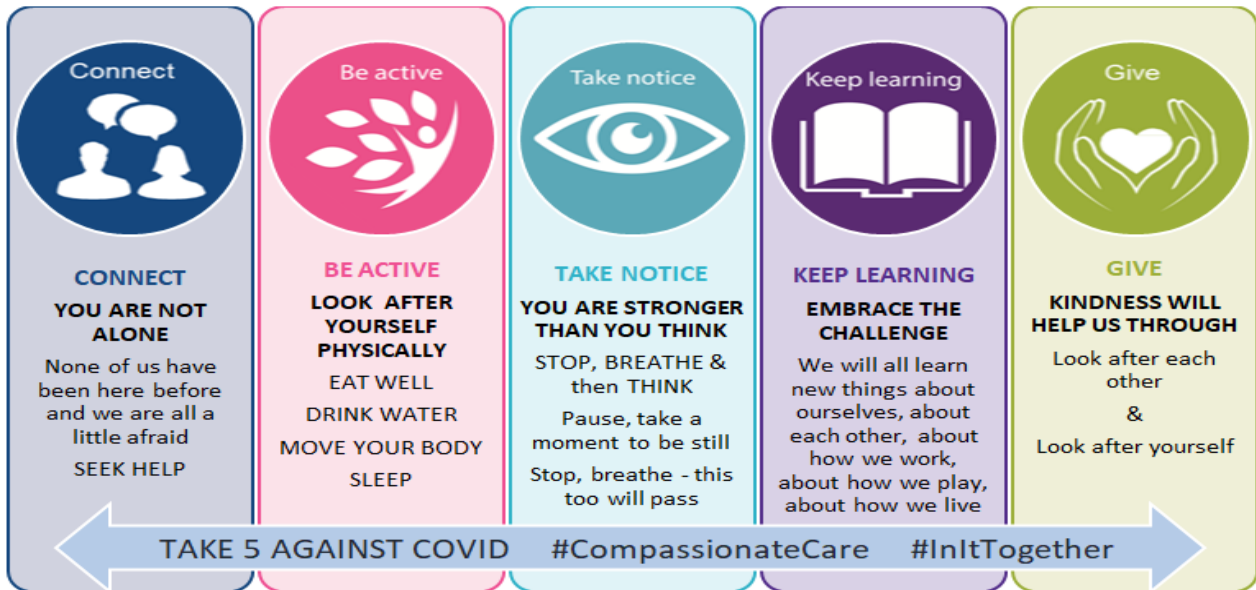


# Balmalloch Primary School and Nursery Class



## Staff Well-being Policy



responsi**B**ility

gr**A**ttitude

**B**ELIEVE IN YOURSELF

hu**M**ility and forgiveness

persever**A**nce

**L**ove

**A**CHIEVE YOUR GO**A**LS

h**O**nesty and gener**O**sity

respe**C**t

friends**H**ip & family

**A Place of Enthusiastic Learning and Achievement!**

# **Staff Wellbeing Policy**

## **Rationale**

The wellbeing of staff in Balmalloch Primary School and Nursery Class is paramount to maintaining a successful and forward-thinking school and nursery. The welfare of learners is fundamental to all school and nursery policies and procedures, which are underpinned by moral and ethical values. It is our belief that the best asset in school and nursery for learners are staff who are happy, motivated and focused. Balmalloch Primary School and Nursery Class recognises that staff are their most important resource and are to be valued, supported and encouraged to develop personally and professionally. The school and nursery believe that staff wellbeing support programmes need to be personalised and bespoke to meet the specific needs of staff. How staff feel on an everyday basis is likely to affect their performance and therefore impact on the ethos and atmosphere of the school and nursery, which in turn affects learners. If staff are happy, motivated and are purposeful in their approach this will have a huge positive impact on the wellbeing of learners resulting in happier children who achieve more.

The purpose of this policy is to provide a document that embraces the many school and nursery practices that support staff health and wellbeing. Where possible to diminish the harm from stress a proactive approach should be implemented where wellbeing support programmes are used to stop the effects of stress from escalating into ongoing anxiety issues. Whilst the school and nursery will do everything to support staff in ensuring their wellbeing needs are met, ultimately staff need to take responsibility to work through issues of concern with a view to reaching a resolution.

## **Guidelines for Implementation**

The Senior Leadership Team and Management Team will:

- Be open and ethical in their approach to ensure that staff are listened to and treated with the utmost respect.
- Work towards a school and nursery ethos where all staff are valued and where respect, empathy and honesty are the cornerstones of all school and nursery relationships.
- Provide personal and professional development programmes that meet the specific needs of staff and at the same time fulfil school and nursery priorities.

- Provide a range of strategies for involving staff in school and nursery decision-making processes.
- Operate sensitive Performance Management linked to clear job specifications and school and nursery priorities.
- Provide professional support for the Senior Leadership and Management Team to assist coaching supervision and to update their skills in supporting staff wellbeing.
- Provide non-judgemental and confidential care procedures through, for instance, providing bespoke holistic support programmes for staff
  - Promote information about accessing appropriate support both within the school and nursery and externally.
- Ensure that, as part of the risk assessment processes and Health and Safety procedures, staff are kept safe from harm.
- Provide staff with appropriate training programmes, to deal safely, positively and with a sense of confidence with behaviour incidents that could lead to raised anxiety levels.
- Constantly review the demands on teachers practitioners and support staff, e.g. the time spent on paperwork, and strive towards seeking out alternative solutions wherever possible through having open communication channels with staff
- Provide training in Moving & Handling for those staff involved in caring for students who require physical assistance
- Respond sensitively and flexibly to external pressures that impact on staff lives and offer support whilst at the same time ensuring the efficient running of the school.

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In addition to supporting the wellbeing of staff in school and nursery, the school and nursery will maintain contact with staff when they are absent for long periods in line with Local Authority policy. The school and nursery will use the following to assess the impact of the staff wellbeing policy:

- Leadership philosophy is evident and a positive role model ethos is prevalent at all levels of leadership.
  - School and Nursery development priorities involve staff and are clearly understood.
  - A values driven culture is evident and fully supported by the whole school and nursery community.

- The autonomy of staff is apparent throughout the school and nursery and impact on decision-making processes.
- The aspirations of staff are fully realised through CPD and in turn this supports change and progress as set out in the School and Nursery Improvement Plan.
- Opportunities are provided for all staff to reflect and voice their view in arenas they feel comfortable with.
- New staff are supported with an appropriate level of induction in line with school and nursery policy.
- An open listening management system that responds quickly to problems.
- The quality of staff facilities, resources and accommodation e.g. a welcoming, well-resourced and tidy staff room and the provision of water machines.
- A whole school and nursery culture of praise and encouragement is evident where success is celebrated and mistakes are viewed as learning opportunities.
- Individuality, innovation, imagination, originality of thought and creativity are welcomed, supported and embedded in the culture of the school and nursery.
- The quality of the school and nursery grounds providing the school and nursery community with a connection with nature.
- The supportive and robust monitoring of staff absences, staff/pupil/parent relationships and the recruitment and retention of staff.

### **Staff workload: the work life/fulfilment balance**

The staff in Balmalloch Primary School and Nursery Class are all dedicated and committed individuals who work hard, at times in challenging situations, to ensure the very best care and learning outcomes for all learners. The school and nursery are aware of the time and energy required to support learners and for the wellbeing of staff and for learners the importance of staff taking breaks according to their job roles.

Everyone is aware of the tremendous workload involved in running an outstanding school and nursery, therefore the Senior Leadership and Management Team and Middle Leadership Team will overview the delegation of duties to ensure that there is a fair workload for all staff. Should a member of staff feel that their workload is becoming or has become

unmanageable they should discuss this matter with a member of the Senior Leadership and Management Team.

Studies indicate that being in work is generally good for the health of an individual. In addition to financial reward, work provides increased self-esteem, companionship, purpose and status. It is therefore imperative that the school and nursery support a healthy work life/fulfilment philosophy to ensure efficiency and the best outcomes for both staff and learners alike.

Balmalloch Primary School and Nursery Class supports the outcomes of the MacLeod Review on employment engagement, published in July 2009, which maintains that a 'feel good' factor in the workplace is strongly influenced by:

- Leaders who help employees see where they fit into the bigger organisational picture
- Effective line managers who respect, develop and reward their staff
- Consultation that values the voice of employees and listens to their views and concerns
- Relationships based on trust and shared values

### **Stress**

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 learners.

Demands - i.e. workload, work patterns and the work environment.

Control - i.e. how much say the person has in the way they do their work.

Support - i.e. the encouragement, sponsorship and resources provided by the organisation, line management and colleagues.

Relationships - i.e. promoting positive working to avoid conflict and dealing with unacceptable behaviour.

Role - such as whether people understand their role within the organisation and whether the organisation ensures that they do not have conflicting roles.

Change - such as how organisational change (large or small) is managed and communicated within the organisation.

External support is available to help staff deal with personal problems and issues that may impact their work performance, health and wellbeing through the Staff Welfare Officer -

Catherine Campbell - 07939 281 114. Staff should also refer to North Lanarkshire Council's Dignity at Work Policy.

## **Responsibilities for implementing the Staff Well-being Policy**

### **The Senior Leadership and Management Team will:**

- Support steps taken to develop a culture of co-operation, trust and mutual respect within the School and Nursery.
- Champion good management practices and the establishment of a work ethos within the School and Nursery which discourages assumptions about long-term commitment to working hours of a kind likely to cause stress and which enables employees to maintain a reasonable "work life balance".
- Promote effective communication and ensure that there are procedures in place for consulting and supporting employees on changes in the organisation, to management structures and working arrangements.
- Encourage staff to be fully involved in the decisions of the school through staff forums in which staff can talk freely about any issues which impact on their ability to carry out their jobs.
  - Encourage initiatives and events that promote health and well-being.
- Treat individuals reporting to them with consideration and dignity, and will promote a culture of mutual respect in the teams they manage. They will not permit unacceptable behaviour and will take decisive action when issues are brought to their attention.
- Attend training as appropriate in order to increase their awareness of the causes and effects of work-related stress.
- Encourage their staff to participate in events and initiatives undertaken by the School and Nursery to promote well-being and more effective working.
- Take action in the interests of all their colleagues where performance by a member of staff may cause stress to their colleagues.
- Ensure there are arrangements in place to support individuals experiencing stress, referring them to the School's Occupational Health advisers where appropriate.

- Enable the School and Nursery to measure its performance in relation to stress management and employee well-being, such as Sickness absence data, Staff turnover, exit interviews, Number of referrals to Occupational Health, Numbers of grievance and harassment cases.
- Seek the views of employees on the effectiveness of the School and Nursery Well-being policy and stress management arrangements using staff surveys and other appropriate questionnaires.

**The Health and Wellbeing Co-ordinator/Health and Safety Representative will:**

- Ensure that the Well-being policy is kept under review and updated as appropriate, under the remit of the Health and Safety Committee (Senior Leadership and Management Team & the Health and Safety Representative).
- Develop an institution level risk assessment based on the Health and Safety Executive's "Management Standards for Work-related Stress".
- Coordinate with the Senior Leadership and Management Team to ensure that appropriate training is in place to support individuals.
- Organise in conjunction with the staff, appropriate events and initiatives to promote health and well-being.
- Liaise with the staff on the development and implementation of the Well-being policy.

**Employees will:**

- Treat colleagues and all other persons with whom they interact during the course of their work with consideration, respect and dignity.
  - Co-operate with School and Nursery efforts to implement the Well-being policy, attending briefings and raise their own awareness of the causes and effects of stress on health.
- Raise concerns with their line manager if they feel there are work issues that are causing them stress and having a negative impact on their well-being.
- Take responsibility for their own health and well-being by adopting healthy lifestyles.

- Take responsibility for their own development skills as one of the means to enable them to work effectively in their team and so reduce of the risk of stress.
- Take responsibility for working effectively in their assigned roles, thus helping to avoid causing stress to their colleagues.

### **Stress Prevention**

Arrangements for well-being and stress prevention is made through good management practices. These can include the following:

- Recruitment and selection procedures.
- Clear job descriptions and person specifications to ensure that the 'right' person is recruited for the job.
- Training and Development procedures to ensure that individuals have the necessary skills and competencies to undertake the tasks/duties required of them.
- Promotion and reward procedures.
- Managing performance procedures
- Capability and absence management & return to work procedures to ensure that individuals are supported back into work following illness.
- Suitable adaptations for disability.
- Harassment and anti-bullying procedures.
- Procedures for communicating with employees on the work of the School and issues affecting their work.
- Flexible working arrangements, and contact days with staff on maternity leave.
- An annual survey of staff to better understand the areas of work-life that have a negative effect on staff well-being.

### **Consultation**

The School and Nursery will consult with its employees on the Well-being policy and measures taken to implement the policy.

- Staff surveys will be used to gather feedback on the Well-being policy.



- The Well-being policy will be published to all staff.
- The Well-being policy will be promoted in school and in the nursery.
- The contents of the policy will be covered during general induction training sessions for employees and specific training on stress awareness. Monitoring and reviewing the Well-being policy. The Well-being policy will be reviewed every three years by the Well-being co-ordinator. This review will involve an examination feedback from staff surveys. The revised policy will be reviewed by the Health and Safety representative and Senior Leadership and Management Team, which will approve any adjustments and amendments to the policy.

### **Zero Tolerance**

A zero tolerance policy towards violence and aggression is expected throughout public services. No member of staff should be subjected to violent, threatening and abusive behaviour. Employees have the right to work and carry out their duties in an environment free from violence, threatening or abusive behaviour.

We believe that all correspondents and complainants have the right to be heard, understood and respected. We also believe that our staff have the same rights. We value our employees and volunteers and we will not tolerate any form of violent, threatening or aggressive behaviour towards them.

The strategy and principles of this policy are to:

- identify potential risks
- control and manage those risks, where possible
- inform and involve employees on the risks and the controls in place
- hold to account those who behave in a violent, threatening or abusive way towards our staff.

We will address all incidents reported internally and where there is a serious threat or action, we will report the incident to the appropriate authorities. Employees and managers should also work with trade unions, where relevant, in preventing,

addressing, reporting and responding to incidents or work related violence, abuse or threats.

### **Definitions**

The Health and Safety Executive (HSE) define a violent or aggressive incident as: 'Any incident, in which a person is abused, threatened or assaulted in circumstances relating to their work. This can include verbal abuse or threats as well as physical attacks.' They define an incident as:

**'An unwanted, unplanned event that has the potential to cause harm/injury.'**

Examples of unacceptable behaviour are summarised below:

- Violence can be physical, or non- physical including threats, abusive behaviour and language (verbal and written), escalating agitation and intimidating body language.
- Unreasonable demands - a demand becomes unreasonable when it impacts substantially on our work. Examples of this may include, repeatedly demanding responses within an unreasonable timescale or insisting on seeing or speaking to a particular member of staff when that is not possible or appropriate.
- Unreasonable use of processes - for example, the complaints process, where someone uses the complaints procedure to challenge professional judgments of our staff or where they use it repeatedly to raise the same issues that we have already investigated.

**Ruth McCarthy**

**Head Teacher**

**27<sup>th</sup> January, 2021**

**Review Date: January, 2022**

**Kate Patrick**

**Health and Wellbeing Co-ordinator**

**Health and Safety Representative**