



Staff Wellbeing Policy

This Policy was approved at a meeting of the Full Governing Body on 21st November 2022

Chair of Governors: Mr L Shilling
Headteacher: Ms Y Nunn

Signed
Signed

Chair of Governors

Headteacher

Review Date: Summer 2025

STAFF WELLBEING POLICY

Work Life Balance, Health & Mental Well Being Guidance for all Staff

Hampton Collaborative Trust recognises that our staff are the most important resource. The leaders will ensure highly effective engagement and communication at all times so that all staff feel valued, supported and encouraged to develop both personally and professionally. Staff workload and well-being are reflected upon by leaders whilst still continually developing and strengthening the team.

Pupil wellbeing and attainment, as well as our school's performance depend largely on our wellbeing and commitment of our staff. **There is a direct relationship between healthier positive staff, pupil achievement and school improvement.**

All support staff, teachers, including headteachers, are entitled to enjoy a reasonable work/life balance. This is acknowledged in the School Teachers Pay and Conditions Document (STPCD), which states that:

"Governing Bodies and headteachers, in carrying out their duties, must have regard to the need for the headteacher and teachers at the school being able to achieve a satisfactory balance between the time required to discharge their professional duties ... and the time required to pursue their personal interests outside work".

(2015 STPCD, Section 2, Part 7, paragraph 54.4)

One of the key professional duties of headteachers is to:

"Lead and manage the staff with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments".

(2015 STPCD, Section 2, Part 7, paragraph 48.13)

Ofsted states, *"Leaders ensure highly effective and meaningful engagement takes place with staff at all levels and that issues are identified...which are dealt with appropriately and quickly. Staff consistently report high levels of support for well-being issues."*

The purpose of this guidance is to provide a document that embraces our practice, which promotes staff health and mental wellbeing to minimise the harm from stress. Ensuring that there is cohesion and progress in working towards the health and mental wellbeing of all staff.

Guidelines for Implementation

The Senior Leadership Team and Trust will:

- Work towards a school ethos where all staff are valued; where respect, empathy and honesty are the foundations of all school relationships
- Ensure leaders are positive role models
- Develop a culture that is open and supportive of people experiencing stress or other forms of mental health
- Provide personal and professional development such as team building, management of change, stress management, courageous conversations, communications, supervision etc.
- Involve staff in decision making processes which are clearly understood, communicated and supported
- Operate a Coaching Appraisals process six times a year linked to the SIP and individual roles, this includes individual and team coaching.
- Provide extra support from the Senior Leadership Team at certain times of particular stress and/or difficulty e.g. OFSTED, Child Protection cases, parent consultations, implementation of initiatives
- Provide a non-judgemental and confidential support system e.g. mentors, coaching and peer support
- Opportunities provided for all staff to socialise and relax with each other; quiz night, staff functions
- A welcoming and tidy staff room that is sensitive to issues of race, gender, homophobia, culture and disability with refreshments provided
- New staff are supported with an appropriate level of induction and identified mentor
- External support package has been purchased which provides all staff access to support helpline and counselling. Occupational Health may also be used to support staff.
- 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 and staff well-being survey

- Encouraging staff to take responsibility for own health and wellbeing
- Encouraging staff to take responsibility for their own work and effectiveness as a means of reducing own stress and that of their colleagues
- 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

Good Practice applied by Hampton Collaborative Trust to support Staff Well Being

- Time in lieu is offered in recognition and thanks of these additional hours beyond directed time and responsibilities ie Firework Extravaganza, Winter Wonderland
- Random acts of thanks/appreciation
- First INSET Day of the year includes lunch as well as a working afternoon to prepare for coming year
- One Inset day is given each year to report writing
- Staff attend one staff meeting per week and no more than one other if SLT– a maximum of two per week
- One staff meeting a term allocated to wellbeing and staff encouraged to leave school and focus on five ways to wellbeing
- Breakfast for all staff provided alternate terms by SLT 8am – 8.40am
- Tea and coffee are provided free of charge for staff refreshments.
- Childcare –Breakfast and After School Care and additional nursery sessions are provided free for staff whilst contracted to work (for children who are pupils at the school). Sessions are payable if the employee is not working.
- All staff are automatically entered into the relevant Pension Scheme.
- Employees are entitled to join the Kent Rewards Scheme which offers cashback and discounts across many retailers. Please visit www.kentrewards.com for more information.
- Staff lunches are available at a discounted rate.
- Staff are given time in staff meetings to undertake action plans, displays etc
- Release time is provided for subject/year group leaders to complete major tasks
- Release time is provided for such tasks as book monitoring and moderation
- An annual events calendar of meetings, deadlines and events (for all stakeholders) will be provided to staff so that they can plan ahead and manage their workload in such a way as to help maintain a satisfactory work/life balance
- There will be no requirement to produce detailed lesson plans, or to hand them in for scrutiny
- Staff will not be required to use unnecessary marking schemes which generate excessive written dialogue between them and their pupils which has no impact on outcomes
- There are 3 – 4 lesson observations over the course of an academic year, except in cases of concern, and these will consist of formal and drop ins based on school priorities. The observations will not be graded and development points will be based on triangulation of evidence
- All staff of Hampton are offered one wellbeing day per term (pro-rata for part time staff). These should be used for time-off which doesn't fall under the scope of paid leave in the Special Leave Policy.

Wellbeing Days entitlement for staff who work less than 5 days per week	
Teaching staff - max. one day per term	Support staff who do not work 5 days - max. one day per term
2 days per week = 2 days per annum	Less than 10hpw = 1 day per annum
2.25 days per week = 2.5 days per annum	10hpw to 13hpw = 2.5 days per annum
2.5 days per week = 3 days per annum	13.25hpw to 16hpw = 3 days per annum
3 days per week = 3.5 days per annum	16.25hpw to 18hpw = 3.5 days per annum
3.25 days per week = 4 days per annum	18.25hpw to 20hpw = 4 days per annum
3.5 days per week = 4.5 days per annum	20.25hpw to 22hpw = 4.5 days per annum
4 days per week = 5 days per annum	22.25hpw to 25hpw = 5 days per annum
5 days per week = 6 days per annum	25.25hpw to 27hpw = 5.5 days per annum
	27.25hpw+ = 6 days per annum

As part of its commitment to work/life balance Hampton Collaborative Trust will strive to:

- Recognise that effective practices to promote work/life balance benefit both staff and pupils
- Ensure accountability systems are based on trust, respectful professional dialogue and proportionality

- Establish a culture of trust, respect and self-improvement
- Monitor and evaluate appropriate policies and practical responses that meet the specific needs of the school, having regard to fairness and consistency, and valuing staff for their professional skills not their working pattern
- Re-emphasise its commitment to work/life balance to staff on a regular basis
- Expect senior managers to lead by example

The Position of the Headteacher

This guidance is also intended to ensure that the headteacher and others in leadership positions also maintain a reasonable work/life balance.