing matters.

Agreed by

Signed.....

Date

Review date

Policy statement

Purston Infant School recognises that their staff are the most important resource and are to be valued, supported and encouraged to develop personally and professionally within a learning and caring community.

There is a relationship between healthier staff that are more positive, pupil achievement and school improvement.

There are employer duties to staff that require sensitive staff policies and practice.

Upon employment, each staff member will be given access to the staff handbook, code of conduct policy and other staff policies.

The purpose of this policy is to provide a document that embraces the many school practices that support staff health and well-being, to minimise the harm from stress and ensure that there is cohesion and progress in working towards the health and well-being of all staff.

Guidelines for implementation

The Head teacher, Deputy Head teacher, Senior management team and governing body will:

Promote a school ethos where all staff are valued and where respect, empathy and honesty are paramount and essential to have strong positive relationships throughout school.

Provide opportunities for personal and professional development.

Operate performance management linked to clear job descriptions.

Provide extra support from the Head teacher, Deputy Head teacher and senior management team during certain times of particular challenge or difficulty either work place based or personal circumstances.

Provide a non-judgemental and confidential support system through pastoral mentors/well-being Co-ordinator.

Promote information about and provide access to support services

Respond sensitively and flexibly to external pressures that impact on staff lives whilst at the same time ensuring the efficient running of school.

Maintain contact with staff when they are absent from work for long periods.

Implementation of the staff Well-being policy

The School will implement the staff Well-being in the following ways:

Leaders will act as role models

A named Well-being Co-ordinator (Kerry Dyas) will ensure that the school environment continues to promote staff Well-being, and alert the Head teacher if this becomes compromised

Decision making processes are clearly understood and supported by staff

Opportunities are provided for all staff to socialise and relax with each other, in both formal and informal contexts.

New staff are supported with an appropriate level of induction.

Leaders will promote an open listening culture that responds quickly to problems.

Provision of a welcoming and tidy staff room that is sensitive to issues of Gender, Race, Homophobia, Culture and Disability.

Maintenance of quality staff facilities, access to refreshments, adequate seating and toilet facilities.

The regular and systematic monitoring of staff absences

Support meetings to explore actions and solutions between the Head teacher and staff members.

Encourage initiatives and events that promote Health and Well-being and to boost morale.

Annual Well-being surveys to be undertaken, taking in to account staffs thoughts and suggestions to further aid Well-being.

Practical actions to support new staff

School induction, which will inform new starters of the Well-being Co-ordinator.

All staff to wear name/title badge.

Support and review meetings to take place to help and support settle in.

Good practice to promote staff Well-being to include

Positive comments made about the school and staff are shared, this will be displayed on the shout out board in the staff room.

Successes are celebrated.

Social activities are organised by staff.

Concerns are shared with the Head teacher through regular meetings and discussions, and the operation of an open-door policy.

Well-being policy to be handed out to all staff and promoted throughout school.

Weekly rewards are given out to remind staff that they are appreciated and valued. These include:

Star award – for being star of the week

Mint award – for commit “mint”

Extra award – for going the extra mile

Donut award- for giving their all (do not know what we would do without you)

Highlighter award – highlight of the week

Popcorn award – for making us POP with appreciation

Latte award – (Thanks a Latte for all your help)

When problems arise

The school will provide support via the Well-being Co-ordinator and options will be discussed as appropriate to the circumstances. In some cases, this may include external support.

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

Support in place for staff who are experiencing challenging circumstances outside of school. We can signpost to support in and out of school and consider a plan of workload and duties that could be managed differently during challenging and /or emotional periods.

Support in place for staff who are experiencing challenging circumstances inside of school will follow workplace procedures, but also supported by another member of staff who is not involved in any support programmes or capability procedures.

Time off work for medical reasons

Staff are encouraged to arrange medical appointments outside of school hours; however, if this is not possible then support will be given on an individual basis.

Managing absence due to ill health

Please refer to the school policy that covers this area which is listed below:

Absence policy = School sickness and absence policy and procedures.

This policy is to be reviewed every Two Years