



# Staff Wellbeing Policy

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The emotional and physical wellbeing of all staff is pivotal at the Archer Academy. At our school not only does every child matter but we also believe every person matters. Wellbeing is as important for our staff as it is for our students. Ensuring all staff members are equipped with the conditions to thrive personally and professionally lies at the centre of our school, enabling students to achieve the very best, make excellent progress, and enjoy a plethora of experiences and opportunities throughout their journey at our school. The policy below outlines our principles and processes around staff wellbeing and gives information how staff members can holistically support themselves and one another.

## 1. Rationale

We are an ambitious school with high expectations of our staff and students. We are a value-based school and firmly believe every child has the right to high quality education and culturally enriching experiences. The core aim of the policy is to outline the opportunities provided to enable staff to have a positive working environment where all members can thrive personally and professionally.

## 2. Aims

This policy aims to:

- o Support the positive and enabling culture of the school community through the profile and prominence of staff wellbeing
- o Consult DfE resources to support workload management across the school
- o Review of school policies and processes to ensure staff workload has been carefully considered
- o Generate a solution focused on culture surrounding workload and wellbeing to enable all colleagues to feel best placed to fulfil their responsibilities to the highest standards
- o Provide a provision to enable a supportive and open approach to conversations around mental health
- o Generate a culture of resilience and self-care strategies
- o Signpost the role of the school staff Wellbeing Committee
- o Embed our school vision and values for staff wellbeing
- o Acknowledge the needs of staff, and how these change over time
- o Allow staff to balance their working lives with their personal needs and responsibilities
- o Proactively support staff with any specific wellbeing issues they experience

- o Ensure that staff understand their role in working towards the above aims

### 3. School Context

Our school recognises that staff wellbeing is important to student achievement and the school's performance, as well as personal job satisfaction and enjoyment. We have developed a comprehensive wellbeing package for staff to recognise how vital and important each and every adult is within our community, to ensure everyone is looked after and to reward hard work.

Alongside the wellbeing package is the acknowledgment that we all have a responsibility for our own wellbeing and to take good care of ourselves. The wellbeing package provides opportunities for staff to reflect, secure advice and access support to enable individuals to promote their own wellbeing.

Staff workload and wellbeing sits at the core of our School Development Planning. School Leaders ensure targets set for the following academic year are ambitious yet achievable. We believe achieving the best outcomes and providing the most enriching experiences for our students will enable staff to feel fulfilled and enjoy working at our school.

Workload management is pivotal for good staff wellbeing at our school. Workload management tips are shared weekly catered to all staff members, policies, procedures and processes are regularly reviewed to ensure they are workload sensitive, and line management is used as a tool to discuss workload organisation with staff members.

Our appraisal process includes a wellbeing target to best support individuals to foster a positive workload and wellbeing culture at school. All members of staff have a designated target surrounding wellbeing within their Appraisal. The target is not used within performance related pay but is included to highlight the importance of staff wellbeing within our school community.

We have a designated Senior Leader responsible for staff wellbeing. The role ensures staff wellbeing is constantly reviewed and challenged by all stakeholders, is the driver for positive change in the workplace, hosts and critically reviews the outcomes from staff voice opportunities throughout the year and promotes our wellbeing package alongside the wellbeing committee.

### 4. Archer Way for Staff

We want to help everyone look after themselves and make life better for everyone at the Archer Academy. Here are five tried and tested ways to look after yourself, and others:

#### **Connect** with each other

You can't beat a shared experience; telling a joke, swapping a story or sharing a problem will make the people around you feel like they belong.

#### **Stay active**

The endorphins released by physical activity are guaranteed to boost your mood. It doesn't have to be a marathon; find something you enjoy and do it. Recent activities supported by the school have been Friday afternoon football and basketball, as well as the Instagram Challenge run by the PE Department during lock down.

#### **Keep learning**

Education isn't just for the students; we all feel better when we know we're on top of our game. What could you master? Staff are supported to engage in relevant CPD to help in their current role and plan for career development through external and internal opportunities including NPQSL and ML qualifications. Teacher Toolkits and Wellbeing Wednesdays are focused on tips and support for teachers in working smarter. Departmental Days now take place during several INSET days across the year. These provide opportunities for subject areas to collaboratively work together during dedicated time.

### **Give to others**

From a lesson plan to a compliment or a cuppa, pass on the good stuff and raise a smile all round. Regular wellbeing initiatives include: Random Acts of Kindness, Coffee & Cake, staff nomination, Archer Hub which are focused on the benefit we feel when we share and recognise others' work and good deeds.

### **Be mindful**

School life can be hectic, and there are never enough hours in the day. However remembering to stop and be in the moment from time to time has been shown to lower stress. To help staff be able to take that moment, we provide an Occasional Day in the second half of the Autumn term and additional ghost inset days. There is also a 'free week' embedded into the whole school calendar.

## **5. Staff Wellbeing Committee**

The Archer Academy Wellbeing Committee is composed of members of school staff and governors. The Committee is made up of volunteers who have an interest in promoting and protecting staff wellbeing. The Committee meets approximately twice per half term. On at least three occasions during the academic year the Wellbeing Committee is committed to an Open Meeting, inviting all staff to join them, for a discussion and action planning around key themes of school life. The agenda and minutes of the Committee are shared with all staff.

The aims of the committee:

- To secure a school wide narrative for wellbeing
- To enhance our everyday environment through an evidence-based approach
- To secure a programme of opportunities and celebration for staff – always something to look forward to.

Ultimately, to secure the Archer Academy as the best school to work at and the best school to send students to.

## **6. Staff Diversity and Inclusion**

At the Archer Academy we embrace the diversity of our staff community. The Staff Wellbeing Committee works closely with the school Diversity and Inclusion committee, with members of representatives of each committee sitting on both.

The wellbeing committee aims to ensure equality and diversity across all aspects of school life, particularly when collating staff voice opportunities to ensure that every voice is heard and appreciated equally and fairly.

## 7. Health, Safety, Welfare

All stakeholders recognise its duty to ensure the health, safety and welfare of all employees at our school. This policy will be implemented and will incorporate all aspects of welfare, which the school has put in place to prevent and deal with workplace stress. Provision to tackle workplace stress include, but is not exclusive to:

- Thorough and supportive induction programme for new staff members
- Wellbeing Wednesday Weekly e-mail tips to share best practice to adopt a health work-life balance
- Well trained Line Managers and Line Management systems to ensure they are best equipped to support
- Mental Health First Aiders provision to support conversations around Mental Health
- Health and Safety training
- 1-1 meetings with HR to discuss and accommodate personal medical needs

## 8. Staff Wellbeing Package

The benefits for Archer Academy staff are outlined below, this list is not exhaustive but outlines the foundations of provision:

### Celebration:

- Staff Member of the Week
- Half termly staff social, following Learning Review Day
- Afternoon tea with the Headteacher
- Daily celebrations during Whole School Monitoring weeks
- Staffroom display sharing top tips for wellbeing and celebrating and noticing the achievements of colleagues
- Staff 'pub directly after school' informal socialising opportunities, with dates shared with all staff

### Everyday Enhancement:

- Extended Christmas holiday, to secure three weekends within the holiday
- Free tea & coffee in the staffroom
- Cycle to work scheme
- Foodie Friday
- Staff birthday celebrations
- Wellbeing tip in staff notices
- Termly Wellbeing newsletter
- Wellbeing Wednesday – a weekly round-up of the best advice and wellbeing tips
- Free flu jab
- Personal deliveries received and managed by both Receptions
- Staff wellbeing target within Appraisals

- Designated INSET day for staff appraisal

### **Life & Work Skills:**

- Occasional Day in November where all staff members are provided with a 'day off' as a ghost INSET day
- Sabbatical programme
- All staff members actively involved with School Development Planning
- Support and funding for accredited professional development
- Leadership secondment programmes
- INSET provision, significantly above national provision
- Examiner incentive scheme – a day off in lieu is provided for any colleague who takes on work as an external examiner (on negotiation and calendar dependent)
- Coaching programme - run by the Teaching, Learning, Assessment & Opportunities Group
- Half termly Teachers' Toolkit sharing strategies and best practice around behaviour for learning and teaching and learning
- Annual wellbeing survey

### **Facing Challenge:**

- Employee Assistance Programme, including counselling and legal advice for work and non-work related issues.
- Mental Health First Aiders team and provision readily available
- Financial Wellbeing Assistance Programme providing staff with bespoke support, financial planning consultation, and face-to-face or virtual financial guidance
- Well trained line managers and line management systems and processes
- Thorough induction programme for new staff members

A 'buddy system' is embedded for new staff members. All new members of staff are paired up with a buddy on their first day at our school. The aim of buddy system is to provide:

- Informal connections
- Ask questions, no matter how big or small
- Create a sense of friendship and community
- To be a point of contact throughout the year

## **9. Appraisal Target**

All staff complete a yearly appraisal process with a mid-point review. The appraisal process provides a structured and consistent framework to manage and improve the performance of all staff members. Currently, support staff and teaching staff have two different appraisal processes with appropriately created targets. However, both support staff and teaching staff are asked to create their own wellbeing target, with the aim to create a personalised approach to improving individuals wellbeing and/or workload management across our school community. The most successful targets are SMART (Specific, Measurable, Achievable, Realistic and anchored within a Time Frame) and

link to the Archer Way for staff. The appraisal target also encourages meaningful discussions during the staff appraisal day allocated for appraisal meetings with line managers.

## 10. Staff Calendar

An integral part of the Archer Way for staff is our wellbeing calendar. The wellbeing calendar provides a wellbeing theme for each half term, to support us all in recognising, protecting and promoting our wellbeing. The wellbeing calendar provides a series of opportunities for staff to come together to reflect, discuss and celebrate their own personal wellbeing and the invaluable contribution each member of staff makes to our community.

The wellbeing calendar is developed yearly by the Wellbeing Committee and provides all staff with an array of activities and opportunities throughout the coming academic year. The wellbeing calendar will provide a series of Bright Ideas for teacher lectures on wellbeing themes, helping you to look after you. These lectures will support the wider CPD offer. Topics throughout the year may include:

- Personal financial management
- Voice care
- Time management
- Managing marking well
- Securing healthy sleep

Our Whole School calendar is the linchpin of the operational aspects of school life, enabling routine habits and processes of our community that promote and enable our ambitions as a school. Our school calendar reflects work careful and mindful schedules around appraisal, whole school monitoring, data collections and enrichment to ensure good work can always be secured. All colleagues are encouraged to review the enrichment and whole school monitoring overviews to ensure confidence in relation to expectations in these areas of school life. Every year the calendar is shared with staff in a consultation period before publishing for the next academic year.

## 11. Staff Wellbeing Provisions

We aim to take a proactive, rather than reactive, approach to supporting staff wellbeing. Our main provision for support includes:

1. Well trained Line Managers, using coaching as a tool for support
2. Wellbeing Committee as a driver for whole school celebrations, staff voice, work-life balance support, workload management, and everyday enhancements
3. Wellbeing Solutions Programme, an external Employee Assistance Programme available 24 hours a day, 365 days a year which is complete free and confidential
4. Finance Wellbeing Solutions Programme, an external package to support the finance wellbeing of staff members which is completely free.
5. Mental Health First Aiders Provision, an internal provision run by a group of Level 2 trained staff members providing proactive advice and crisis management intervention recommendations.



## 12. Roles and responsibilities

At the Archer Academy, we believe good wellbeing starts with the individual. All members of staff are advised to prioritise and improve their own wellbeing and workload management. This will in turn support the wellbeing and workload management of colleagues and team members.

### Role of all staff

All staff are expected to:

- Treat each other with empathy and respect
- Keep in mind the workload and wellbeing of other members of staff
- Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance
- Report honestly about their wellbeing and let other members of staff know when they need support
- Contribute positively towards morale and team spirit
- Use shared areas respectfully, such as the staff room or offices
- Take part in training opportunities that promote their wellbeing

### Role of line managers

Line managers are expected to:

- Maintain positive relationships with their staff and value them for their skills, not their working pattern
- Provide a non-judgemental and confidential support system to their staff
- Take any complaints or concerns seriously and deal with them appropriately using the school's policies
- Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance
- Make sure new staff are properly and thoroughly inducted and feel able to ask for help
- Understand that personal issues and pressures at work may have a temporary effect on work performance, and take that into account during any appraisal or capability procedures
- Promote information about and access to external support services
- Help to arrange personal and professional development training where appropriate
- Keep in touch with staff if they're absent for long periods
- Monitor staff sickness absence, and have support meetings with them if any patterns emerge
- Conduct return to work interviews to support staff back into work
- Conduct exit interviews with resigning staff to help identify any wellbeing issues that lead to their resignation

### Role of senior staff

All senior staff are expected to:

- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
- Manage a non-judgemental and confidential support system for staff
- Monitor the wellbeing of staff through regular surveys and structured conversations
- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible

- Make sure job descriptions are kept up-to-date, with clearly identified responsibilities and staff being consulted before any changes
- Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives
- Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school
- Make sure that the efforts and successes of staff are recognised and celebrated
- Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
- Provide resources to promote staff wellbeing, such as training opportunities
- Promote information about and access to external support services
- Organise extra support during times of stress, such as Ofsted inspections
- Provide ongoing CPD opportunities to stretch, support and challenge staff members
- Supervision programme to support the safeguarding team

### **Role of Senior Teacher for Staff Wellbeing**

The Senior Teacher for Staff Wellbeing is Simran Jouhal. The role of the Senior Teacher for Staff Wellbeing is to:

- Work collaboratively with the headteacher and HR manager to review the annual staff survey questions and results
- Organise the staff Wellbeing Committee to ensure meetings take place regularly and purposefully with a clear agenda shared ahead of time and minutes to follow.
- Organise the weekly Wellbeing Wednesday e-mails with a range of useful content
- Present to governors on the progress of Staff Wellbeing and the committee
- Lead the annual staff forum, following with a 'you said, we did' approach
- Liaise with school leaders to support overall school wellbeing
- Create a calendar of events to share with all staff and monitor the engagement and impact
- Ensure staff feel heard and listened to

### **Role of HR Manager**

The HR Manager is expected to:

- Work collaboratively with the Headteacher and Senior Teacher to review the annual staff survey questions and results
- Ensure wellbeing is a core pillar in HR strategy and supports a positive work culture
- Write and review policies with staff wellbeing in mind
- To work with the Senior Teacher for Staff Wellbeing and Headteacher to find training and initiatives to broaden our wellbeing provision – such as the Mental Health First Aiders Qualification
- To keep up to date with employment legislation
- To lead and provide support across core areas of school life that impact on staff wellbeing including recruitment, training, CPD, Support Staff appraisals, policies and protocols
- To support Line Managers and Senior Leaders with performance management
- To sign post and liaise with employees regarding our wider wellbeing initiatives such as our Employee Assistance Programme and Occupational Health service
- To provide confidential advice and support to colleagues on employment related matters

### **Role of the governing board**

The governing board is expected to:

- o Make sure the school is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment
- o Monitor and support the wellbeing of the headteacher
- o Ensure that resources and support services are in place to promote staff wellbeing
- o Make decisions and review policies with staff wellbeing in mind, particularly in regards to workload
- o Be reasonable about the format and quantity of information asked for from staff as part of monitoring work
- o Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them

The school governor Resources Committee regularly seek communication to monitor and challenge the ongoing work of the school Wellbeing Committee.

## **13. Managing specific wellbeing and workload issues**

### **Annual Staff Open Forum**

Our Staff Open Forum takes place in the Summer Term. The Wellbeing Committee discuss with school leaders three to four key issues identified in school. These areas are then discussed openly and collaboratively with all staff and an opportunity to listen to their views and concerns and create a solution focused approach altogether.

The Staff Open Forum outcomes are then discussed with the Wellbeing Committee and school leaders to create a set of short term and long term changes. Following this, a 'you said, we did' approach is taken and all staff are shared the findings in this format.

### **Annual Staff Survey**

Staff Surveys have been completed at regular and timed intervals since the school opened. Securing opportunities for staff voice is at the heart of our school, to ensure that every staff member feels heard and part of further shaping our community.

The school seeks to survey staff at two points in the academic year, in autumn 2 and summer 2. The survey schedule has been disrupted over the past two years and this has led to variations in our survey structures, to meet the bespoke needs of our context. Two formal consistent survey points have not been embedded into our calendar. As a result, opportunities for the comparison and tracking of trends over time has been inconsistent.

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### **Staff Voice actions**

Following any staff forum, survey, or voice, school leaders in collaboration with the wellbeing committee complete the following:

We have chosen to take a phased approach to enable successful change:

- 1. Phase one: Exploration.** Further exploring the views of members to staff and school data/KPIs to help gauge a better understanding. This is owing to the short and closed nature of the questions initially asked. This will also involve viewing the results of the questionnaires within staffing roles in order to identify possible themes and trends. This will be supported by wider reading and research.
- 2. Phase two: To collaborate.** To collaborate with key stakeholders in the school to use the information gathered from phase one to help create an action plan. This may involve consultation from wider colleagues
- 3. Phase three: Action plan and policy.** A clear action plan is created with timelines identified and shared roles and responsibilities. This will be supported by the development of a Staff Wellbeing Policy.
- 4. Phase four: Implementation.** Implement changes made from the action plan. This may take place in the Summer term or later depending on the extent of change.
- 5. Phase five: Impact.** To review the impact from the changes. This will initially take place in the summer term two survey, as an interim measure, and then at the autumn 2 (the following year) survey, with other opportunities for feedback in between.

The school uses a 'You said, We did' structure to showcase the actions following staff voice suggestions.

#### **14. Monitoring arrangements**

This policy will be reviewed yearly by the Wellbeing Committee. At every review, it will be approved by the School Leadership Team and governing body.

#### **15. Linked Policies:**

- Appraisal policy
- Behaviour policy
- Teaching and Learning policy
- Staff code of conduct
- Staff Handbook
- Equality & Diversity Policy