

**Name of policy: Well-being Policy**

Version	Date	Approved by governors	Description
1	2016	2016	New policy
2	July 2019	15.07.19	Amended policy to reflect current situation

**This policy is due for review on: Summer 2021**



# Highwood Primary School Wellbeing Policy



The emotional and physical wellbeing of all staff is important to Highwood Primary School. Our school motto **'Where Individuals Matter'** applies to every child and also to every adult. This is further underpinned by our school values, which are the basis of our professional culture.



## Key Aims

The actions within this policy have 5 key aims:

1. To minimise the harmful effects of stress.
2. To provide effective support for all staff.
3. To help each individual to achieve an appropriate work-life balance.
4. To take a positive and understanding approach to the management of stress in line with current good practice.
5. To respect confidentiality.

As a school, we promote a positive work life balance. We seek advice from outside support agencies such as occupational health and we have policies and procedures to deal with bullying, harassment and issues of personal safety. We seek opportunities to care for the staff through individual conversations, group discussions and through more formal performance and development reviews.

We are a sociable staff and support each other through an active social calendar. Regular staff events involving staff from all areas of the school have developed a cohesion and strength within the workforce.

## Annual Procedures

As part of our efforts to ensure that every member of staff is treated fairly and our desire to create an open working environment, we have set up monitoring and evaluation cycle to ensure that we continually improve our wellbeing procedures in relation to staff feedback. We undertake an annual staff wellbeing questionnaire (Appendix 1) which informs a well-being action plan. Any issues are incorporated and

addressed over the coming year and outcomes of the plan are monitored by the Governing Body as part of their Health and Safety statutory duties.

This role allows a different perspective and may give further insight into any areas for development. The Headteacher and Health and Safety governor provide updates relating to staff wellbeing and other Health and Safety issues to the Resources committee.

The main part of this policy is based around the Health and Safety Executive Management Standards. Each section responds to a standard and how the school carries out its duty of care.

### **Demands**

**The Standard states that “Employees indicate that they are able to cope with the demands of their jobs and systems are in place locally to respond to any individual concerns”.**

Within Highwood Primary School every member of staff is given adequate and achievable tasks which suit the agreed hours of work. Individuals have a job description which details the job demands and this is part of the recruitment procedure before agreed contracts are signed.

Appointments are made to match the skills of the person with the job and adjustments are made with the agreement of all. No member of staff will be expected to carry out duties which are beyond their capabilities unless these are agreed as a development strategy.

Concerns about the work environment and its impact upon an employee’s ability to satisfactorily complete duties are shared with either a line manager or senior member of staff. Every attempt is made to rectify any issues.

### **Control**

**The Standard states that “Employees indicate that they are able to have a say about the way they do their work and systems are in place locally to respond to any individual concerns”.**

Within Highwood Primary School every member of staff has a defined role which, due to the nature of a school, often has a fixed timescale for completion. Initiative is actively encouraged and as a school we welcome staff to extend practice beyond the expected. The school has a Continuing Professional Development ethos of continual self-assessment – all staff regularly assess their abilities in relation to their roles and agree ways to improve in collaboration with colleagues and line managers. Formal access to courses and training is through individual performance reviews and through audits of subject needs. Whole school training is coordinated by the Headteacher in line with the School Development Plan.

### **Support**

**The Standard states that “Employees indicate that they receive adequate information and support from their colleagues and superiors and systems are in place locally to respond to any individual concerns”.**

Within Highwood Primary School we have an active support structure within the staff which has no formal basis but is generated from mutual respect. However, should this structure break down, the management structure has a wide base of expertise and a member of the SMT is always available to support staff and attempt to rectify situations. i.e. External agencies; Occupational health; Risk Assessments, wellbeing INSET day

The school encourages staff to discuss work and provide each other with constructive feedback. The school has an improvement model based around continual self-assessment and this is an agreed part of the school culture.

Highwood Primary is a supportive school and this is reflected in the individual approach to our compassionate leave procedure which operates when necessary.

## Relationships

**The Standard states that “Employees indicate that they are not subjected to unacceptable behaviours, e.g. bullying at work, and systems are in place locally to respond to any individual concerns”.**

Within Highwood Primary School we promote positive relationships within the staff and encourage everyone to report any incidents of bullying or unacceptable behaviour. This in turn will then be fully investigated by an appropriate member of the SMT and a governor, if required. Details of this procedure can be found in the Grievance Policy.

## Role

**The Standard states that “Employees indicate that they understand their role and responsibilities and systems are in place locally to respond to any individual concerns”.**

Within Highwood Primary School we actively ensure that staff never have conflicting roles. This is achieved through our staff structure and careful planning of appointments. Upon appointment, staff have a job description which outlines the key roles and expectations of the job. New staff are provided with a Staff Handbook to familiarise themselves with the schools induction procedures and an appropriate mentor is attached.

The staff mentors are member of the SMT and may or may not be the line manager or performance review manager. Should there be any doubts about the role, or role expectations, the Headteacher should be consulted. As a school, we have many influences which impact upon our working structure. This may result in short notice changes. During periods of role change, staff will be kept up to date through staff briefings and individual meetings.

## Change

**The Standard states that “Employees indicate that the organisation engages them frequently when undergoing an organisational change and systems are in place locally to respond to any individual concerns”.**

Within Highwood Primary School we seek to involve all appropriate staff in consultations regarding change. We provide information as soon as possible and will call staff meetings if they are relevant. Staff are always aware that consultations are a means by which we gather views and are not always a mechanism for changing policy or decision. When changes do take place, timescales will be published and details will be available showing the impact upon the working lives of the staff. Support will be provided during the process and outside support agencies will be signposted.

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**Appendix 1****Highwood Primary Staff Wellbeing Questionnaire**

Please base your answers on the last calendar year	Always	Often	Sometimes	Never
1. I enjoy my work.				
2. I feel valued at work.				
3. I am clear about my roles and responsibilities.				
4. I know how to complete the tasks expected of me at school.				
5. If work gets difficult, my colleagues will support me, if asked.				
6. I am given supportive feedback on the work that I do from my colleagues.				
7. I have a say in the prioritisation of the tasks I am given to do.				
8. I am clear about the school's goals and objectives for the year.				
9. I am clear about how I contribute to the school's goals and objectives.				
10. I have a choice in deciding the best way to complete the tasks I am set.				
11. If I needed them, I could rely on senior staff to support me with a work related issue.				
12. If I needed them, I could rely on senior staff to help me with a personal issue.				
13. I am subject to personal harassment in the form of unkind words or behaviour from colleagues.				
14. I have experienced friction or anger with my colleagues.				
15. Senior staff put me under unreasonable pressure to work long hours.				
16. I have been subject to bullying at work during this year.				
17. I have sufficient opportunities to discuss changes at work.				
18. I am respected in the workplace by my colleagues.				
19. I am consulted about changes at work that affect my day to day role.				
20. If asked, my colleagues are willing to listen to my work related concerns.				
21. If needed I can talk to staff about something that has annoyed or upset me.				

22. My relationships at work are good.				
23. Communication received from colleagues is effective in allowing me to fulfil my role.				