



# Baslow St-Anne's C of E Staff Well-being Policy



*Growing healthy minds and hearts together*

“Life in all its fullness”

Respect... Kindness... Diversity



Version/ Issue	Date	Author	Minute Number	Reason for Change
1	7/11/18	M Clark		
2	October 2021	M Clark	04/C&S/10/21	Role title change Senior to Deputy NQT changed to ECT
3	September 2022	M Clark	05/C&S/09/22	No Change



# Contents

Document Control.....	1
Introduction.....	4
Aims.....	4
Principles .....	4
Induction of new staff members .....	6
Staff inclusion .....	6
Staff workload .....	7
Team building opportunities .....	7
Non-contact time .....	8
Evaluation.....	8
Impact .....	9
Monitoring and review.....	9

## Principles and Values

At Baslow St. Anne's Church of England Primary School we believe that it is vitally important that everybody is safe, confident and happy in our school community. We aim to provide an environment in which our children feel safe, secure and confident, are respectful citizens in and out of school and nurture the Christian and human values that underpin all that we do. We believe that our children and staff should lead 'a life in all its fullness', nurturing our vision of growing healthy minds and hearts together, embedding our core values of respect, kindness and diversity in all that we do. We strive to ensure this is in place to enable every child and staff member to achieve their full potential and be prepared for their next step in life.

Baslow St-Anne's C of E Primary is committed to ensuring the health, emotional and physical wellbeing, and work-life balance of all staff members is maintained.

We believe that not only does every child matter but we also believe every person matters. Everyone must take responsibility for their own work-life balance and be aware of the role model they are setting for others.

## Aims

This policy aims to:

- Minimise the harmful effects of stress.
- Provide effective support for all staff.
- Help each individual achieve an appropriate work-life balance.
- Take a positive and understanding approach to the management of stress in line with current good practice.
- Respect confidentiality.

## Principles

All staff within the school, including the headteacher, 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 will include:

- 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, discussed at annual staff meetings, of how effectively the school regularly considers the work-life balance of all staff.
- 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 and within normal hours.
- Involving staff in agreeing and setting realistic work-related targets for the staff and the school.
- Providing a system for and encouraging efficient and effective working practices.
- Involving, encouraging and enabling staff to actively manage their own careers and personal development.
- Consulting with staff on decisions relating to their employment, making staff aware of the opportunity to seek third party advice, e.g. to confer with their Union representatives, where appropriate.
- Granting special leave, as appropriate, when staff are faced with an emergency outside work.
- Providing opportunities, where possible, for flexible working practices.
- Providing suitable equipment (such as personal laptops for teachers) to enable them to work as effectively as budgetary constraints allow.
- Increasing teacher administrative support as much as possible within the constraints of the budget.
- Supporting individuals who have been off sick with stress and advise them on a planned return to work.
- Refer to workplace counsellors or specialist agencies as required through the Local Authority.
- Monitoring and reviewing the effectiveness of measures to reduce stress.

There is a statutory responsibility that governors have regard to the work-life balance of the headteacher. The headteacher, in turn, will have regard to the work-life balance of other staff.

Work-life balance includes better communication within the workplace, clearer job roles and workplace support.

All staff members are invited to air their views, ideas and feelings about all issues concerning the school at regular staff meetings and informal gatherings. Baslow St. Anne's C of E strongly believes in an 'open door' policy for all stakeholders, allowing a free flow of information and personal thoughts. There is a strong 'no blame' culture within the school.

Staff achievement is recognised and valued by others within the school and other members will ensure that they are thanked during meetings or as part of the school day.

All staff members are encouraged to take on new challenges and supported in doing this by others. Everyone contributes to providing a happy, caring workplace where all staff members support each other in a bright learning environment.

## **Induction of new staff members**

The Headteacher or member of senior management and the staff member they will be working most closely with give all new staff members an induction.

All staff members receive a copy of the school Staff Handbook, with most relevant areas discussed immediately.

All new members of staff are made to feel welcome and are given as much support as they need. Every member of new staff is also invited to attend the relevant courses to help them develop their new role within the school.

Early Careers Teachers (ECTs) are assigned a mentor. Newly qualified and experienced teachers entering the school are supported by all staff members within the school.

Newly qualified and new experienced Teaching Assistants (TAs) to the school are mentored by the school team, who always work closely together. The class teacher who will be working most often with the new member of staff will also support in the development and 'settling in' period.

New administration staff are mentored by the School Business Officer and Headteacher with support from all other staff members.

New lunchtime supervisors are mentored by the leading lunchtime supervisor and supported by all other staff members, including the Headteacher and Deputy Headteacher.

## **Staff inclusion**

The opinions, feelings and ideas of all staff members are valued. Any member of the school team knows that they can offer new ideas or thoughts about established systems for discussion at staff meetings or lunchtime briefings where everyone is invited to attend.

Teaching Assistants meet at least once each half term to discuss an open agenda with the headteacher.

Midday supervisors meet at least each half term to share relevant outcomes from staff meetings and to share information, but also daily on a feedback session to the Headteacher or senior teacher.

The Senior Leadership Team meet regularly as required.

Whole staff come together to discuss and make decisions about key issues such as the School Improvement Plan (SIP), whole school events and the School Evaluation Summary (SES).

Meeting minutes are retained on the server and are available to all.

Where possible, before any timetable, policy, event or other is implemented in school, each member of staff is given an opportunity to comment upon it. Views are taken into consideration before anything is introduced.

## **Staff workload**

The staff team at Baslow St. Anne's C of E Primary are all dedicated people who work hard throughout the day (both at school and at home) to ensure the smooth running of the school and to create the best and most effective learning and teaching environment for the children that can be provided.

Everyone is aware of the tremendous workloads that all members of staff have and try wherever possible not to add to it. They also offer to help out and share tasks wherever they can when it is recognised that a particular member or members of staff are becoming swamped with work owing to factors such as the time of year it is, the absence of another member of staff or other events.

## **Team-building opportunities**

The school endeavours to build a team building opportunities within the school year to give all members of staff opportunities to bond with each other through informal events. A staff meeting is assigned each half term to staff mental well-being.

There is a strong culture of 'teamwork' amongst the staff across the school. The headteacher, senior teacher and governors strive to maintain a positive climate for the staff.

## **Non-contact time**

The headteacher has dedicated headship time off-site when needed to prevent interruptions of school life.

The Deputy Headteacher is allocated non-contact time to carry out leadership responsibilities and is given permission from the Headteacher to allocated time off-site to prevent interruptions of school life.

Subject leaders are allocated designated time which is embedded in the school year for subject leadership, this is timetabled according to school priorities on the School Improvement Plan and within subject action plans compiled by the subject leader.

Teachers are allocated 10% of their working week for planning, preparation and assessment (PPA) which is covered by a Higher Level Teaching Assistant (HLTA).

Staff are given permission from the headteacher to conduct their non-contact time off-site to prevent interruptions of school life but are also available to contact in an emergency.

The headteacher is given permission from the Chair of Governors to conduct their dedicated headship time off-site to prevent interruptions of school life but are also available to contact in an emergency.

## **Evaluation**

The staff will be asked to regularly monitor their own work-life balance and to report any arising concerns to the headteacher which will feed into the headteacher's discussions with the Governing Body.

If there are concerns regarding work-life balance, school systems and procedures will be reviewed.

Staff absences are tracked by the headteacher and School Business Officer. The headteacher conducts back-to-work interviews on return to ensure that staff feel fit for work.

The Governing body have a responsibility to ensure that all staff, including the headteacher manage an acceptable work-life balance.

Every Autumn term as part of the staff appraisal performance management process conducted headteacher or Senior Teacher, well-being will form part of



the discussion and be linked to personal and professional areas for development where relevant.

The Governing Body endeavour to provide appropriate administrative and leadership support and leadership and management time for the headteacher.

The governors will regularly review their own practices with consideration to staff workload.

The headteacher has a duty to monitor their own work-life balance, model good practice and report concerns to the Governing Body.

## **Impact**

By implementation of the content within this policy it is the intention that staff are happy and secure in the school environment enabling them to deliver high quality education, teaching and learning to the children across the Federation.

## **Monitoring and review**

The headteacher monitors and reports to the Governing Board on the effectiveness of this policy on a regular basis and makes recommendations for further improvements.

Written by M Clark November 2018

Reviewed October 2021

Reviewed September 2022