

Staff Health & Wellbeing Policy

Person responsible:	Principal
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Introduction

Thames Valley School recognise 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 more positive staff, pupil achievement and school improvement.

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

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

Guidelines for Implementation

The Senior Leadership Team and Governing Bodies 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 Performance Management and Appraisals 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, support staff and administrative staff in the time spent on paperwork and seek practical alternative solutions wherever possible through the School 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 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 schools will use the following to assess the impact of the staff wellbeing policy:

- 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.
- 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/carers relationships and the recruitment and retention of staff.

Practical Actions to Support Existing Staff

- Class teachers and Department Heads available to organise informal meetings with all staff, if required.
- Teachers to receive advice and guidance on their PPA days from either a member of the Senior Leadership Team or a Senior Teacher, if required.

Practical Actions to Support New Staff

- Regular sessions will be organised with a 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 a Senior Teacher.
- 3 month review sessions to be held with the Senior Leadership Team. Practical Actions to Support New Roles

- Decide who will be the supporting person for the new role.
- An initial discussion of roles.
- Introduction/visit to school/class or environment of new role.
- Establish a pattern of coaching.
- 1:1 support for new tasks.
- 3-month review interview with supporting person.

Examples of Good Practice

- Time is provided for subject leaders to complete major tasks.
- Time is provided for staff with additional responsibilities to complete major tasks.
- Time is set aside for such tasks as work sampling and planning sampling.

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 the teacher helpline, support from the Local Authority e.g., counselling. Occupational Health and PAM Assist services may be used. The school will continue to support even when external services are involved.
- The outcome of stressful or violent incidents from pupils will be considered in the school's response.
- During this time the school will seek at all times to maintain the confidentiality, rights and dignity of the staff involved.
- Managing Absence due to Ill Health – The school follows the NAS procedure for managing absence due to ill health. The school will implement the use of risk assessments regarding health needs, when required. The school will work with the NAS HR team in all cases.