



No Barriers to Excellence



Ambition



Collaboration



Equity

Staff Wellbeing Policy

Version	Name	Date
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Staff Wellbeing Policy

Introduction

The aim of this policy is:

- To support the wellbeing of all staff to avoid negative impacts on their mental and physical health
- Provide a supportive work environment for all staff
- Acknowledge the needs of staff and how these change over time
- Allow staff to balance their working lives with their personal responsibilities
- Help staff with specific wellbeing issues they experience
- Ensure that staff understand their role in working towards the above aims

Wellbeing includes job satisfaction, including career planning and progression together with maintaining the psychological and emotional health of staff, particularly in respect of stress. Maintaining staff wellbeing is a key priority of the Trustees and the Senior Leadership Team.

This policy is a complement to the Trust's Health and Safety policy and the Trust's Code of Conduct Policy.

Promoting Wellbeing At All Times

Role of Staff

All staff are expected to:

- Treat each other with empathy and respect
- Keep in mind the workload and wellbeing of other members of staff
- Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance
- Report honestly about their wellbeing and let other members of staff know when they need support
- Follow the Trust's guidance on out of hours working, including guidance on when it is and isn't reasonable to respond on communication
- Contribute positively towards morale and team spirit
- Use shared areas respectfully, such as the staff room or offices
- Take part in training opportunities that promotes their wellbeing

Role of Line Managers

Line managers are expected to:

- Maintain positive relationships with their staff and value them for their skills, not their working pattern
- Provide a non-judgemental and confidential support system to their staff
- Take any complaints or concerns seriously and deal with them appropriately using the Trust's policies
- Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance
- Make sure new staff are properly and thoroughly inducted and feel able to ask for help
- Understand that personal issues and pressures at work may have a temporary effect on work performance, and take that into account during any appraisal or capability procedures
- Promote information about, and access to, external support services
- Help to arrange personal and professional development training where appropriate
- Keep in touch with staff if they're absent for long periods
- Monitor staff sickness absence, and have support meetings with them if any patterns emerge
- Conduct return-to-work interviews to support staff back into work

Role of Senior Leadership

Senior Leadership are expected to:

- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
- Senior leaders may be required to work outside of hours for various reasons, however, it is important to note that they should not expect immediate responses from staff
- Manage a non-judgemental and confidential support system for staff
- Monitor the wellbeing of staff through regular surveys and structured conversations
- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
- Make sure job descriptions are kept up to date, with clearly identified responsibilities and staff being consulted before any changes are made
- Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives
- Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school
- Establish a clear policy on out-of-hours working, including on when it is and isn't reasonable for staff to respond to communications, and provide clear guidance to all stakeholders
- Make sure that the efforts and successes of staff are recognised and celebrated
- Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
- Provide resources to promote staff wellbeing, such as training opportunities

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- Promote information about, and access to, external support services, and make sure that there are clear routes in place to escalate a concern in order to access further support
 - Organise extra support during times of stress, such as Ofsted inspections

Procedures to maintain and enhance staff wellbeing

In seeking to provide an effective and rewarding working environment where the workload is minimised as far as practicable, the school is mindful of the following matters: -

Training and job design

- Individual jobs within the school and central team are designed so that employees have a variety of responsibilities, suited to their capabilities and professional development needs and in a way that spreads the workload fairly;
- Induction training is provided to new members of staff in core areas such as the Trust approach to learning and teaching, behaviour, assessment for learning and the curriculum. ECT's have mentors;
- Training is given to all staff to ensure they understand the employer's responsibility of care towards staff and how this may be fulfilled.

Staff meetings

- The number of staff meetings is minimised by organising day to day information via email. Staff meetings are linked to the school development plan and focus on moving specific areas forward. Meetings are not timetabled for weeks where there are additional meetings which fall outside of directed time such as parent welcome meetings, transition meetings or parent evenings.

Organisation of PPA

- Where possible PPA time is timetabled so that year group teams can plan together in order to limit the amount of time spent on planning in school at the end of the day.
- Part time and job share staff are paid to come into school for planning time with the rest of their year group rather than relying on the traditional 'good will' expectation that teachers who job share will hand over from one day to the other after school, unpaid, or on the phone.

Professional Growth /Performance Management

- Professional Growth discussions are used as a way of mutually agreeing with staff how skills may be developed, including the provision of training, how careers may be progressed and how jobs may best be structured. These discussions include an assessment of stressors faced by staff.

Management of change

- The Trust strives not to change policies and procedures until new ones are tried, tested and understood by all.

Leadership team listening to and acting on feedback

- Annual Staff Surveys are conducted to obtain feedback;
- The schools seek to provide all the necessary facilities, resources, support and assistance necessary for staff to deliver the curriculum to a high standard; and,
- The schools will monitor overtime and seek to reduce it as far as possible within the constraints of delivering the curriculum to the standard required.

Staff responsibility

Staff also have a responsibility to assist in providing an effective and rewarding working environment and maintaining staff wellbeing. To this end: -

- Line managers are responsible for the working environment of those they manage, including assisting those they manage to work effectively, efficiently and without undue strain. **It is imperative that when line managers become aware of staff being stressed, they must seek to understand and where possible mitigate the cause, making a clear record in the personnel file of what action has been taken.**
- Individual employees are jointly responsible for their own wellbeing and must report any work related situation detrimental to their own wellbeing to their line manager or a member of the senior leadership team in order that appropriate action can be taken to mitigate the situation. They should also request assistance and/or resources that they identify as being necessary to fulfil their role.

Sources of stress

Staff may be stressed not only by their working environment but also by their personal circumstances outside of work. For example, relationship difficulties, financial difficulties and health problems may all give rise to unacceptable levels of stress. Staff suffering from any of these external sources of difficulties should consider informing their line manager in order that ways of altering the working demands or providing other support may be considered. Where staff do not wish to disclose external sources of stress within school, it is incumbent on staff that they seek support elsewhere, e.g. from their GP or trade union.

Sources of help

In the first instance, the relevant school will consider helping by determining whether the workload of staff suffering from stress can be altered or minimised, or whether the staff member can be assisted in other ways for example by mentoring. The physical environment will also be assessed if necessary.

Staff may also wish to consider approaching their Trade Union for support.

Staff have access to the Employee Assistance Programme (EAP) provided by Vita Health. This is a free and confidential service providing support 24 hours per day, 7 days per week. Their freephone number is 0800 111 6387. Support can also be accessed via the hub at www.my-eap.com and using the access code springwell

Education Support is a national and independent service run for all teachers and education staff to be able to talk through concerns. Their freephone number is 08000 562561. If you cannot get through on the freephone number you can call 020 8987 6212. Further information can be found at www.educationsupport.org.uk.

Symptoms

It is most important that all staff pay close attention to their own wellbeing in order to notice whether they are displaying any symptoms typical of stress. The most common stress symptoms are listed in the appendix. Any member of staff exhibiting such symptoms in themselves, or observing them in others, has a responsibility to take appropriate action, for example, referring the matter to their line manager.

Appendix

Psychological symptoms:

- Irritability/anger
- Inability to concentrate
- Low spirits
- Nervousness
- Impatience/restlessness
- Constant worrying
- Unwillingness to be with others
- Loss of appetite/increased appetite
- Feeling pressure

Physical symptoms:

- Aching muscles in back and neck
- Headache
- Fatigue
- Sleeping problems
- Increased heartbeat
- Dryness in throat and mouth
- Trembling and nervous ticks
- Fainting
- Perspiration
- Nausea

Dangerous symptoms:

- Gastric ulcer
- Heart thrombosis
- Asthma
- Eczema
- Psoriasis
- Metabolic disorders
- Cardiovascular diseases
- Diabetes
- Hypertension

Stress behaviour

- Irritability with others
- Inability to make decisions
- No sense of humour
- Suppressed anger
- Inability to finish one thing before moving on to the next

- Constant complaining
- Inability to concentrate
- Inability to cope
- Crying for no apparent reason
- Fatigue
- Feeling lethargic
- Difficulty in pulling oneself together

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