



This document is awaiting approval from School Governors, who are due to meet in August 2020.

This document is a draft and should be used as a guide.

Staff Well-Being

This Policy is intended to ensure that the Governors' Vision and Aims are delivered, as set out below:

Trinity School Vision

- Leading Excellence in SEND Provision
- Ensuring Outstanding Person-Centred Achievement
- Including Everyone in Meaningful and Safeguarded Life

Guiding Principles/Ethos

Trinity school is committed to ensuring its staff have the highest levels of well-being possible. We recognise that the role of teaching and supporting pupils with complex needs can be challenging. We also recognise that staff may experience stresses and difficulties in their lives outside of school e.g. bereavement, financial. It is important that we recognise and minimise the factors that contribute to poor well-being, as well as providing timely support systems and proactively promoting positive well-being through a range of strategies. We aim for well-being and good mental health to be reflected in the culture, organisation and management of our school.

This policy has been completed in line with the requirements and guidance from the following documents:

- *School Teacher's Pay and Conditions (Paragraph 46.13 and 52.4)*
- *OFSTED School Inspection Handbook – Section 8 (Paragraph 63)*
- *Staff Well-Being and Workplace Stress Policy - LBB*

Aims

- *To ensure a continuous commitment to staff well-being from all levels of management*
- *To ensure well-being is universally supported across the many phases and job roles in the school*
- *To ensure that the school specific factors contributing to poor well-being are identified and addressed*
- *To ensure systems are in place to support the well-being of staff members who are experiencing difficulties in their personal lives outside of school*
- *To ensure proactive strategies are in place to promote positive physical and mental health and well-being, not just responding to dips in morale*
- *To provide communication systems for staff to highlight and discuss well-being issues*
- *To ensure all well-being systems are sensitive, supportive and confidential, and are appropriately balanced with accountability and quality assurance*
- *To promote a positive work force that are well and resilient enough to provide a high-quality provision for our pupils*

Scope

This policy applies to all staff working at Trinity School, regardless of role, phase, age, gender, sexual orientation, ethnicity, religion or belief system.

Agreed Procedures/Guidelines

Dissemination

The policy will be shared with staff and governors, via the following methods:

- *Introduce the policy as part of a staff twilight session*
- *A copy or direct link to the policy will be emailed to all staff*
- *New staff will receive a copy of this policy during the induction process*
- *A copy of the policy will be available on display in the staff room*
- *School website*
- *Via newsletter to staff*

The Role of the Deputy Head, the TLR for Well-Being and the Steering Group

The deputy head for well-being will be responsible for the promotion and development of positive well-being across the school. They will work collaboratively with the TLR for well-being to identify and act upon the well-being needs of the staff. A well-being steering group, led by the TLR and consisting of a diverse range of staff from across the school, will provide a forum for staff to voice any concerns or suggestions. They will be a point of contact for all staff, as well as taking on ownership of the delivery of some aspects of the well-being action plan.

Staff Responsibility around Well-Being

All school staff have a responsibility to, where possible:

- Take reasonable care of their own mental health and wellbeing, including physical health
- Take reasonable care that their actions do not affect the health and safety of other people in the workplace
- 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

All school staff are encouraged to:

- Understand this policy and seek clarification from management where required
- Consider this policy while completing work-related duties
- Support fellow staff in their awareness of this policy and the systems in place to support them
- Support and contribute to Trinity's aim of providing a mentally healthy and supportive environment for all staff.

The Well-Being Action Plan

The deputy head for Well-being will implement an annual action plan that focuses on the well-being priorities for the school. This will be influenced by the well-being survey, feedback from the steering group and any other concerns raised by SLT. This action plan will be communicated to staff with regular updates. The deputy head will also report on progress on a termly basis to the headteacher and governors.

Open Door Culture

Trinity School operates an 'open door' culture for staff to speak to managers and senior leadership. Everyone should feel free to discuss any issues with managers without fear of reprisal or stigma. Asking for help is seen as a sign of professional strength and will always be encouraged. All concerns will be taken seriously and where appropriate, acted upon. Managers and senior leadership will always see well-being issues a priority, so if one manager is not available, another will always be on hand to speak. Staff are always encouraged to speak to their phase teams first, but they are free to speak to anyone that they feel comfortable with. (Please see the attached point of contact poster for details on who staff can speak to)

Violence, Harassment and Bullying

Trinity School has a duty under the Health and Safety at Work Act to provide a safe working environment for all. This includes the physical environment but also threats from violence, intimidation, harassment and bullying. (Please see our Health and Safety Policy, Violence and Aggression at Work Policy and Anti Bullying and Harassment Policy)

Staff Code of Conduct

Staff conduct can be a source of well-being issues. All staff are required to act in a professional manner at all times. This includes how we interact and communicate with colleagues. Where staff do not act in accordance with the Code of Conduct, this will be addressed by managers and SLT. In specific circumstances this may lead to formal proceedings. (Please see the attached Code of Conduct for further details)

Workload

Trinity recognises the need to manage the work-life balance of its employees. To support this, the following systems are in place to manage the impact of workload:

- Planning – planning formats will be simple and concise. Teachers are not required to produce planning above what was agreed during the Teaching Squares planning project of 2020.
- Subject leadership – Time will be given during school hours for teachers to plan for and lead their curriculum subject. This will be supported by a phase manager.

- *Meetings – The SLT will plan a termly calendar of meetings, joint planning, training and events in advanced. This will be kept to minimum, with all events being necessary and streamlined. Meeting free weeks will be planned in for every half term. Team time will be reserved for each week.*
- *Evidence of work and marking – teachers are only expected to complete the non-negotiables to keep workload to a minimum (Non-negotiables were revised in Spring 2020)*

New Initiatives

All new initiatives will be communicated to staff beforehand. Large changes will be introduced along with a consultation period. They will also be subject to a workload review by SLT to make sure they are necessary, effective and streamlined.

Human Resources and the Employee Assistance Programme

Trinity school provides the Employee Assistance Programme for all staff to access. Staff will be directed to this service when they need additional support for well-being issues and for specific services such as counselling and financial advice. This service will also be proactively promoted to all staff via emails, posters and presentations from a representative of the service.

Signposting

We will ensure that staff are aware of sources of support within school and in the local community, who it is aimed at and how to access it. We will display relevant sources of support in communal areas such as staff rooms, library, notice boards and lavatories.

Quality assurance and accountability

Trinity recognises the need to balance accountability and performance with well-being. Quality assurance systems will always be devised, communicated and delivered to staff with well-being in mind. Where a member of staff is experiencing difficulties with performance, the emphasis will always be on support, training and mentoring/coaching to equip staff with the skills and knowledge needed to fulfil their role. Feedback meetings regarding performance will always be led by a manager or member of SLT, who will communicate the issues objectively and support staff to know what they can do to improve/develop. If there are concerns regarding well-being, staff will be asked if they are ready to engage in what could be a difficult conversation, before the process begins. This will allow them the opportunity to come back at a point when they feel ready.

Lesson visits will be kept to two a year. Staff will be informed of the focus for the visit, along with the criteria for an outstanding lesson. Learning walks will be communicated to staff and only general feedback will be given, unless there are significant concerns regarding teaching and learning, safeguarding or health and safety.

Monitoring/How do we know this approach is working?

- *The annual staff survey will report that 80% + of all staff are happy at work.*
- *Staff absenteeism resulting from well-being issues is minimal.*
- *Staff well-being events and opportunities are well attended. Feedback from these events is positive.*
- *Low rates of capability issues continue – where these occur they are resolved through targeted support.*
- *Minimal incidents of grievance and harassment, that are dealt with swiftly and resulting in a positive outcome for all involved where possible*
- *Low rates of staff turnover continue*
- *Exit interviews – acting on issues raised so they are not repeated*