



# CHANTLERS PRIMARY SCHOOL STAFF WELLBEING POLICY

**Approved by:** Governing Body **Date:** Sept 2023

**Last reviewed on:** Sept 2023

**Next review due by:** September 2024

## OUR MISSION STATEMENT

Chantlers Primary School is a nurturing learning community committed to preparing children academically and socially to strive, with high expectations, for excellence in all they do.

## OUR VISION

Is to be a centre of excellence and the natural choice school for our community.

## SCHOOL MOTTO

**'A World of Possibilities'**

## OUR AIMS

- To create a stimulating environment which reflects our values and promotes a sense of self-worth in everyone.
- To build strong collaborative partnerships with families and the local community.
- To provide a rich, broad, balanced and creative curriculum that combines excellence in teaching with an enjoyment of learning.
- To recognise and plan for all learning styles and interests, whilst ensuring all children have equal access to the curriculum enabling them to reach their full potential.
- To promote life-long learning through high-quality continual professional development, effective communication with all stakeholders and the development of a learning culture throughout the school, for all.
- To promote social, cultural, moral and spiritual development, supporting pupils, staff and stakeholders to become confident and responsible members of society.
- To establish an atmosphere in which every child has a positive self-image and where individual achievements are valued by all.
- To include all members of the school community in the process of school improvement and self-evaluation.

**Our houses are linked to our school values and underpin all that we do at Chantlers**



Bronte



Lowry



Owens



Pankhurst



Shakespeare



Spencer

Chantlers Primary school recognises that there is a relationship between healthier, more positive staff, pupil achievement and school improvement and are to be valued, supported and encouraged to develop personally and professionally, within a learning and caring community.

The purpose of this policy is to provide a document that embraces the many school practices that support staff's 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.

This Policy Statement is made following the duties of the Governing Body about the mental health and well-being of members of staff.

### **PROMOTING WELLBEING BY PROVIDING CERTAINTY, FAIRNESS AND CONSISTENCY IN THE TREATMENT OF EMPLOYEES**

- Members of the teaching and non-teaching staff are entitled to be treated fairly and professionally at all times. The Governing Body takes its duty of care as an employer to all members of staff very seriously and several policies and procedures have been made about this duty.

These include:

- Health and Safety Policy
  - Equality Opportunity Policy
  - Grievance Procedure
  - Whistleblowing Procedure
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- Other policies contribute to staff wellbeing by providing certainty, fairness and consistency in the treatment of staff in different contexts, including:
    - Disciplinary Procedure
    - Capability Procedure
    - Staff Code of Conduct
    - Appraisal Policies for Teaching and Support Staff
    - Information, Records and Data Protection: Policies and Procedures
    - Behaviour Policy
    - Child Protection Policy
    - Keeping Children Safe in Education
    - Child Protection Procedures for Staff Working in Childcare Settings
    - Safer Recruitment & Selection Policy
  - All Policies are published on the school website.
  - The Staff Handbook provides easy reference to a wide range of information needed at different times by employees.
  - All roles and responsibilities within the School are clearly defined in the management structure and job descriptions.
  - All policies can be found on Google Drive: Staff Share.

### **THE SENIOR LEADERSHIP TEAM 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 personal and professional development such as team building, management of change, stress management, assertiveness, communications etc.
- Provide a range of strategies for involving staff in school decision-making processes.
- Operate sensitive Appraisal linked to clear job descriptions and the School Improvement Plan.

- Provide extra support from the Senior Leadership Teams at certain times of particular stress and/or difficulty e.g. OFSTED Inspections and 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 School Improvement Plan process.
- Respond sensitively and flexibly to external pressures that impact staff lives whilst at the same time ensuring the efficient running of the school.
- 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.

### **THE SCHOOL WILL USE THE FOLLOWING TO ASSESS THE IMPACT OF THE STAFF WELLBEING POLICY**

- Leaders are visible and 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 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**

- Everyone new to the school receives induction training, a staff handbook and teaching staff are offered a Chromebook.
- A polo shirt and hoodie with the school logo are provided for all staff.
- All staff have an ID badge.
- Teachers receive advice and guidance on their first PPA day from either a member of the Senior Leadership Team or Phase Leader.
- Set objectives and a 3-month review interview with the Senior Leadership Team.

### **EXAMPLES OF GOOD PRACTICE**

- 1 day is provided in the Autumn Term 2 for well-being.
- A claim of Toil or TIL if staff work their PPA/LM if time can't be taken back within a reasonable time scale or staff work unallocated days.

- Staff receive 1 day as TOIL for 100% attendance (not including appointments) for the following academic year. Runs September - July
- Car valet in the car park once per half term.
- Eligibility, with discussion, to attend their own children's appointments/concerts etc.
- Christmas Dinner is provided and paid for by the school.
- Tea/Coffee biscuits are provided by the school daily.
- Buffets on INSET days and late parent's evenings and end of the year. Summer Tea with the Governors.
- Staff social events out of school.
- Regular treats in the staff room.
- Free counsellor support if you need to see someone to talk to. Access is confidential.
- Occupational Health.
- SLT reduction of workload wherever possible as long as it does not impact the Quality of Education.
- 10% discount for local gyms.
- Curriculum release on a rotational basis every half term.
- Extra time by not attending assemblies which amount to 2 hours of extra non-contact per week.
- New staff room – October 2022.
- Professional Development is designed to meet individual needs and to pursue passions or interests in line with School Improvement e.g. Mental Health, top-up degrees/courses etc.
- Lunchtime daily mile walk club.
- Wellbeing checked 1:1 by the Headteacher, at least annually.
- Designated Wellbeing Governor to review school's wellbeing strategy, policy and practices.
- A staff survey is conducted annually to monitor staff wellbeing.
- Wellbeing board in the new staff room.
- Wellbeing Champions meet half termly to record and discuss issues.
- Free staff parking.
- Governor wellbeing thanks - annually.
- Monthly wellbeing voucher for staff nominated by colleagues.
- Free staff uniform.

- Dress down Fridays.
- Weekly wellbeing task. Wednesday nights.
- Early finish Friday.
- The wellbeing tree was introduced for those days 'when only chocolate will do'. This is replenished weekly.
- Financial advice consultant.
- Christmas chocolates/gifts of 'Thanks'.
- Wellbeing staff meeting, termly.
- Those staff that run an extra-curricular club from September to July will be awarded a day off.
- Wellbeing breakfast once a half term.
- Report writing day.
- Free lunch if staff do lunch duty.
- Paid flu jab.
- SAS Absence Insurance offers the following wellbeing services:
  - Physiotherapy
  - Counselling
  - Weight Management
  - Nurse Support Service
  - Menopause Support
  - GP Phone & Video Consultations
  - Cancer and Chronic Illness Support
  - Private Medical Operations
  - Health Screening Days
  - Stress Awareness Sessions

## **MANAGING WELLBEING ISSUES SENSITIVELY AND EFFECTIVELY**

The Headteacher, Deputy Headteacher, Assistant Headteachers and other Managers encourage an atmosphere in which members of staff feel comfortable asking for help when it is needed. They seek to be sensitive to and recognise early any factors in an employee's life that might precipitate stress-related issues. They act in a timely, supportive and proportionate manner when concerns arise.

The Chair and Vice-Chair have delegated responsibility to implement appropriate support for the Headteacher should it become necessary.

When problems arise

The school will provide support and discuss options as appropriate to the circumstances. In some cases, this may include external support such as support from the Local Authority e.g. counselling.

Occupational Health and GP services may be used. The school will continue to support even when external services are involved.

## **MENTAL HEALTH AND WELLBEING SPONSORS**

To support this policy the following staff have been trained as Mental Health First Aiders, who are trained to spot the early signs of mental ill-health in staff. They have been trained to signpost staff to appropriate support, both internal and external, and they are equipped to deal with any emergencies, such as psychosis, thoughts of suicide, or attempted suicide.

The following staff have been appointed Wellbeing Champions, who meet regularly to discuss issues and present and develop ideas to continually improve our wellbeing strategies.

### **Wellbeing Leads, Mental health First Aiders and Champions**

Mr P Barlow  
Senior Wellbeing Lead  
MHFA

Mrs V Martin  
Wellbeing Lead  
MHFA

Ms T Lucas  
Wellbeing Lead  
MHFA

Mrs C O'Donnell  
MHFA

Mr D Hughes  
Champion

Mrs J Windows  
Champion

Miss S McKenzie  
Champion

Mrs M Harrison  
Champion

Mrs A Mirabatur  
Champion