



Diocese of Norwich  
Education and  
Academies Trust

# [Academy Name]

## Staff Well-Being Policy

<b>Policy Type:</b>	Trust Core Policy
<b>Approved By:</b>	DNEAT Board of Trustees
<b>Approval Date:</b>	09/03/2015
<b>Date Adopted by LGB:</b>	dd/mm/yyyy
<b>Review Date:</b>	March 2016
<b>Person Responsible:</b>	DNEAT HR Lead

## **Roles and Accountabilities**

The Diocese of Norwich Education and Academies Trust is accountable for all policies across its Academies. All policies whether relating to an individual academy or the whole Trust will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

## **Policy Statement – Staff Well-being**

[Academy Name] recognises that the staff are their 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 and more positive staff, pupil achievement and academy improvement.

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

## **Aims**

- To embrace the many academy practices that support staff health and well-being.
- To minimise the harm from stress.
- To ensure that there is cohesion and progress in working towards the health and well-being of all staff.

## **Guidelines for Implementation**

The Senior Leadership Teams and Governing Bodies will:-

- Work towards an academy ethos where all staff are valued and where respect, empathy and honesty are the cornerstones of all academy relationships.
- Provide personal and professional development such as team building, management of change, stress management, assertiveness, communication training etc. that support well-being.
- Provide a range of strategies for involving staff in academy decision making processes.
- Operate sensitive Staff 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 e.g. mentors.
- Promote information about, and access to, supportive services.
- Ensure that, as part of the risk assessment processes of staff workload, there are robust evaluations of the risks of harm and act upon such findings.

- 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 Academy Improvement Plan process.
- Respond sensitively and flexibly to external pressures that impact on staff lives whilst at the same time ensuring the efficient running of the academy.
- Maintain contact with staff when they are absent for long periods (by a named person).
- Maintain positive staff-pupil relationships to ensure an effective teaching and learning environment.

All staff members are encouraged to take responsibility for their own health and well-being through participation in health promotion and well-being programmes and initiatives.

At (**Academy Name**) performance on well-being will be assessed in the context of the HSE Management Standards which cover the primary sources of stress at work that, if not properly managed, are associated with poor health and well-being, lower productivity and increased sickness absence. These are :

- **Demands** – i.e. workload, work patterns and the work environment.
- **Control** – i.e. how much say the person has in the way they do their work.
- **Support** – i.e. the encouragement, sponsorship and resources provided by the organisation, line management and colleagues.
- **Relationships** – i.e. promoting positive working to avoid conflict and dealing with unacceptable behaviour.
- **Role** – such as whether people understand their role within the organisation and whether the organisation ensures that they do not have conflicting roles.
- **Change** – such as how organisational change (large or small) is managed and communicated within the organisation.

For example we will seek to ensure the following:

- 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 at appropriate times.
- New staff are supported with an appropriate 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 quality of staff facilities and accommodation e.g. access to refreshment, adequate seating and toilet facilities.
- 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** (some suggestions which may be adopted – delete as appropriate)

- Everyone new to the academy to receive a welcome card.
- Everyone to be provided with a polo shirt with the academy logo.

- All staff to have a name badge.
- At the end of the first week of employment, staff will have a review with the senior member of staff responsible for coaching.
- Teachers to receive advice and guidance on their first PPA day from either a member of the Senior Leadership Team or Phase Leader.
- Everyone to have a 3 month review interview with the Senior Leadership Team/Extended Leadership Team/coach.

**Practical Actions to Support New Roles** (some suggestions which may be adopted – delete as appropriate)

- Decide who will be the supporting person for the new role.
- Initial meetings to agree a job description will be held.
- An initial discussion of roles.
- Introduction/visits to academy/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.
- 3 month review interview with supporting person.

**Examples of Good Practice** (some suggestions which may be adopted – delete as appropriate)

- Limits will be placed on staff time in the academy – the Senior Leadership Team will set the example for others to follow. Staff to attend one staff meeting per week and no more than one other meeting – a maximum of two per week.
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- One INSET Day of the year includes a treat eg lunch as well as a working morning.
- Time is provided for subject leaders and Phase Leaders to complete major tasks.
- Time is set aside for such tasks as work sampling and planning sampling.
- Positive comments made about the academy and staff are recorded in an acknowledgement book.
- Staff have an exit interview with a member of the Senior Leadership Team.
- Coffee Machine provided in the staffroom.
- Regular staff socials planned eg: end of each half term.
- Collection of a staff fund used for leaving presents, flowers sent home when staff have been off ill for 2 weeks+, flowers for birthdays with '0' on the end.

**When problems arise:-**

The academy will provide support and discuss options as appropriate to the circumstances. In some cases, this may include external support, such as the teacher helpline, or support from the Trust or Local Authority e.g. counselling. Occupational Health and GP services may be used. The academy will continue to support even when external services are involved.

The outcome of stressful or threatening incidents, involving teachers and pupils, will often be influenced by the response of the pupil(s) involved. This will be considered in the academy's response.

During this time, the academy will seek at all times to maintain the confidentiality, rights and dignity of the staff involved.

### **Supporting Attendance**

Staff attendance will be monitored termly. Where concerns are noted reference will be made to the Supporting Attendance Policy.

### **Requests for time off work**

All requests should be made in person to the Headteacher, who will consider each request individually.

### **Staff Well-Being Survey**

An annual well-being survey will take place, with outcomes informing the Academy Improvement Plan where relevant.

### **Roles & Responsibilities**

The staff's well-being is the responsibility of the Headteacher.

The well-being of the Headteacher is the responsibility of the Chair of Governors.

### **Equality**

All staff will be treated equally and fairly through the implementation of this policy.

### **Monitoring & Review**

The implementation and impact of this policy will be monitored annually through the well-being survey but also through the review of data such as:

- Sickness absence data
- Staff turnover, exit interviews
- Number of self-referrals to the counsellor service (if available)
- Number of referrals to the Occupational Health contractor
- Numbers of grievance and harassment cases.

The policy will be reviewed every three years.

### **Links to Other Policies**

- Complaints Policy
- Staff Supporting Attendance Policy
- Whistleblowing Policy
- Harassment & Discrimination including Racial Abuse
- Staff Discipline, Conduct & Grievance Policies