



**CHARLESWORTH SCHOOL**

*...from tiny acorns great oaks grow*

# Staff Well-Being Policy

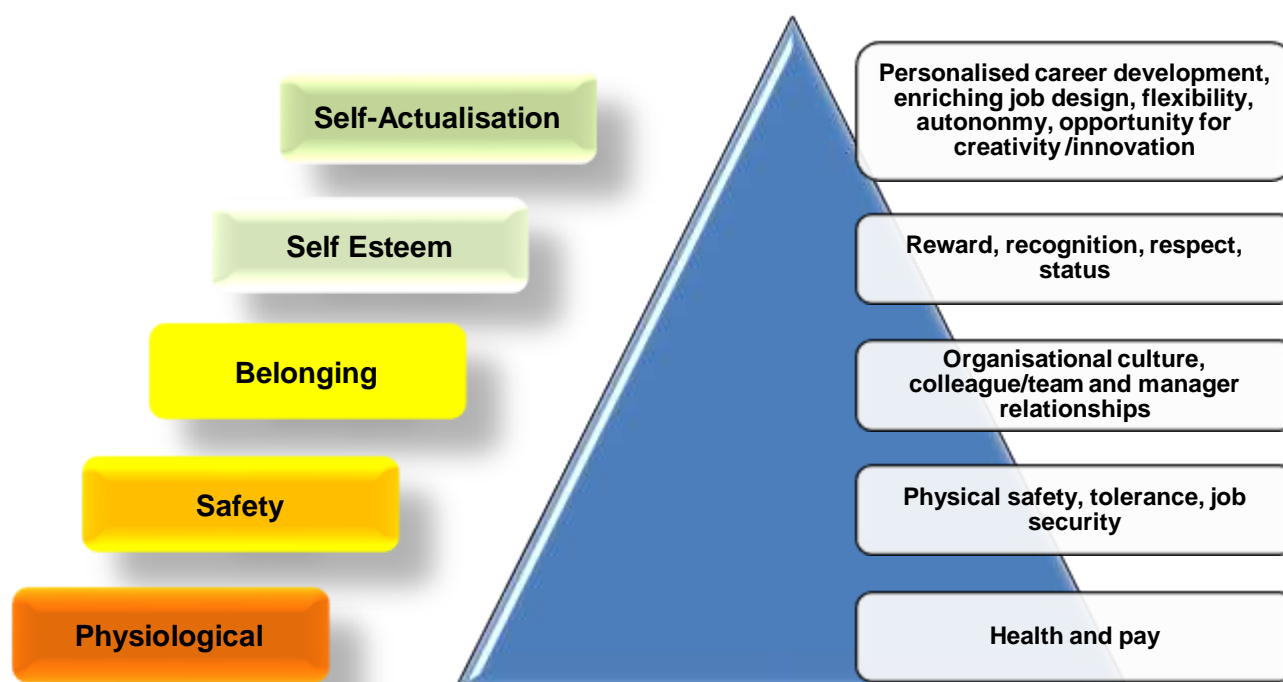


## PURPOSE

As a school, we seek to promote a healthy work-life balance. We seek advice from outside support agencies such as occupational health. We have policies and procedures to deal with bullying, harassment and issues of personal safety. We seek opportunities to care for staff through initiatives and through discussions within performance and development reviews.

At the time of reviewing this policy education is undergoing massive organisational changes. As a school we are committed to support staff through the process and hope to counter the negative impact of any actions upon their wellbeing.

Charlesworth Primary School views well-being in the context of meeting the needs of our staff. This can be described by Maslow's Hierarchy of Need which in turn can relate to perceptions of the workplace and the nature of the work being undertaken as shown in the diagram below.



## AIMS AND OBJECTIVES

The emotional and physical wellbeing of all staff is important to Charlesworth Primary School. At our school not only does every child matter but we also believe every person matters.

Therefore the procedures outlined in this policy have five key aims:

- To minimise the harmful effects on staff well-being;
- To provide effective support for staff;
- To help each individual to achieve an appropriate work-life balance;
- To take a positive and understanding approach to the management of stress in line with DCC Guidance and recognised current good practice;
- To respect confidentiality.

In order to achieve this we will take note of the Chartered Institute for Personnel and Development (CIPD) five domains of well-being and how these might be addressed in the workplace.

Domain	Elements	Examples of well-being initiatives/activities
HEALTH	Physical health	Health promotion, good rehabilitation practices, health checks, well-being benefits, health insurance protection, managing disability, occupational health support, employee assistance programme
	Physical safety	Safe working practices, safe equipment, personal safety training
	Mental health	Stress management, risk assessments, conflict resolution training, training line managers to have difficult conversations, managing mental ill-health, occupational health support, employee assistance programme
WORK	Working environment	Ergonomically designed working areas, open and inclusive culture
	Good line management	Effective people management policies, training for line managers, sickness absence management
	Work demands	Job design, job roles, job quality, workload, working hours, job satisfaction, work-life balance
	Autonomy	Control, innovation, whistleblowing
	Change management	Communication, involvement, leadership
	Pay and reward	Fair and transparent remuneration practices, non-financial recognition
VALUES/PRINCIPLES	Leadership	Values-based leadership, clear mission and objectives, health and well-being strategy, corporate governance, building trust
	Ethical standards	Dignity at work, corporate social responsibility, community investment, volunteering
	Diversity	Diversity and inclusion, valuing difference, cultural engagement, training for employees and managers
COLLECTIVE/SOCIAL	Employee voice	Communication, consultation, genuine dialogue, involvement in decision-making
	Positive relationships	Management style, teamworking, healthy relationships with peers and managers, dignity and respect
PERSONAL GROWTH	Career development	Mentoring, coaching, performance management, performance development plans, skills utilisation, succession planning
	Emotional	Positive relationships, personal resilience training, financial well-being
	Lifelong learning	Performance development plans, access to training, mid-career review, technical and vocational learning, challenging work
	Creativity	Open and collaborative culture, innovation workshops

## PROCEDURES

As part of our efforts to ensure that every member of staff is treated fairly and our desire to create an open working environment (based on empathy, trust and respect), we have set up a procedure to ensure that we can engage the opinions of all staff and evaluate the impact of changes from an external perspective.

We will undertake an annual staff wellbeing questionnaire which informs an action plan within the school development plan. Any issues are incorporated and addresses over the coming year. The outcomes of this plan are validated by a Governor. This role allows a different perspective and may give further insight into any areas for development. A short report in the form of a checklist and comment is provided at the end of each validation visit.

These procedures enable the school to meet the Health and Safety Executive Management Standards described below.

### **Demands**

The Standard states that *'Employees indicate that they are able to cope with the demands of their jobs and systems are in place locally to respond to any individual concerns'*.

Within Charlesworth Primary School every member of staff is given adequate and achievable tasks which suit the agreed hours of work. Individuals have a job description which details the job demands and this is part of the recruitment procedure before agreed contracts are signed. Appointments are made to match the skills of the person with the job and adjustments are made with the agreement of all. No member of staff will be expected to carry out duties which are beyond their capabilities unless these are agreed as a development strategy.

Concerns about the work environment and its impact upon an employee's ability to satisfactorily complete duties are shared with the Senior Leadership team. Every attempt is made to rectify the issue.

### **Control**

The Standard states that *'Employees indicate that they are able to have a say about the way they do their work and systems are in place locally to respond to any individual concerns'*.

Within Charlesworth Primary School every member of staff has a defined role which, due to the nature of a school, often has a fixed timescale for completion. Initiative is actively encouraged and as a school we welcome staff to be free thinkers and extend practice beyond the expected. The school has a Continuing Professional Development Policy (available for download from the school website), which details the means by which all staff are encouraged to extend their skills and knowledge. Formal access to courses and training is through individual performance reviews and through audits of subject needs. Other courses may be available but they are more closely related to budget availability.

As a school we are open to the changing face of employment structure and the relationship between home and work life. We make every effort to ensure that an employees working pattern suits their needs.

### **Support**

The Standard states that *'Employees indicate that they receive adequate information and support from their colleagues and superiors and systems are in place locally to respond to any individual concerns'*.

At Charlesworth Primary School we have an active support structure within the staff which has no formal basis but is generated from mutual respect. However, should this structure break down, the Headteacher is always available to support staff and attempt to rectify situations. The DCC Occupational Health Service provides a range of specialist advice including a confidential counselling service for staff. This service is confidential and appointments are made by individuals when they need the support. Details are included in the policy appendices.

The school encourages staff to discuss work practices openly and provide each other with constructive feedback. Although we have formal teaching and learning observations, the staff have agreed, that informal observation and comment can be part of a self-improving school culture.

Charlesworth Primary is a supportive school and this is reflected in the personal and private leave procedure which operates when necessary.

### **Relationships**

The Standard states that *'Employees indicate that they are not subjected to unacceptable behaviours, e.g. bullying at work, and systems are in place locally to respond to any individual concerns'*

Within Charlesworth Primary School we promote positive relationships within the staff and encourage everyone to report any incidents of bullying or unacceptable behaviour to the Headteacher. This in turn will then be fully investigated and the member of staff kept informed of any outcomes. If necessary, this may involve mediation meetings.

If the report is in relation to the Headteacher, the incidents or concerns should be reported to a designated member of the governing body through the Chair of Governors who again will carry out a thorough investigation and report outcomes to the member of staff. In all cases, information shared will be treated as confidential (unless the issue raises disciplinary concerns).

## **Roles**

The Standard states that *'Employees indicate that they understand their role and responsibilities and systems are in place locally to respond to any individual concerns'*

Within Charlesworth Primary School we actively ensure that staff never have conflicting roles. This is achieved through our staff structure and careful planning of appointments. Upon appointment, all staff will undergo an Induction Programme as outlined in the Induction Policy (available for download from the school website). As part of this, newly appointed staff will be given a job description which outlines the key roles and expectations of the job. New staff are also provided with a Staff Handbook (available for download from the school website) to familiarise themselves with the school's procedures and an appropriate mentor is attached. Should there be any doubts about this role, or role expectations, the Headteacher should be consulted.

As a school, we may have many influences which impact upon our working structure. This may result in short notice changes. During periods of a role change, staff will be kept up to date through staff briefings and individual meetings.

## **Change**

The Standard states that *'Employees indicate that the organisation engages them frequently when undergoing an organisational change and systems are in place locally to respond to any individual concerns'*.

Within Charlesworth Primary School we seek to involve all appropriate staff in consultations regarding organisational change. We provide information as soon as possible and will call staff meetings if they are relevant. Staff are always aware that consultations are a means by which we gather views and are not always a mechanism for changing policy or decision.

When organisational changes do take place, clear details will be available, showing the impact upon the working lives of the staff. Support will be provided during the process and outside support agencies will be signposted (see Appendices).

## **MONITORING AND EVALUATING**

The effectiveness of the policy should be monitored and evaluated based on:-

- Staff Well Being Survey (see appendices)
- Feedback from staff discussions
- Frequency and nature of incidents and the effectiveness of the strategies put in place.
- Case Studies of particular incidents

The policy will be reviewed every three years by the Resource Committee in line with the governor's policy review schedule and amended, if required, in light of evaluative evidence and recent HSE guidance.

# Appendices

1. Governor Validation Report
2. Annual Staff Questionnaire
3. Analysis of Well Being Domains
3. List of Signpost Contacts



## Appendix One: Wellbeing Validation

The validation document is part of the Wellbeing Plan and is to be completed by a Governor whilst completing the validation visit.

The checklist provides evidence that the school is reaching the expected Health & Safety Executive Standards.

**School Name :** \_\_\_\_\_ **Date :** \_\_\_\_\_

**Validating Governor :** \_\_\_\_\_

Evidence must be provided to achieve a positive response

Is the questionnaire completed annually? Yes/ No

Is an action plan developed in response? Yes /No

Is the action plan reviewed and evaluated? Yes /No

Have changes taken place in response? Yes/No

Are staff aware of Occupational Health Services Yes / No

Do staff have job descriptions? Yes / No

Are job descriptions reviewed regularly? Yes /No

Do all staff have access to applicable training? Yes / No

Are all Wellbeing Policies in place? Yes /No

Please make any comments below:

## Appendix Two: Charlesworth Staff Well Being Questionnaire

Indicator Statements	0	1	2	3	4
There is effective communication between teachers					
Decision-making processes are fair					
Senior staff are available to discuss curriculum/teaching matters					
New staff are well-supported in the school					
Whole school meetings are worthwhile					
There is mutual respect between staff and senior staff					
Staff feel respected and supported by the governors					
Staff feel encouraged to bring forward new ideas					
Teachers feel they have a say in the staff development programme					
There is effective communication between senior leader and staff					
Staff participate in important decision making					
Senior staff communicate a clear vision of where the school is going					
Staff development time is used effectively in the school					
Staff like working in this school					
Teachers have a say in the School Improvement Plan					
At staff meetings, time is spent on important things rather than on minor issues					
There is regular staff discussion about how to achieve school goals/targets					
Senior staff openly recognise teachers when they do things well					
I know what is expected from me at work					
I have the resources I need to do my work					
I feel safe in school					
There is someone at work who seems to care about me as a person					
I have good friendships at school					
Pupils have good relationships with each other					
Staff have good relationships with each other					
Staff have good relationships with pupils					
School does enough to prevent bullying					
Pupils behave positively					
Staff behave positively					
There is someone at work who encourages my development					
I have opportunities to express myself in school					
I have opportunities to be listened to in school					
I generally enjoy my work					
I am doing well at my work					
I can manage my workload					
I feel happy at school					
I know what to do if I feel anxious or stressed out at school					
I feel my achievements are acknowledged					
I have the opportunity to learn and grow at school					
I am treated fairly at school					
I am treated equally at school					
I understand what school is trying to achieve for it's pupils					
I feel like I have a responsibility in helping the school acheve it's aims					
I have a chance to use my strengths and abilities in work					
I enjoy coming to school					
People have an understanding of my roles and responsibilities					

### Appendix Three: Analysis of Staff Well-Being in relation to CIPD Domains

Question	H	W	VP	CS	PG
There is effective communication between staff		✓			
Decision-making processes are fair				✓	
Senior staff are available to discuss curriculum/teaching matters		✓			
New staff are well-supported in the school					✓
Whole school meetings are worthwhile				✓	
There is mutual respect between staff and senior staff				✓	
Staff feel respected and supported by the governors				✓	
Staff feel encouraged to bring forward new ideas					✓
Teachers feel they have a say in the staff development programme				✓	
There is effective communication between senior leaders and staff		✓			
Staff participate in important decision making			✓		
Senior staff communicate a clear vision of where the school is going			✓		
Staff development time is used effectively in the school					✓
Staff like working in this school		✓			
Teachers have a say in the School Improvement Plan			✓		
At staff meetings, time is spent on important things rather than on minor issues		✓			
There is regular staff discussion about how to achieve school goals/targets			✓		
Senior staff openly recognise teachers when they do things well		✓			
I know what is expected from me at work		✓			
I have the resources I need to do my work		✓			
I feel safe in school	✓				
There is someone at work who seems to care about me as a person	✓				
I have good friendships at school				✓	
Staff have good relationships with each other				✓	
School does enough to prevent bullying	✓				
Pupils behave positively	✓				
Staff behave positively	✓				
There is someone at work who encourages my development					✓
I have opportunities to express myself in school					✓
I have opportunities to be listened to in school		✓			
I am doing well at my work		✓			
I can manage my workload		✓			
I know what to do if I feel anxious or stressed out at school	✓				
I feel my achievements are acknowledged					✓
I have the opportunity to learn and grow at school					✓
I am treated fairly at school			✓		
I am treated equally at school			✓		
I understand what school is trying to achieve for it's pupils			✓		
I feel like I have a responsibility in helping the school achieve it's aims		✓			
I have a chance to use my strengths and abilities in work					✓
People have an understanding of my roles and responsibilities		✓			
<b>CIPD Well Being Domain Tally</b>	<b>6</b>	<b>13</b>	<b>7</b>	<b>7</b>	<b>8</b>

H = Health

W = Work

VP = Values/Principles

CS = Collective/Social

PG = Personal Growth

# Occupational Health & Counselling charges 18/19

## School Support Services Occupational health

We offer a range of individually priced services that are charged depending on usage:

- Pre-employment referral £30
- In-service medical – nurse £50
- In – service medical – physician £150
- Workplace assessment £70
- Full health surveillance, including audiometry & spirometry – nurse £100
- Full health surveillance, including audiometry & spirometry – Physician £150
- Audiometry £50
- Spirometry £50
- Counselling – 7 sessions £300  
(counselling is free for schools purchasing occupational health services)

These services will be invoiced on a quarterly basis.

Additional fees, where we have requested a report from a general practitioner or hospital consultant, are £50 for a short extract from records and £90 for a complex report.

### Contact

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