Holly Park School
Staff Well-Being Policy

Holly Park is committed to protecting the health, safety and welfare of our employees. The Governors and the Headteacher are committed to fostering a culture of cooperation, trust and mutual respect, where all individuals are treated with dignity, and can work at their optimum level. Preventing stress is a major factor in maintaining the wellbeing of the school's staff, which remains a key priority. Wellbeing is all about our holistic health, including the physical and emotional. When we have good levels of wellbeing we feel that life is in balance and that we can generally cope well. We feel motivated and engaged, we're resilient and able to deal effectively with daily troubles, as well as 'bounce back' from life's challenges.

Good staff wellbeing is essential for cultivating a mentally healthy school, for retaining and motivating staff and for promoting pupil wellbeing and attainment.

At Holly Park, staff juggle a multitude of different tasks and demands, it is important that everyone is given emotional and practical support so that they can, in turn, support their pupils.

In addition to having a positive impact on colleagues and children, staff wellbeing can improve performance and job satisfaction, which can lead to reduced staff turnover. It can also help to reduce absence (both short and long term), increase productivity and promote staff engagement.

The purpose of this policy is to outline the responsibilities of the school and staff members in supporting wellbeing and promoting mental health.

At Holly Park Primary School, we take a whole school approach to mental health

School Culture

Holly Park is committed to considering and supporting the wellbeing of all our staff. As part of this commitment, and through a coordinated effort with school staff and leaders, we aim to ensure workload can be managed and reduced where possible without impacting on the essential duties that staff must carry out. We recognise that excessive hours of work can be detrimental to staff health and effectiveness. We recognise that staff workload can become overwhelming, which in turn affects staff wellbeing and prevents a healthy work-life balance.

We aim to respond sensitively to external pressure which affects the lives of staff members and support them appropriately whilst being fair to all staff and considering HR advice. We believe that we have a collective responsibility to ensure working at the school remains manageable, a positive experience, and, above all, enjoyable. We want Holly Park staff to know that wellbeing of staff will remain a constant focus for the school Leadership.

Roles and responsibilities
The governing body is responsible for:

Ensuring the effective implementation of this policy.

Ensuring the school's ethos reflects its commitment to reducing workload and creating a working environment that is focussed, purposeful and considers individuals' wellbeing.

Ensuring staff roles and responsibilities are clearly defined and monitored.

Ensuring that all school policies are assessed for workload impact.

Promoting wellbeing, including them in any decisions that need to be made.

Ensuring the Headteacher puts measures in place to support staff wellbeing.

Ensuring that the leadership team are mindful of their own wellbeing and providing support to them as necessary.

Actively trying to eliminate stressors by considering the format and quantity of information it requests from the Headteacher and Deputy Head.

Ensuring all committee meetings are purposeful, focussed, structured and relevant to the school development priorities.

The Headteacher is responsible for:

Creating a positive and supportive atmosphere throughout the school.

Developing a performance management/appraisal process that is linked to clear job specifications and the SIP.

Including staff in the school's decision-making processes, where possible and applicable.

Organising extra support for staff at times of increased stress, e.g. during Ofsted inspections.

Encouraging staff to take advantage of any initiatives introduced to promote wellbeing and effective working

Ensuring that all policies that affect staff wellbeing are properly adhered to and reviewed.

Making decisions about authorising any staff absences as requested, as well as granting extended leave.

Regularly communicating with staff, encouraging them to be open when discussing their wellbeing.

Organising inductions for new employees, including the school's policies and code of conduct.

Referring staff to Barnet Occupational Health advisers where appropriate

Enabling the School to measure its performance in relation to stress management and employee well-being, such as: Sickness absence data, Staff turnover, Number of referrals to Occupational Health,

The Deputy Head is responsible for:

Encouraging all staff to attend events and training opportunities that promote wellbeing and health.

Providing information that helps staff to manage wellbeing effectively.

Ensuring that regular contact is maintained with members of staff who are absent for long periods of time.

Ensuring new members of staff have received all the relevant information they require, including the procedures for raising concerns about wellbeing.

Gathering information in any cases that allow monitoring of this policy, such as, but not limited to, the following: Sickness and absence data & Staff turnover, Referrals to the counselling service, Referrals to other mental health services

Monitoring all staff absences and reporting this information to the Headteacher.

The Mental Health First Aider is responsible for:

Being the point of contact for an employee who is experiencing a mental health issue or emotional distress. This interaction could range from having an initial conversation through to supporting the person to get appropriate help.

Communicating any concerns about the mental health and wellbeing of anyone in the workplace to the Headteacher

Undertaking any refresher training as necessary

All staff members are responsible for:

Being able to recognise the early signs of stress or mental health issues in themselves and their colleagues.

Acknowledging early symptoms of illness and knowing that early intervention is key, Seeking the appropriate help at school as necessary

Assisting in the development of good practice and ensure that they do not, through their actions or omissions, create unnecessary work for themselves of their colleagues

Supporting co-workers if they become stressed, which may include practical assistance or emotional reassurance.

Maintaining their own healthy work-life balance.

Treat all colleagues with whom they interact during the course of their work with consideration, respect and dignity

Apply for requests for any leave of absence well in advance and be honest about sickness absence leave

Promoting a positive, supportive atmosphere throughout the school.

Being open to discussing their own wellbeing with a senior leader.

Reporting honestly about their wellbeing

Take responsibility for working effectively in their roles, and avoiding causing stress to their colleagues.

Where possible, asking for help when they feel under pressure or stressed.

Taking responsibility for their own development skills and asking to go on certain courses if they are available

Attending events and training opportunities which promote wellbeing and health.

Not acting in a manner which endangers themselves or others.

Undertaking additional training and personal development opportunities.

Identifying warning signs

The school recognises that individuals will react differently to stressful situations and become stressed by different situations and stimuli throughout their working lives. Because of this, it is important that staff understand the different factors that may cause themselves or their colleagues stress.

The following sources of stress can often be attributed to work:

Overworking or undertaking work that does not match the employee's skills and abilities

Fear of change and trying to cope with change, e.g. advancements in technology

Insufficient workload or not being able to use skills

Lack of job security

Poor relationships with colleagues and a lack of involvement

Harassment or bullying

Crisis management

Not having a long-term plan in place

The school recognises that home and personal lives can also prove stressful for staff; bereavement, separation, financial and family problems make people more vulnerable to stress at work. It is common that a combination of stress at home and work can make people particularly stressed.

The school will strive to identify and deal with symptoms of stress quickly in order to maintain a healthy workplace.

All members of staff will be aware of the warning signs that can indicate that a person may be having trouble managing stress.

All members of staff will look out for the following indicators when identifying stress in themselves or others:

Behavioural indicators

Difficulty sleeping   Changes in eating habits   Increased smoking or drinking   Isolation from friends and family

Physical indicators

Tiredness   Indigestion and nausea   Headaches   Aching muscles   Heart palpitations

Mental indicators

Indecisiveness   Difficulty concentrating   Memory loss   Feelings of inadequacy Low self-esteem

Emotional indicators

Anger or irritability   Anxiety   Hypersensitivity   Feeling drained and lethargic

Actions To Support Staff

To help manage wellbeing, the Headteacher will:

Lead by example and encourage staff to be open if they feel stressed, to take breaks and to have a full life outside of work.

Make the most of team bonding; using INSET days to build relationships, as feeling comfortable amongst colleagues will make discussing stress easier.

Help to manage employees' workloads.

Reach out to staff during difficult points in their personal lives, e.g. bereavement, allowing sufficient time off and supporting them when they return to work.

The school will ensure wellbeing is promoted through good management practices, including the following:

Recruitment and selection procedures

Clear job descriptions and person specifications to ensure the right candidates are recruited

CPD procedures to ensure all members of staff have the necessary skills and abilities to undertake the duties required

Promotion and reward procedures

Performance management procedures

Capability and absence management

Suitable adaptations for disability

Harassment and anti-bullying resources

Providing a supportive workplace culture:

Leaders are committed to addressing workload and supporting staff wellbeing

Leaders having an 'open door' policy

Staff having clear roles and responsibilities

Leaders support staff in their roles – this includes offering guidance, support and training in developing knowledge and skills relevant to their role i.e. safeguarding duties

Promoting all members of the school community to show genuine appreciation towards others, using praise and thank yous!

Signposting health and wellbeing services

Holly Park has a main staff room with a display with plenty of information for wellbeing.

Wellbeing information is also displayed in staff toilets across the school

Discussing workload with staff as necessary in order to ensure employers exercise their duty of care with regard to workload, including Senior Leaders

Leaders encouraging a good work-life balance

A Fair and reasonable workload by:

Publishing and adhering to a termly calendar where possible

Maximising meeting time

Clear communication of policies and procedures – where possible, briefing notes will be provided to support efficiency of information sharing

Clear and consistent information sharing by:
Staff wellbeing and workload to be ongoing
Using open channels of two-way communication
Providing easy access to essential, useful and engaging information for staff
The use of technology to ensure effective and efficient communication, document and data management, and access to information
Reminding all staff to be aware of their responsibility for maintaining good communication practice including checking and responding to emails
Gaining views, feedback and input from staff to support the school to plan and prioritise improvements
Major changes will be planned for and shared with staff via the School Improvement Plan

Training and professional development opportunities that meet the needs of individual members of staff by:
Enabling staff to access the BPSI training courses
Providing peer support
Ensuring staff are well trained and appropriately qualified

Staff Self-management
Staff can also make changes to avoid and prevent stress, as it is a problem that should be tackled and not ignored.
Staff should be prepared to speak to their colleagues and senior staff if they are feeling stressed in their personal lives or at work.
Staff are encouraged to take action to manage their own stress and wellbeing, these actions will include, but are not limited to, the following:
Keeping active as a way of releasing emotional intensity and any negative feelings, exercise will also help to clear thoughts and deal with problems more calmly.
Managing their own workload and establishing and maintaining a healthy balance between work and life,
Prioritising work, concentrating on the work that will make the biggest difference and prioritising deadlines.
Avoiding unhealthy habits, such as excessive drinking and smoking.
Taking advantage of any wellbeing initiatives and support offered by the school.

Reporting
The following members of staff will be designated as wellbeing officers
Ann Pelham   Headteacher
Maria Michael   Deputy Head
Kathy Puzey   Learning Mentor & Mental Health First Aider
If any member of staff wishes to raise a concern about wellbeing, one of the wellbeing officers will be notified.
The wellbeing officer will provide the member of staff with information about the support that is available to them; this includes both within the school and outside sources.

Response actions
Where problems with wellbeing arise, the necessary support and appropriate actions will be considered. This may include support from HR advisers and/or external services, e.g. occupational health.
The school will continue to support staff when external services are involved.
As much support as possible will be provided to staff who are experiencing challenging circumstances outside of the workplace. The school will direct staff to support, both internal and external.

Strategies To Support General Staff Wellbeing
We aim to support staff wellbeing in a variety of other ways

Staff Events
End of term staff socials, get togethers in the staff room at the end of each term and Christmas Lunch.

Initiatives
Secret Friend, Secret Santa,

Time
Leaving early at 2.30 for birthdays (not every year)
Starting later (soft starts) on an Inset day following the Autumn parent consultations
No staff meetings during the weeks of evening shows
Time off in lieu of residential trips
Assembly times during the week when staff don't have to attend
Key leader time
PPA for level 3 TAs
Classroom preparation time and resource making time on Inset days
Allowing staff to leave early on the last day of term
Considering how to maximise staff time e.g A weekly briefing note emailed rather than a face to face weekly gathering

Listening
Consulting staff about the best times to put the 5 Inset days in the annual school calendar
Staff meetings across the year to listen to ideas/concerns/opinions of staff
Open door policy

Recognition
Thank you postcards home from the Headteacher when staff go above and beyond
Thank you texts from the Headteacher when staff go above and beyond
TLR 3s offered each year as appropriate to support a subject leader
Cards sent home e.g Lockdown Love Cards

Treats
Cakes & biscuits on Inset days
Cakes and biscuits in the staffroom
Care packages
Wellbeing hamper
End of term goodies
Treats provided on stringing up night
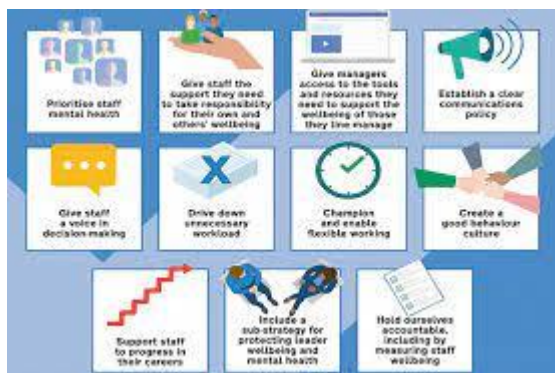Wellbeing focus for Inset e.g National gallery day

Signposts
All staff have access to Qwell, an online and confidential counselling service. Staff also have access to Barnet's Counselling Service.
Reminders in weekly briefings

Recognition of external Initiatives
The DFE Education Staff Wellbeing Charter

The NHS 5 steps to Wellbeing

Monitoring

This policy will be reviewed annually by the Staffing & Pupil Welfare Committee.

Document Control

Revision History

Version	Revision Date	Revised By	Revision
1.0	Written September 2021	Ann Pelham	Policy written as a draft
1.1	Autumn 2021	S&PW	Reviewed & adopted

Signed by

	Name	Signature	Date
Headteacher	Ann Pelham		
Chair of Governors	Tim Graveney		

Distribution

Version	Shared with	Date
1.0	• Staff via school server • Parents via Website • Governors via meetings	

Review

Date for next

review
Autumn 2022

This policy operates in conjunction with the following school policies:
Health and Safety Policy
Staff Attendance Management Policy
Staff Induction Policy
Appraisal Policy
Staff Code Of Conduct
The Staff Handbook