



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.

Why the need for a Staff Wellbeing policy?

Education Support in conjunction with YouGov carried out a *Teacher Wellbeing Index 2018*, this found that more than three-quarters of teachers surveyed experienced work-related behavioural, psychological or physical symptoms and more than half were considering leaving the profession due to poor health. Senior leaders have been particularly hard hit with 80% suffering from work-related stress, 40% suffering from symptoms of depression and 63% considering leaving the profession – an issue, which unaddressed will leave many schools with no one to lead, motivate staff and maintain and improve educational outcomes.

This policy accepts the Health and Safety Executive definition of work-related stress as “the adverse reaction a person has to excessive pressure or other types of demand placed on them”. There is an important 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.

We are committed to making sure that this Staff Wellbeing Policy is implemented so that each individual is able to cope successfully with the demands in their lives, whatever the cause of stress within a “no-blame” environment. The purpose of this policy is to maintain a school ethos which supports staff health and wellbeing by making sure that all employees are treated fairly and consistently.

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.

Mental Health and Wellbeing for staff is part of Ofsted Leadership and Management: Staff wellbeing and Workload.

This policy describes the school's approach to promoting positive staff wellbeing. This policy is intended as guidance for all staff including non-teaching staff

There are 8 principles to promoting a whole school approach to mental health and wellbeing



Mental Health is defined as a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to her or his community (World Health organisation)

Mental illness is a condition which causes serious disorder in a person's behaviour or thinking.

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

The following members of staff are designated as wellbeing officers

Ann Pelham	Headteacher – Designated Senior Mental Health Lead
Maria Michael	Deputy Head – Mental Health First Aider
Kathy Puzey	Learning Mentor - Mental Health First Aider
Diana Kelly	SENDSCO – Mental Health First Aider
Eve Mehtar	Assistant Head (Personal Development) – Mental Health First Aider

Mental Health and Wellbeing also involves:

- The Learning Mentor
- The PHSE Lead
- The SENDSCO
- The DSL
- The Pupil Support Officer
- The Designated Safeguarding Lead

We have a designated governor responsible for Mental health and wellbeing

The school recognises the statutory responsibilities related to employment and staff have the primary responsibility for their own health and wellbeing, this policy should also be viewed alongside other policies and procedures in relation to duty of care as an employer to all members of staff.

These may include (but are not limited to):

- Attendance and Absence Management Policy;
- Stress Management Policy;
- Health and Safety Policy;
- Equality of Opportunity Policy;
- Anti-Bullying Policy/Procedure;
- Harassment Procedure;
- Grievance Procedure;
- Whistleblowing Procedure.

Policy aims

- To develop a healthy, motivated workforce who are able to deliver a high-standard of education to pupils.
- To help ensure that our school promotes the health and wellbeing of all staff members, recognising the impact work can have on employees' stress levels, mental and physical health.
- Develop and maintain a positive health and safety culture through regular communication and consultation with staff and their trade union representatives on health and safety matters
- To recognise that excessive hours of work can be detrimental to staff health and effectiveness and to agree on flexible working practices where possible without damaging opportunities for pupils to succeed.
- To communicate the importance of a work-life balance to all staff, and to ensure that all policy updates are communicated regularly.
- To encourage staff as individuals to accept responsibility for their own mental, physical and emotional wellbeing.
- To comply with all statutory requirements
- To respond sensitively to external pressures which affect the lives of staff members.
- To provide staff with training to deal positively with stressful incidents and provide them with a sense of confidence to deal with emergencies via training.
- To improve staff development, co-operation and teamwork by creating effective leaders.
- To make staff members aware of the channels which can be used to manage and deal with stress or work-related health and wellbeing issues.

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 want a culture where staff receive effective professional development, where staff receive meaningful engagement with leaders and where any identified workload issues are addressed. 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. Happy staff make for happy pupils.

We recognise that whilst the school plays a part in mental health and wellbeing, that first and foremost staff are responsible for their own mental health and wellbeing and as far as possible the school will support staff to improve their own knowledge and skills around wellbeing and work life balance. Staff need to invest in themselves. Work is only one of the pressures on personal stress, All of the other pressures e.g sleep, exercise, food etc are personal and staff have to manage these for themselves.

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 (DSMHL) is responsible for:

Leading and managing: A whole school approach, Creating Pastoral teams, audits, policies, monitoring, making cultural change

Identifying Need and the Impact of Intervention

Ensuring targeted support and appropriate referrals

Staff Development

Creating an ethos and environment which promotes respect and values diversity

Enabling student voice'

Ensuring the school works with families and carers

The curriculum, teaching and learning

Creating a positive and supportive atmosphere throughout the school.

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

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 Aiders are 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 or 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.

We aim to have a culture where staff raise concerns about themselves or a colleague.

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
Staff involved in decision making about time consuming tasks: marking, assessment, annual reports, data collection.
See more detail in Appendix 2

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
Sharing regular (school created) wellbeing newsletters with staff
Creating a small wellbeing library of books that staff may choose to read

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

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 which promote connectivity between staff

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
Manageable marking
Realistic and manageable data collection – termly
Collaborative planning through year group PPA at the same time

Communication

We aim not to send work related school texts after 6.30pm on a weekday evening or at weekends unless there is an extremely important/urgent need

We aim to keep staff as informed as possible through: an annual school calendar published at the start of the academic year, an updated Google calendar, a whiteboard of weekly activity in the staffroom, a weekly briefing note and a weekly newsletter (which is not just for parents)

We will try to keep emails to a minimum however – there is a great deal of information and discussion/consultation needed in a school which values staff input. Whilst we recognise the need for good communication as a two way process and the need to respond with good timing, we also recognise that every

body has different lifestyles. We value the attitude that "I am emailing at a time convenient to me, only reply when convenient for you." "I know people like working at different hours; the expectation isn't that we should replicate each other's working patterns."

Screening/filtering emails to staff – so not allowing parents to email staff directly – but going through the school office.

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

Staff wellbeing champions

Tea, cake and a chat with the Headteacher

Staff wellbeing surveys

Recognition Culture

Embedding verbal praise and gratitude

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

Time at home in recognition for going above and beyond – e.g Deep Dives, special projects, residential trips

Treats

Cakes & biscuits on Inset days

Cakes and biscuits in the staffroom

Care packages

Wellbeing hamper of treats – incl face masks, bath bombs, cross word books etc

End of term goodies

Treats provided on stringing up night

Wellbeing focus for Inset e.g National gallery day

PPA at home at the end of each term

Dress down half term Fridays

Random Book marking by SLT

Signposts to support for staff

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

Education support website

Reminders in weekly briefings

Recognition of external Initiatives

The DFE Education Staff Wellbeing Charter (Appendix 1)



The NHS 5 steps to Wellbeing



Monitoring

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

Document Control

Revision History

Version	Revision Date	Revised By	Revision
I.0	Written September 2021	Ann Pelham	Policy written as a draft
I.1	Autumn 2021	S&PW	Reviewed & adopted
I.2	Autumn 2022	S&PW	Reviewed
I.3	Autumn 2023	S&PW	Reviewed

Signed by

	Name	Signature	Date
Headteacher	Ann Pelham		December 2023
Chair of Governors	Clare Hegarty		December 2023

Distribution

Version	Shared with	Date
I.0	<ul style="list-style-type: none"> • Staff via school server • Parents via Website • Governors via meetings 	

Review

Date for next review
Autumn 2025

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

Appendix I

The Department For Education - Education Staff Wellbeing Charter

This school, college or trust commits to placing wellbeing and mental health at the heart of our decision making. We will support staff to make positive choices for their own wellbeing and encourage a collegiate culture across and between all roles in the school or college. Specifically, we commit to develop a long-term strategy for improving staff wellbeing that will:

Prioritise staff mental health

Give staff the support they need to take responsibility for their own and other people's wellbeing

Give managers access to the tools and resources they need to support the wellbeing of those they line manage

Establish a clear communications policy

Give staff a voice in decision-making

Drive down unnecessary workload

Champion flexible working and diversity

Create a good behaviour culture

Support staff to progress in their careers

Include a sub-strategy for protecting leader wellbeing and mental health

Hold ourselves accountable, including by measuring staff wellbeing

Addressing Staff workload to improve wellbeing

At Holly Park School we know that teaching is exciting and rewarding but recognise that it can also be exhausting. We understand that time is precious and that tired teachers do not make happy or effective teachers.

Our vision for workload is to enable every teacher to become highly effective by:

- Ensuring every teacher has time to focus on what is important - planning, teaching and feedback (PPA);
- Believing in simplicity, always taking the shortest route and aiming for maximum impact on student learning with minimal workload for staff;
- Continuously reviewing and evaluating our systems in order to support all staff to achieve a healthy work life balance.

Ways that we manage workload and wellbeing

Teaching, learning, planning and curriculum:

1. Collaborative planning enables teachers to discuss and share best practice rather than everyone busily planning the same lessons in their individual classrooms. We accept that collaborative planning will lead to less autonomy in the classroom, but the trade-off is much less work to do at home. (Year group PPA at the same time)
2. We encourage resources being shared centrally on Google Drive and having tidy resource cupboards to stop teachers from reinventing the wheel
3. We are committed to the development of good quality Learning Organisers that specify key knowledge, skills tasks, vocabulary and resources to be used. This will support the use of time and workload by reducing the endless searching/trawling for ideas and information.
- 4 We discourage the use of 'all/most/some' learning objectives or the creation of too many different worksheets for different abilities
7. We have moved an Inset day to mid September to aid in more effective and useful planning time for the year ahead
8. There is no expectation for IT to be used in lessons
9. There is no pressure to 'put on a show': a culture of typicality is reinforced by no lesson grading and some unannounced lesson observations
10. No request for the writing of unnecessary lesson plans. There is no expectation to complete lesson plans, except for cover lessons

Behaviour:

11. Everyone has the highest expectations of behaviour, with all staff reinforcing those expectations
12. A clear system of consequences which is applied consistently so staff can minimise difficult conversations with students
13. Clear and robust behaviour systems that underpin good behaviour, so staff are free to teach
14. The SLT are visible around the school
15. SLT undertake lunch duties every day.

Assessment, feedback and reporting to parents/carers:

16. We encourage the use of online packages for homework such as Google Classroom, My maths, Times table Rock Stars etc to further reduce planning, homework setting and marking
17. We have reduced the number of data collections. There are now only three data collections 20. SIMs can pull the data from departmental databases, meaning that data need only be entered once
18. All assessment undertaken is meaningful, informing future planning and helping students to make progress – if it isn't, we should question why we are doing it
19. No onerous marking policies. Feedback policies have been agreed, and have been designed by staff so that they

are meaningful, motivating and manageable

Professional Development:

20. After-school meetings and events have been rationalised. Where an evening event takes place, we have endeavoured to remove the meeting time from the calendar for that week
21. There is comprehensive support for ECTs, with dedicated mentors and regular meetings
22. Teachers are covered to attend training during the school day.

Other:

23. We try to reduce time spent on routine administration tasks. The office can do certain tasks if given adequate time.
24. We use School Money and the support of administrative staff to ensure that teachers are not required to collect money or reply slips
25. We try to have termly staff forums so that staff can highlight issues and concerns and we can move the school forward together
26. Coffee, tea is provided in the staffroom at break time
27. Treats are provided at parents' evenings
28. Attendance at family events such as weddings, funerals and graduations is always agreed to
29. Supervision' is offered to staff who are dealing with challenging safeguarding issues
30. Identification of pinch points during the year and consideration of this when creating the yearly calendar
31. The calendar is shared with staff upon completion every year so staff can plan in advance
32. Where possible staff break duties are scheduled on days that are not PPA times
33. There is no expectation for staff to answer out of hours emails The use of mobile phones to pick up emails is discouraged.
34. We encourage staff to work in a way that suits them and their particular circumstances so that they can make time for themselves and their families