

Staff Wellbeing Policy

2023 - 2024

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1) Strategic aims

A key school development priority in the Grid A is 'staff development, engagement and wellbeing' [a3].

Barnhill Community High School's ethos places respect at the forefront of staff's working lives. The success of the school is reliant on all staff working in an environment that supports wellbeing. This policy outlines the school's approach to secure their wellbeing.

Many of the ideas and initiatives included were developed by the school development committee for wellbeing held in the summer term of 2021 and reviewed each summer thereafter.

The 4 Pillars of the Barnhill wellbeing strategy

The achievement of these aims will be founded upon 4 pillars of the wellbeing strategy:

Student behaviour	Developing all staff's talents	Leadership, ethos and culture	Manageable workload
Respect	Wisdom	Aspiration	Community
Students are taught and demonstrate high levels of respect and rise to their challenges with conviction. Any behaviour that falls short of this is dealt with swiftly, formatively and decisively.	All staff have a bespoke continuous professional development programme that takes account of their needs and views.	A climate founded on respect for all members of the school community. Staff are rightly respected for their expertise and their choice to work at Barnhill. They are protected from bullying.	Workload is planned and consulted upon. All work is meaningful and arranged with enough CPD and time to ensure staff can complete work (especially core activities) to very good standards of quality.

2) Aims

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
- Provide a forum for staff to share views and needs related to wellbeing (Staff consultation committee)
- 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

3) Wellbeing initiatives 2021-2022

1. School Calendar: events and workload
2. A school calendar published in advance of the new academic year that includes all key events and dates – especially those (such a data drops / learning explorations) that affect staff workload.
3. Staff consultation committee (SCC)
A staff consultation committee that allows staff to feedback to the SLT formally via representatives.
4. Staff Development Committees
Staff development committees are held at the end of the academic year to ensure staff views and expertise have been heard.

5. Agenda items in all formal meetings
An agenda item in each formal meeting (CA, HoY, SLT) for wellbeing, feedback and messaging. The aim of this is to ensure that staff have a platform that they are encouraged to use to share any wellbeing issues. Staff should also give feedback to leaders and feedback whether the leadership 'message' is clearly communicated and understandable for staff.
6. Robust and consistent responses to student behaviour incidents
Students are given very clear expectations of behaviour; founded upon the school's ethos. Incidents are swiftly and decisively investigated. The focus on behaviour creates an environment that encourages and rewards good behaviour in keeping with the character curriculum.
7. Social occasions commissioned via the staff social representatives
Regular social occasions to be advertised for all staff to attend and bond. These include weekly sporting clubs and staff parties.
8. Unexpected excessive marking periods
If there are unexpected excessive marking periods, similar to the summer of 2021, there will again be the option for staff to work from home or have lessons covered.
9. Twilight CPD evening
Staff vote each year whether to attend 4 twilight CPD sessions and thus receive two days off in lieu.
10. New staff room with spaces to work and a kitchen for drinks and food
11. Curriculum Leaders
Meetings (accountability, briefings) have been streamlined,
Learning explorations have also been streamlined and made more discursive and less 'high-stakes'.
LMs also support with the monitoring of curriculum implementation.
Feedback policies are designed to suit the needs of each CA.

4) Promoting wellbeing at all times

4.1) 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

4.2) Role of line managers

Line managers are expected to:

- Maintain positive relationships with their staff and value them for their impact, commitment and skills, not their working pattern
- Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance and pass these concerns to their SLT line managers or the headteacher
- 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
- Take any complaints or concerns seriously and deal with them appropriately using the school's policies
- Make sure new staff are properly and thoroughly inducted and feel able to ask for help
- Promote information about and access support from the senior team, HR and the employee assistance services
- Keep in touch with staff if they're absent for long periods
- Conduct return to work interviews to support staff back into work

4.3) Role of the senior leadership team

Wellbeing issues should be raised via the line management system. Matters of concerns should be addressed to the Human Resources Department or the Head teacher.

Senior staff 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, conversations and meeting agendas
- 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 school
- 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
- Monitor staff sickness absence, and have support meetings with them if any patterns emerge
- Help to arrange personal and professional development training where appropriate

4.4) Role of the local governing body

The governing board is expected to:

- Make sure the school 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

5) Managing specific wellbeing issues

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

- Where possible, support will be given by line managers or senior staff:
- Supportive absence management policy
- Use of the school's confidential employee assistant support line
- 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.

6) Monitoring arrangements

This policy will be reviewed biannually by the head teacher. At every review, it will be approved by the Local Governing Body.

7) Links with other policies

This policy is linked to our:

- Trust wellbeing offer
- Performance management policy
- Absence management policy
- Capability policy
- Staff code of conduct