

STAFF WELLBEING POLICY

Adopted: July 2021

Designated Mental Health Lead: Danielle Stone

Links to other policies: Mental Health and Emotional Wellbeing, Safeguarding, Medical Needs, Anti-Bullying, SEND, School Behaviour Policy (behaviour that is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need), Staff Wellbeing

RATIONALE

At North West London Jewish Day School (NWLJDS), we recognise that our staff are our most important asset and are valued, supported and encouraged to develop personally and professionally with a caring, purposeful learning community.

We recognise that there is a direct correlation between the wellbeing of our staff and the wellbeing of our pupils, and that the culture and ethos of a school are determined by the extent to which staff work towards a shared vision

We believe that it is essential that all staff feel part of a valued team, have the opportunity to express their views and are supported to manage their workload within a culture that supports a healthy work-life balance.

The purpose of this policy is to ensure we embrace the practices that support staff health and wellbeing, to minimise the harmful effects of stress and ensure that there is cohesion in working towards health and wellbeing for all staff. This policy outlines some of the ways in which we commit to maintaining staff wellbeing and it recognises that each individual member of staff and their circumstances are different but provides an overview of the basis on which everyone can contribute, and expect to be treated.

AIMS

We aim to ensure that our school:

- supports staff mental health and wellbeing
- minimises stress
- helps staff to keep a healthy work-life balance
- helps staff to manage their family and work responsibilities
- ensures staff feel valued
- recognises and promotes the importance of a happy team
- involves staff in decision making
- takes account of equality implications

ROLES AND RESPONSIBILITIES

The senior leadership team (SLT), governing body and school staff will work towards an ethos where everyone is valued, where respect, empathy and honesty are the cornerstones of all school relationships and where health and wellbeing are held central to school practice. We expect all staff to show respect and empathy for each other, and to treat confidential information sensitively and according to school policy.

The governing body is responsible for:

- fulfilling its duty of care as an employer
- monitoring the workload of the headteacher
- receiving any concerns from members of staff
- ensuring that the resources are in place to keep staff workload at healthy levels
- reviewing this policy in conjunction with the headteacher
- considering how its own members are treated and valued
- ensuring that demands are not placed on individual members of staff that interfere unfairly with their work-life balance
- operating a sensitive performance management policy

- ensuring that other school policies and procedures take account of staff wellbeing
- overseeing that change management is operated in a fair and reasonable way

The headteacher is responsible for:

- providing personal and professional development such as team building, management of change, stress management, assertiveness, communication
- providing a non-judgemental and confidential support system such as coaching, mentoring and pastoral support for staff
- monitoring the workload of members of staff and being alert to signs of stress
- listening to the views of members of staff and providing a range of strategies for involving staff in decision making processes
- ensuring that the efforts and successes of staff are acknowledged and celebrated acting as gatekeeper and prioritising reforms and innovations
- ensuring that staff are equipped with the right training to do the job confidently
- ensuring that staff feel valued and that time is set aside for them
- providing a set budget for staff facilities, environment and welfare
- including in professional development meetings opportunity for staff to discuss their aspirations and career intentions
- making special arrangements, where possible, to enable staff to combine the demands of family life and work life
- recognising that staff may have experiences in their personal lives that may make them vulnerable to pressures at work, and which may have a temporary influence on their work performance e.g. health issues, bereavement or loss, or personal circumstances
- ensuring accessibility and the accessibility of SLT to members of staff
- ensuring that there are effective methods of communication
- ensuring support services are made available or signposted on behalf of members of staff where additional specialist support is needed
- maintaining contact with staff during long absences
- ensuring that a mentor system operates within the school and especially for each new members of staff and that the staff induction process is put into place
- conducting risk assessments for work-related stress
- relevant time protected for staff such as PPA, staff meeting time for reports etc.

The headteacher implements these responsibilities with the support of appropriate staff such as the deputy headteachers, and senior leaders who all strive to be positive role models through their own practice.

NWLJDS has subscribed to *myHappyMind* which contains a platform for Staff Wellbeing and Support.

[myHappyMind Learning Portal](#)

Members of staff are responsible for:

- treating one another with empathy, respect and kindness
- taking care of their own health and safety at work and communicating with key staff where they need support
- being committed to the ethos of staff wellbeing and keeping in mind the workload and wellbeing of colleagues
- valuing all members of staff in the school and acknowledging the important role that everyone takes
- contributing to the ethos and social aspects of school life where possible to build morale and effective team spirit

- developing and respecting shared areas where possible so that there is space to relax as well as appropriate work spaces.

Examples of good practice may include:

- providing refreshments in Inset training
- carrying out team-building exercises as part of staff CPD
- holding designated health and wellbeing sessions
- celebrating staff achievements
- providing pastoral services – drop-ins and confidential sessions
- creative spaces for staff to be able to meet, relax and work quietly
- making refreshments available to staff (tea, coffee, etc in the staffroom)
- providing creative opportunities for building morale and promoting wellbeing (e.g. Chanukah Fairy, refreshments at parents evening)

SUPPORT IN SPECIFIC CIRCUMSTANCES

The school will provide support and discuss options as appropriate to specific circumstances. In some cases, it may be necessary to seek external services but the school will continue to support even when external services are involved.

Staff are encouraged to arrange medical appointments outside of school hours. Where this is not possible, support will be given on an individual basis.

Where possible, staff are supported with their work-life balance and wellbeing outside the school. This could be through providing staff with paid leave for special events and celebrations, or time off to deal with specific family circumstances or crisis (to the headteacher's discretion).

Useful Information/Links

EDUCATION SUPPORT: Helpline – 08000 562 561

A UK charity dedicated to improving the health and wellbeing of teachers and education staff. Their advice is backed up by years of research and support to those in need. The site sections for individual teachers and for school leaders looking to support their staff.

<https://www.educationsupport.org.uk/teachers-mental-health>

Mentally Healthy Schools – Supporting Staff Wellbeing

Mentally Healthy Schools brings together quality assured resources (primary school focused) that support the whole school community.

<https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/>

Mental Health Foundation

The Mental Health Foundation puts prevention at the heart of what it does and has information for schools, encouraging teachers to start with their own mental health and wellbeing.

<https://www.mentalhealth.org.uk/publications/make-it-count-guide-for-teachers>

Your Grey Matters

Your Grey Matters offers a range of expert training, including bespoke programs on staff mental health and wellbeing. There is a choice of either half or full day or even twilight sessions.

<https://yourgreymatters.co.uk/>