



Staff Wellbeing policy

Arbour Academy

Person responsible	Julie Owen Headteacher
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Review cycle	Annually
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Introduction

Arbour Academy recognises that its staff are the most important resource and are to be valued, supported and encouraged to develop personally and professionally within a learning and caring community.

There is a relationship between healthier more positive staff, pupil achievement and the continuous improvement of the Arbour Academy .

There are employer duties to staff that require sensitive staff policies and practice.

The purpose of this policy is to provide a document that embraces the many Arbour Academy practices that support staff health and wellbeing, to minimise harm from stress and ensure that there is cohesion and progress in working towards the health and wellbeing of all staff.

Guidelines for implementation

The SLT and the Governing Body will: -

- Work towards a whole academy ethos where all staff are valued; where respect and honesty are the cornerstones of all school relationships.
- Provide personal and professional development such as team building, management of change, stress management, assertiveness, communication, compassionate listening, resilience and good classroom practice.
- Provide a range of strategies to give all staff a voice in the academy's decision-making processes.
- Operate sensitive Performance Management linked to clear job specifications.
- Provide extra support from the SLT at times of particular stress, e.g. Ofsted, CP cases.
- Provide a non-judgmental and confidential support system, e.g. mentors, the school counsellor and EFS champions.
- Promote information about and access to supportive services via Occupational Health.
- Provide staff with a sense of safety and the confidence to deal positively with stressful incidents.
- Review the demands on teachers, support staff and administrative staff via the Academy Improvement Plan.
- Respond sensitively and flexibly to external pressures that impact on staff lives whilst ensuring the efficient running of the academy
- Maintain contact with staff when they are on long term absence.
- Maintain positive staff-pupil relationships to ensure an effective teaching and learning environment.

The school will use this Wellbeing Policy as an effective and live document to assess the impact of staff wellbeing, ensuring that:

- Leaders are positive role-models
- Decision making processes are shared with, clearly understood and supported by staff.
- Opportunities are provided for all staff to socialise and relax with each other.
- New staff are supported with an appropriate level of induction via a flexible mentor system.
- An open and listening leadership system is in place to respond quickly and appropriately to problems.
- A welcoming culture exists throughout the school which is sensitive to diversity.
- Staff facilities and accommodation are adequate for the needs of all.
- Staff absence is monitored regularly, fairly and systematically in accordance with Salford's guidelines.

Practical actions to support existing staff

- Class teachers and curriculum leaders are available to organise informal meetings with all staff if required.
- Staff receive advice and guidance on Performance Management and directed time by a designated and appropriate member of staff

Practical actions to support new staff

- Regular sessions are organised with line managers.
- Review sessions are held with the SLT when applicable.

Practical actions to support new roles

- Decide who will be the supporting person for the new role
- An initial discussion of roles
- Introduction/visit to the academy
- 1:1 support
- Review interview with supporting person when applicable.

Examples of good practice

- Limits are placed on staff time in the academy – SLT set the example for others to follow.
- Out of the 5 inset days 2 are protected for staff wellbeing (including a nourishing activity chosen by individual staff), 1 is for Safeguarding training and 2 are assigned according to staff needs (e.g. Team Teach)
- Staff attend a short pupil debrief 5 mornings a week, one of which is extended to support professional development.
- Staff are informed in advance of training and focus for staff meetings via the calendar.
- Time is provided for subject leaders and SLT to complete major tasks.
- Staff meetings include standing items to review and update progress.

- Time is set aside for work planning and sampling.
- Network meetings are arranged to support staff across the authority.
- Hot drinks are provided free of charge to staff as a goodwill gesture.
- There are regular opportunities for staff to declutter and better organise the learning environment
- Staff in roles requiring lots of emotional capital have access to supervision

When problems arise:

- The academy provides support and discusses options appropriate to the circumstances. In some cases, this may include external support such as Occupational Health. The academy continues to support even when external services are involved.
- The outcome of stressful or violent incidents from pupils will be considered in the academy's response.
- During such times, the academy seeks to maintain the confidentiality, rights and dignity of staff involved.
- In managing absence due to ill health, the academy follows the KAT procedure and implements risk assessments regarding health needs. We work with KATs HR team in such cases.
- The Attendance Management Policy lays out the support the academy offers in terms of staff wellbeing during and following absence including return to work support, phased returns, Occupational Health referrals and risk assessments.