

SOUTH STREET PRIMARY SCHOOL



Staff Wellbeing

Reviewed July 2016

POLICY DOCUMENTATION

POLICY STATEMENT

Staff Wellbeing

July 2016

South Street Primary School recognise that the staff are our most important resource and are to be valued, supported and encouraged to develop personally and professionally within a learning and caring community.

We believe there is a relationship between healthier more positive staff, pupil achievement and school improvement.

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

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

Guidelines for Implementation

The Senior Leadership Teams and Governing Body will:

- Work towards a school ethos where all staff are valued, where respect, empathy and honesty are the cornerstones of all school relationships.
- Provide a range of strategies for involving staff in school decision making processes.
- Operate sensitive appraisal linked to clear job specifications.
- Provide extra support from the Senior Leadership Teams at certain times of particular stress and/or difficulty e.g. Ofsted Inspections, Child Protection cases.
- Provide a non-judgemental and confidential support system such as mentors and phase leaders.
- Promote information about and access to supportive services.
- Provide staff, through training and building security, with a sense of safety and the confidence to deal positively with stressful incidents.
- Review the demands on teachers and support staff, the time spent on paperwork and see practical alternative solutions wherever possible through the School Improvement Plan process e.g. Marking Policy.
- Respond sensitively and flexibly to external pressures that impact on staff lives whilst at the same time ensuring the efficient running of the school.
- Head & Deputy Head Teacher operate an open door policy.
- Head Teacher to maintain contact with staff when they are absent for long periods.
- Maintain positive staff/pupil relationships to ensure an effective teaching and learning environment.

The school will use the following to assess the impact of the staff wellbeing policy:

- Leaders are positive role models.
- Decision making processes are clearly understood and supported by staff.
- Opportunities are provided for all staff to socialise and relax with each other.
- New staff are supported with an appropriate level of induction.
- An open listening management system that responds quickly to problems.
- A welcoming and tidy staff room that is sensitive to issues of race, gender, homophobia, culture and disability.
- The regular and systematic monitoring of staff absences, staff/pupil/parent relationships and the recruitment and retention of staff.

Practical Actions to Support New Staff

- Everyone new to the school will receive a tour with the Head Teacher, an induction package and an allocated mentor.
- All staff to have a name badge.
- Everyone to have a 3 month review interview with the Senior Leadership Team/Extended leadership Team/coach.
- All staff to have their own fob to the external door.

Practical Actions to Support New Roles

- Decide who will be the supporting person for the new role.
- An initial discussion of roles.
- Introduction/visits to school/class or environment of new role.
- Establish a pattern of coaching.
- End of first week review with supporting person.
- 1:1 support for new tasks.
- An induction programme during school time will be devised which offers opportunities to gain a whole school overview and see best practice.

At South Street:

- Limits will be placed on staff time in school - the Senior Leadership Team will set the example for others to follow. All staff are expected to leave early at least one day a week i.e. Friday by 4pm.
- One twilight session is given each year to write reports.
- PPA can be taken at home.
- Parent consultations during school time commencing in the afternoon to reduce length of day.
- Staff attend no more than one staff meeting per week. Staff are given time in staff meetings to undertake action plans, catch up on reading etc.
- Every training day includes a treat e.g. lunch as well as a working morning.
- Time is provided for subject leaders and phase leaders to have release time during the school day at least termly.
- Time is set aside for planning each half term linked to new national curriculum objectives.
- An additional PPA session at the end of each term. Free Christmas lunch.
- Positive comments made about the school and staff are recorded in an acknowledgement book.
- Staff are acknowledged for contribution to wider school in newsletter.
- Part of the training day in September will be time for staffs reflection, preparation, assessment and action.

When problems arise:

- The school will provide support and discuss options as appropriate to the circumstance. In some cases this may include external support such as the teacher helpline, support from the Local Authority e.g. counselling. Occupational Health and GO services may be used. The school will continue to support even when external services are involved.
- The school will seek at all times to maintain the confidentiality, rights and dignity of the staff.

Managing Absence due to Ill Health

- A flexible approach to leave of absence requests during school time even though outside of LA guidelines.
- An understanding about family priorities, attending children's special events.
- Feedback from any monitoring exercise has to have positive elements.
- Sensitive rotas to reduce attendance to assemblies and singing practice.
- Opportunities for additional pay (boosting).
- Opportunities for professional development.

To be reviewed July 2017