



Holbrook Academy

Staff Wellbeing Policy

Date Approved	2 nd July 2024
Signed	N Cordle Chair of F&P Committee
Minuted	F&P Committee 2 nd July 2024

This policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010. It can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with students even where this is away from the Academy, for example at an activity centre or on an educational visit.

Member of staff with responsibility for this policy.	Headteacher
Governor with responsibility for this policy.	H Butler / F&P Committee
Policy review date.	Spring 2025
What is the purpose of this policy?	To ensure health, safety and wellbeing of staff where practically possible
What are its headline targets? (using quantitative and qualitative measures)	Achieve 90% of staff who believe there is a genuine concern for wellbeing in school.
How is this policy to be judged as successful?	Staff feel able to raise concerns and be supported

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1. Aims

Holbrook Academy, as an employer, has a duty to ensure the health, safety and welfare of its employees as far as reasonably practicable. It is required to have in place measures to mitigate where possible and foreseeable, factors that could harm employees' physical and mental well-being, which includes work-related stress. This duty extends only to those factors which are work-related and within the Academy's control.

This policy uses the Health and Safety Executive (HSE) definition of work-related stress as,

“the adverse reaction a person has to excessive pressure or other types of demand placed on them”.

A valuable distinction between 'reasonable pressures' which stimulate and motivate and 'stress' where an individual feels they are unable to cope with excessive pressures or demands placed upon them.

This policy recognises that there are many sources of work related stress and that stress can result from the actions or behaviours of managers, employees or students. The HSE have produced a number of 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 – ie workload, work patterns and the work environment.
- Control – ie how much autonomy the person has in the way they do their work.
- Support – ie the encouragement and resources provided by the organisation, line management and colleagues.
- Relationships – ie promoting positive working to avoid conflict and dealing with unacceptable behaviours.
- 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.

This policy aims 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 needs and responsibilities
- Help staff with any specific wellbeing issues they experience
- Ensure that staff understand their role in working towards the above aims

2. Promoting wellbeing at all times

Holbrook Academy are committed to preventing the negative impact on wellbeing by:

- Creating a working environment where potential triggers of work-related stress are avoided, minimised or mitigated, as far as practicable, through good management practices and staff development.
- Increasing SLT and employees' awareness of the causes and effects of stress.
- Developing a culture that is open and supportive of people experiencing stress or other forms of mental ill-health.
- Developing the competence of SLT so that they manage staff effectively and fairly.
- Engaging with staff to create constructive and effective working partnerships both within teams and across the Academy.
- Establishing working arrangements whereby employees feel they are able to maintain an appropriate work life balance. Each member of staff has the opportunity to book one Wellbeing Day off school per academic year to support their personal wellbeing. Teaching staff will need to prepare cover work in their absence. Staff are encouraged to apply at least 14 days in advance but dates cannot be guaranteed.
- Encouraging staff to take responsibility for their own health and well-being Encouraging staff to take responsibility for their own work and effectiveness as a means of reducing their own stress and that of their colleagues.
- Use of cpd sessions.

2.1 Role of all 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
- Contribute positively towards morale and team spirit
- Use shared areas respectfully, such as the staff room or offices
- Take part in training opportunities that promote their wellbeing
- Engage in the completion of return to work documentation and meetings following periods of absence.

2.2 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 Academy'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 meetings to support staff back into work
- Conduct exit interviews with resigning staff to help identify any wellbeing issues that lead to their resignation.

2.3 Role of senior staff

Senior staff and the Wellbeing lead (T Barrett) are expected to:

- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
- 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
- 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 Academy
- 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
- Promote information about and access to external support services
- Organise extra support during times of stress, such as Ofsted inspections

2.4 Role of the governing body

The governing body is expected to:

- Make sure the Academy is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment
- Monitor and support the wellbeing of the headteacher
- Ensure that resources and support services are in place to promote staff wellbeing
- Make decisions and review policies with staff wellbeing in mind, particularly in regards to workload
- Be reasonable about the format and quantity of information asked for from staff as part of monitoring work
- Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them

3. Managing specific wellbeing issues

Holbrook Academy will support and discuss options with any staff that raise wellbeing issues, such as if they are experiencing significant stress at Academy or in their personal lives.

Where possible, support will be given by line managers or senior staff. This could be through:

- Giving staff time off to deal with a personal crisis
- Arranging external support, such as counselling or occupational health services
- Completing a risk assessment and following through with any actions identified
- Reassessing their workload and deciding what tasks to prioritise

- At all times, the confidentiality and dignity of staff will be maintained.

4. Monitoring arrangements

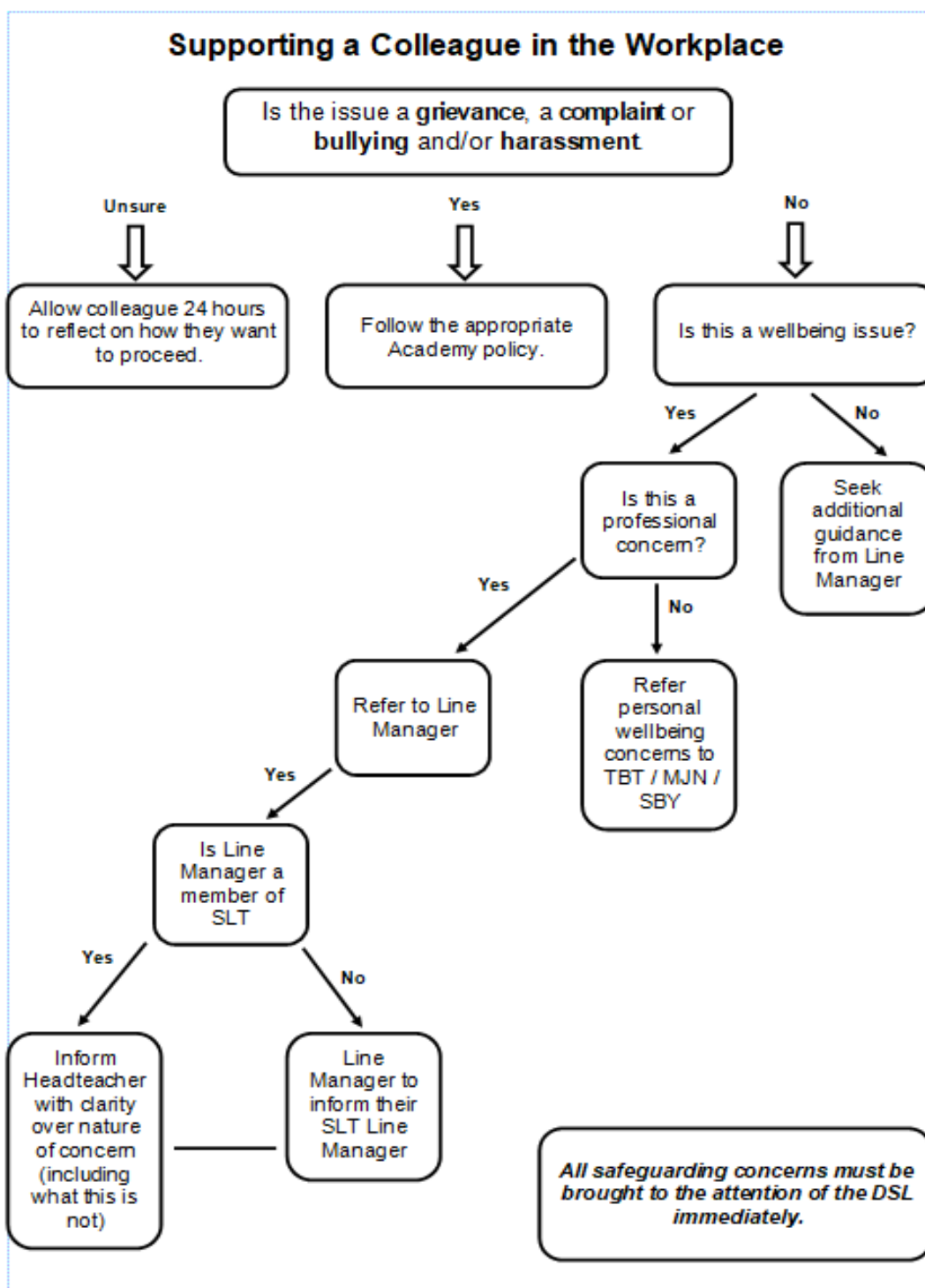
On a termly basis, Staff surveys will be used to gather feedback on wellbeing and the Staff Wellbeing policy will be published to all staff. The policy will be promoted in the Academy and the policy contents will be covered during general induction training sessions for employees and specific training CPD sessions.

The Wellbeing Lead will:

- Gather the views of staff regularly regarding wellbeing
- Be available to speak to regarding individual wellbeing concerns
- Ensure that the Wellbeing policy is kept under review and updated as appropriate
- Coordinate with the Headteacher to ensure that appropriate training is in place to support individuals
- Organise in conjunction with the staff, appropriate events and initiatives to promote health and well-being. These events will include organising social events, cpd, goodbye events for staff and cake days.
- Liaise with the staff on the development and implementation of the Wellbeing policy.

5. How to raise a concern regarding your wellbeing

- In the first instance, it is important to establish whether the issues is a grievance, a complaint or harassment/bullying - if it is, then the relevant policy should be followed
- If it is a wellbeing concern, and it is professional in nature, raise your concern with your line manager
- If the wellbeing issue is of a personal nature then notify a staff representative (T Barrett/M Jackson/S Beazley) and explain the nature and any other factors that contribute to the way you feel. This should not be unduly delayed.
- If it is possible to identify a clearly work-related problem, it is critical to rectify the situation as swiftly as practically possible, even if this involves some compromise from all parties.
- If an informal discussion with a line manager or staff representative results in a continuation of the negative impact on wellbeing , the risks of stress should be controlled, and an action plan agreed
- Even where 'home' influences are impacting on the employee's performance and perceptions of their work (eg care-giving responsibilities limiting work hours/energy levels), and this is a major contribution to the issue of wellbeing, it is good practise to facilitate support.



5.1 Dealing with home-related stress

People do bring home-related stress into the workplace. Although the Academy is not legally responsible for stress that originates in the home, well-managed organisations will have arrangements that allow them to address it. This might include such things as access to counselling services, adaptations to the work or changes to working hours.

6. Links with other policies

This policy is linked to the:

- Wellbeing Charter (Appendix 1)
- Appraisal policy
- Rewards & Behaviour policy
- Capability procedure
- Staff code of conduct
- Grievance policy
- Harassment & Bullying policy

Appendix 1

Wellbeing Charter – 2024

Staff Wellbeing is important at Holbrook Academy

Actions:

- Impact on staff wellbeing is considered when all policies, plans and initiatives at Holbrook Academy are being developed.
- Wellbeing policy – updated & reviewed regularly (by Terry Barrett)
- Wellbeing staff group established
- Academy ensures that a Wellbeing staff representative is in post. (Terry Barrett)
- Academy ensures that a Wellbeing Governor is in post.(Helen Butler)
- Line managers & Middle leaders know their wellbeing expectations
- Wellbeing statement – visible around the school & communicated with students, parents & visitors
- Hierarchy of care diagram shown in Wellbeing Policy
- Wellbeing lead has a budget to support initiatives.
- Wellbeing lead is given prescribed time for wellbeing work.
- Staff are entitled to a 'wellbeing day'. One day covered absence during academic year.
- CPD with a wellbeing content regularly delivered throughout the academic year.

Empower staff to prioritise Wellbeing

So that:

- Staff know how to look after their own wellbeing
- Staff will look out for the wellbeing of others
- Staff know the different dimensions of wellbeing
- Staff know how to access support and guidance
- Staff wellbeing day embedded into annual calendar and culture of the Academy
- Line managers support staff wellbeing

Communication Policy

Actions;

- Reduce unnecessary email communication
- Meetings and school decisions are communicated clearly and in good time.

Staff Voice

Staff have effective input into decision making process, including:

- Wellbeing meetings
- HOD meetings

Drive down excessive workload

Actions:

- Staff have proper breaks from work; including an appropriate lunch culture
- Working expectations outside of school hours are clearly defined.
- Work pressure points are alleviated where possible

Flexible working and diversity

Including:

- Creating a supportive culture around different ways of working. Individual staff may need more flexible working at certain points.
- The Academy will work to promote diversity – eliminating discrimination and advancing quality of opportunity.

Good behaviour culture

Academy recognises that behaviour events can have a significant impact on staff wellbeing. Therefore, Academy behaviour policy and practices are developed with staff consultation and policies are regularly reviewed.

Career Progression

The Academy recognises that giving staff the opportunity to develop and progress their career in their current workplace has a very positive impact on staff wellbeing.

Caring for the carers

To create, where necessary a bespoke package of support for staff in high stress & high emotionally giving roles. Including:

- ensuring members of the pastoral/safeguarding team have an agreed member of staff for support and guidance.
- ensuring that members of SLT have a designated person to speak with about their own wellbeing.

Accountability

- Wellbeing survey completed termly.
- Wellbeing Lead (Terry Barrett) meets each term with staff Wellbeing Governor (Helen Butler)

Appendix 2

Useful Websites

- Employee Assistance Programme – www.carefirst-lifestyles.co.uk
Username: ssc001 / Password: oice1234
Tel: 0808 168 2143
- NHS 111 <http://www.nhs.uk/111>
National Health Service advice and guidance on health matters
- HSE <http://www.hse.gov.uk/stress/standards/>
Information on the stress management standards
- Acas www.acas.org.uk
Information on stress, and employer and employee rights, in the workplace
- Alcoholics Anonymous www.alcoholics-anonymous.org.uk
Fellowship of men and women who share their experience, strength and hope with each other to recover from alcoholism.
- Carers UK www.carersuk.org
The voice of carers
- CBI www.cbi.org.uk
Guidance to businesses on managing stress at work
- Department of Health www.gov.uk/government/organisation/departments/department-of-health
Information on dealing with stress and mental health problems, including the use of Cognitive Behavioural Therapy (CBT)
- Dignity at Work Partnership www.dignityatwork.org
Information and guidance on bullying in the workplace
- The Equality and Human Rights Commission www.equalityhumanrights.com
The commission is working to eliminate discrimination, reduce inequality, protect human rights and to build good relations, ensuring that everyone has a fair chance to participate in society.
- Gingerbread www.gingerbread.org.uk
Gingerbread and One Parent Families have now merged to provide better support and a bigger voice to 1.8 million lone parents and their children throughout England and Wales.
- Local Government Employers www.local.gov.uk
Guidance for all councils on stress prevention and management
- Mindful Employer www.mindfulemployer.net
Information and guidance on managing stress and mental health in the workplace
- NASUWT www.nasuwt.org.uk
Information on a whole range of issues related to stress and wellbeing

- Princess Royal Trust for Carers <http://www.carers.org>
Here to improve carers' lives by fighting for equality and recognition for carers.
- Relate <http://www.relate.org.uk>
UK's largest provider of relationship counselling and sex therapy.
- Samaritans <http://www.samaritans.org>
Offers confidential, non-judgemental support to individuals.
- Teacher Support Network
<http://teachersupport.info>
- Work Life Balance Centre <http://www.worklifebalancecentre.org>
Exists to help people restore control over their workload and working lives we enable them to cut down overworking and so make new decisions about how they spend their time.
- World Health Organisation Publication on work organisation and stress
http://www.who.int/occupational_health/publications/en/oehstress.pdf