



Staff Wellbeing Policy

For the following schools:-

St Philip Howard Catholic School

St Mary's Catholic Primary School

Annecy Catholic Primary School

St Joseph's Catholic Primary School

This Policy has been approved and adopted by the
Bosco Catholic Education Trust.

Approved:

July 2018

For review:

July 2021

Staff Well-being Policy

The Governors at each school in the Trust have a duty to ensure the health, safety and welfare of its employees as far as it is reasonably practicable. Staff well-being at work initiatives need to balance the needs of its employees with those of internal organisation policies. It is our duty to create an environment to promote a state of contentment which allows our employees to flourish and achieve their full potential for the benefit of themselves and our organisation.

We are also required to have in place measures to mitigate as far as possible, practicable factors that could harm employees' physical and mental well-being, which includes work-related stress. The duty extends only to those factors, which are work-related and within the School's control.

Definition of work-related stress is 'the adverse reaction a person has to excessive pressure or other types of demand placed on them'. There is an important distinction between 'reasonable pressures', which stimulate and motivate and 'stress' where an individual feels they are unable to cope with excessive pressures or demands placed upon them by their employee or organisation.

Statement of Intent

This policy recognises that there are many sources of work-related stress and that stress can result from the actions or behaviors of managers, employees or students.

It is acknowledged that if 'stress' in the work place is not properly managed, poor health and well-being, lower productivity and increased sickness absence can ensue.

Governors, the Headteacher and the school's senior leadership team acknowledge the potential impact that work has on an individual's physical and mental health, and that there is a persuasive business case as well as a moral and legal duty for taking steps to promote employee well-being as far as reasonably practicable. The Trust is committed to fostering a culture of co-operation, trust and mutual respect, where all individuals are treated with dignity, and can work at their optimum level. Work-related stress has a negative impact on employees' well-being and that it can take many forms and so needs to be carefully analysed and addressed at an organisational level.

There are five domains of well-being:

Domain	Elements	Examples of well-being activities/initiatives
Physical	Physical health	Exercise programmes, healthy menu options, health education and awareness, health checks
	Mental health	Work-life balance targets, conflict resolution training, relaxation techniques
	Working environment	Chill-out areas, ergonomically designed working areas, ecologically sound design
	Physical safety	Personal safety training, safe equipment, safe working practices
	Accommodation	Homeworking, health and safety

Values	Ethical standards	Values-based leadership, corporate governance, ethical investment, probity e.g. gifts/hospitality
	Diversity	Equal opportunities, valuing difference, cultural engagement
	Psychological contract	Job satisfaction, employee commitment, negotiating change
	Spiritual expression	Recognition of employees' religious and spiritual values and beliefs
Personal development	Autonomy	Team consultation and decision-making, management by targets
	Career development	Mentoring, guidance, self-awareness, mid-career audits, career breaks and sabbaticals, coaching
	Lifelong learning	Access to learning, technical and vocational learning
	Creativity	Innovation and creativity workshops and awards
Emotional	Positive relationships	respect agenda, assertiveness, team-building
	Resilience	Resilience-building groups, self-awareness training, compassion/mindfulness groups
	Emotional intelligence	Emotional intelligence assessment and training, anger management
	Social responsibility	Community activity, recycling, energy-saving, pollution prevention, public transport
Work/organisation	Change management	Consultation, involvement, change-readiness training
	Work demands	Risk assessments, person/ job fit
	Autonomy	Control, whistleblowing, risk-taking
	Job security	Working hours, shift-working, redundancy policy

The Staff Well-being policy sets out how the Governors of the school will promote the well-being of employees by:

- Creating a working environment where potential work-related stressors as far as practicable are avoided, minimised or mitigated through good management practices, effective Human Resources policies and staff development.
- Increasing managers' and employees' awareness of the causes and effects of stress.
- Developing a culture that is open and supportive of people experiencing stress or other forms of mental ill-health.
- Developing the competence of managers through the Knowledge, Skills and Behaviours framework, so that they manage staff effectively and fairly.
- Engaging with staff to create constructive and effective working partnerships both within teams and across the school.

- Establishing working arrangements whereby employees feel they are able to maintain an appropriate work life balance.
- Encouraging staff to take responsibility for their own health and well-being through effective health promotion programmes and initiatives.
- Encouraging staff to take responsibility for their own work and effectiveness as a means of reducing their own stress and that of their colleagues.

Responsibilities for implementing the Staff Well-being policy

The Governors, Headteacher and Senior Management Team will:

- a) Support steps taken to develop a culture of co-operation, trust and mutual respect within the school.
- b) Champion good management practices and the establishment of a work ethos within the School, 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'.
- c) 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 at both a school-wide and departmental level.
- d) Encourage initiatives and events that promote health and well-being.

Middle Leaders will:

- a) Treat individuals reporting to them with consideration and dignity, and promote a culture of mutual respect in the teams they manage. They will not permit unacceptable behavior and will take decisive action when issues are brought to their attention.
- b) Ensure that there is good communication within their team and there are opportunities for individuals to raise concerns about their work, seeking advice from the Business Manager at an early stage where concerns are raised.
- c) Attend training as appropriate in order to increase awareness of the causes and effects of work-related stress.
- d) Co-operate with the Business Manager and Health and Safety representative to ensure that risk assessments are undertaken for roles or working practices that may give rise to work-related stress.
- e) Encourage staff to participate in events and initiatives undertaken by the school to promote well-being and more effective working.

Employees will:

- a) Treat colleagues and all other persons with whom they interact during the course of their work with consideration, respect and dignity.

- b) Co-operate with the School's efforts to implement the Well-being policy, attending briefings and raise their own awareness of the causes and effects of stress on health.
- c) 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.
- d) Take responsibility for their own health and well-being by adopting healthy lifestyles.
- e) Take responsibility for their own development skills as one of the means to enable them to work effectively in their team and so reduce the risk of stress.
- f) Take responsibility for working effectively in their assigned roles, thus helping to avoid causing stress to their colleagues

The Business Manager will:

- a) Provide advice to managers of staff and employees on best practice in relation to human resource management, developing policies and procedures as required.
- b) Ensure that there are arrangements in place for communicating the content of the School's human resource management policies, procedures and toolkits to managers and staff.
- c) Develop arrangements to enable managers and staff to achieve the necessary competencies in relation to the good management practices set out in the Knowledge, Skills and Behavior's framework.
- d) Ensure there are arrangements in place to support individuals experiencing stress, referring them to the School's Occupational Health advisers where appropriate.
- e) Ensure there are arrangements in place to support managers experiencing problems with employee performance.
- f) In conjunction with staff development, co-ordinate appropriate training and briefings to increase awareness of the causes and effects of work-related stress among managers and other employees.
- g) Collate management information, which will enable the School to measure its performance in relation to stress management and employee well-being, such as:
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 - Sickness absence data
 - Staff turnover, exit interviews
 - Number of self-referrals to the counselor service
 - Number of referrals to the Occupational Health Contractor
 - Number of grievance and harassment cases
 - Seek the views of employees on the effectiveness of the school's Well-being policy and stress management arrangements using staff surveys and other appropriate questionnaires

Health & Safety Representative will:

- a) Ensure that the Well-being policy is kept under review and updated as appropriate, under the remit of the Governors and Senior Leadership Team.
- b) Develop an institution level risk assessment based on the Health and Safety Executive's 'Management Standards for Work-related Stress'.

Risk Assessment – Institution-wide level

- a) At an institution-wide level, a risk assessment will be developed to establish whether the school's policies and procedures are sufficient to enable compliance with the HSE's 'Management Standards' in relation to the management of work related stress.
- b) Where gaps in arrangements are identified, the Health & Safety Representative will consult with Governors the Headteacher and Business Manager and any other relevant departments, so that the necessary action can be taken to address any shortcoming in policies and procedures.

Risk assessment – Departmental level

- a) Where problems arise at departmental level, a risk assessment will be undertaken by the relevant manager. The Health & Safety Representative will produce a checklist template for managers to use for this purpose.
- b) When risk assessments are undertaken at a departmental level, the employees working in the area which is subject to the risk assessment will be consulted. Any safety representative appointed by recognised Trade Unions under the provisions of the Safety Representatives and Safety Committee Regulations 1977 representing employees working in the area covered by the risk assessment will also be consulted.

The Governing Body will:

- a) Act as the main focus group for consulting on the effectiveness of the well-being policy and the measures taken to implement it, developing questionnaires in relation to well-being and work-related stress and validating findings of institution level risk assessments.
- b) Monitor the implementation of the Well-being policy and the operation of associated arrangements such as a staff counselling service.
- c) Review the policy every three years following feedback from staff surveys, management information provided by the Business Manager and the findings of stress risk assessments, and in consultation with staff and other appropriate bodies.

Arrangements for implementing the Well-being policy and stress prevention through good management practices

These include the following:

- Recruitment and selection procedures.
- Clear job descriptions and person specifications to ensure that the 'right' person is recruited for the job.
- Formal accreditation such as Investors in People.
- Agreed knowledge, skills and behaviours for managers, to be cascaded through to all levels of management and supervision.
- 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 and 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.
- The arrangements will be updated and augmented as required and when deemed necessary by the findings of stress risk assessments.

Consultation

- a) The Governors and school will consult with its employees on the Well-being policy and measures taken to implement the policy through the Resource committee.
- b) Staff surveys will be used to gather feedback on the Well-being policy.
- c) The views of individuals will be sought in areas or teams subject to local stress risk assessments.

Monitoring and reviewing the Well-being policy

- a) The Well-being policy will be reviewed every three years by the Resource Committee and in conjunction with the Business Manager and Headteacher.
- b) A report will be made to the Resources Committee, which will approve any revisions or amendments to the policy for recommendation to the Full Governing Body.

Appendix

Knowledge, Skills and Behavior's framework.

<http://www.hse.gov.uk/research/rrpdf/rr553.pdf>

<http://www.mindtools.com/pages/article/being-effective.htm>

Management Standards for Work-related Stress

<http://www.hse.gov.uk/stress/standards/>

Trade Unions under the provisions of the Safety Representatives and Safety Committee Regulations 1977

<http://www.hse.gov.uk/involvement/1977.htm>

Helpline dedicated to school teachers and staff in FE and HE

<http://teachersupport.info/>

<http://www.investorsinpeople.co.uk/>