

JMHS Staff wellbeing policy



Approved by:	Full Governing Board	Date: 22/03/22
Last reviewed on:	N/A	
Next review due by:	March 2025 This policy will be reviewed every three years or in the case of a significant learning incident.	

Overview

We want JMHS to be the best place that it can be for all members of our school community. Staff are the foundations for success at our school and whilst working in a school brings a range of rewards, we recognise that working in a comprehensive secondary school also brings a range of challenges.

We want every person at JMHS to feel valued and play a role in contributing to our vision of excellent and enjoyable learning for all. It is therefore important that all staff and governors understand the roles they play in making JMHS the best place it can be for all staff. All staff at JMHS are entitled to appropriate support and consideration from their colleagues, leaders and governors.

1. Aims

This policy aims to:

- › Support the wellbeing of all staff to avoid negative impacts on their mental and physical health.
- › Provide a supportive work environment for all staff.
- › Acknowledge the needs of staff, and how these change over time.
- › Allow staff to balance their working lives with their personal needs and responsibilities.
- › Help staff with any specific wellbeing issues they experience.
- › Ensure that staff understand their role in working towards the above aims.

2. Promoting wellbeing at all times

2.1 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.
- › Be mindful of their colleagues and support by providing practical assistance, emotional reassurance, signposting to support or ensuring that appropriate staff are made aware of any concerns.
- › Report honestly about their wellbeing and let other members of staff know when they need support.
- › Contribute positively towards morale and team spirit.
- › Share ideas and opportunities that promote staff wellbeing with line managers and senior leaders.

2.2 Role of line managers

Line managers are expected to:

- › Maintain positive professional relationships with their staff and value them.
- › Ensure that they facilitate regular one to one line management meetings at least once per working fortnight. Whilst these meetings focus on school priorities, wellbeing must always be considered as a routine component in line management meetings.
- › Provide a non-judgemental and confidential support system to those they line manage. They must ensure that any concerns around staff wellbeing are appropriately acted upon.
- › Take any complaints or concerns seriously and deal with them appropriately using the relevant 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.
- › Help to arrange personal and professional development training where appropriate.
- › Monitor staff sickness absence for those they are responsible for, and have support meetings with them if any patterns emerge.
- › Keep in touch with staff they line manage if they are absent for long periods and conduct return to work interviews to support staff back into work.

2.3 Role of senior staff

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 appropriate strategies which could include for example structured conversations, informal check ins and anonymous staff surveys.
- › Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring.
- › Routinely review the demands on staff and consider effective alternative solutions wherever possible and relevant.
- › Listen to the views of staff and involve them in decision-making processes.
- › Communicate new initiatives effectively with all members of staff to ensure they understand why the change is being enacted and how the impact of change has been considered.
- › Make sure that the efforts and successes of staff are recognised and acknowledged.
- › 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, and facilitate access to external support services if required.
- › Organise extra support during times of stress, such as Ofsted inspections.
- › Ensure that any complaint is professionally and responsibly handled in line with the relevant policy.

The current member of SLT who co-ordinates staff wellbeing strategies is Andy Collard. The current staff mental health wellbeing champion is Julie Kyle.

2.4 Role of the JMHS HR Manager

- › Liaise with line managers regarding staff absence to ensure they are aware of any patterns of absence that could require additional support.
- › Monitor staff sickness absence, and ensure line managers hold support meetings with them if any patterns emerge.
- › Ensure relevant guidance is given to line managers if support meetings are required.
- › Conduct exit interviews with resigning staff to help identify any wellbeing issues that lead to their resignation.
- › Ensure all staff are aware of the relevant policies and practices surrounding staff wellbeing.

2.5 Role of the governing body

The governing board is expected to:

- 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.
- Monitor and support the wellbeing of the headteacher and school leaders.
- Ensure that resources and support services are in place to promote staff wellbeing.
- Make decisions and review policies with staff wellbeing in mind, particularly in regards to workload.
- Be reasonable about the format and quantity of information asked for from staff as part of any monitoring work or governor meeting.
- Ensure that staff are clear about the purpose of any work required from them by governors.

The current link governor for staff wellbeing is Alison Jones.

3. Managing specific wellbeing issues

The school will support and discuss options with any staff that raise wellbeing issues, such as if they are experiencing significant stress at school or in their personal lives. Where possible, support will typically be given by line managers or senior staff. If it is felt that another member of staff would be more appropriate and effective then requests for a different member of staff will be given due consideration.

It is important to note that examples listed below are not exhaustive. Each case will be supportively and sensitively handled as a bespoke situation. Some examples of support could include:

- Giving staff time off to deal with a personal crisis or to attend a significant family event.
- Arranging external support, such as counselling or occupational health services.
- Completing a risk assessment and following through with any actions identified.
- Reassessing workload and deciding what tasks to prioritise.
- Phased return following period of absence.
- Support from the mental health first aider.
- Counselling through Zurich insurance at no cost to the individual.

At all times, the confidentiality and dignity of staff will be maintained.

4. Monitoring arrangements

This policy will be reviewed by the Personnel and Welfare committee within the agreed timescale. Following their scrutiny, it will be sent to the full governing board for approval. Whilst the policy is due for approval every three years, any significant event relevant to the policy will be subject to a learning review and could result in an update to the policy as required.

5. Links with other policies

This policy is linked to our:

- Appraisal policy
- Behaviour policy
- Life at JMHS

- Staff code of conduct
- Communication policy

APPENDIX A JMHS staff well-being strategy

This document provides a summary of some of the strategies we use to support staff. These strategies will amend and develop over time as we continually strive to meet the challenges of an ever-changing educational landscape. The document should therefore be seen as a statement of intent that every person at JMHS is valued and plays a role in contributing to our vision of excellent and enjoyable learning for all.

Reducing and managing workload is achieved by

1. Ensuring that after school meetings are typically no more than once per week for staff with unnecessary meetings avoided. Events are held typically on a Thursday night so that only one day remains in the working week following a later finish.
2. Ensuring that meetings are purposeful and typically a clear and focused agenda presented in advance by the person leading the meeting.
3. A purposeful training afternoon each half term with an early student finish. The meeting is focused on curriculum priorities for each Faculty and assists with completing key tasks such as curriculum development.
4. A reduction in the previous frequency of marked feedback and simplification of staff responses to student work in order to make marking more purposeful and informative.
5. Marker feedback permits use of student feedback as opposed to reliance purely on staff feedback.
6. For key events such as VI Open Evening and Open Evening, Faculties are encouraged to divide staff so that attendance at events does not repeatedly fall on staff wherever possible.
7. In order to reduce workload for reporting comment banks have been established. Only one full written annual report is required for each year group.
8. No expectation for staff to produce formal lesson plans.
9. Continued development of centralised resources for subject lessons so there is less time required on teachers preparing individual resources.
10. Purchase of strategies such as GCSEPod that deliver homework and self-assessment with minimal input from teachers.
11. We are developing regular staff wellbeing surveys that have been created by experts in the field. These surveys will be analysed and key points shared with staff.

Developing staff

1. Providing development opportunities for future middle and senior leader applications. Many staff have therefore achieved promotions either at JMHS or externally on account of this support.
2. Coaching for colleagues to provide a supportive and professional approach.

3. focused Inset programmes to minimise breadth of Inset topics in order to help develop staff confidence.
4. Life at JMHS is used as a single point of reference for JMHS procedures.
5. New staff have a clearly defined induction programme.
6. Adoption of National College Inset database to ensure equity of access to high quality CPD that minimises impact on colleagues.
7. Training and developing Julie Kyle as the JMHS staff mental health first aid champion.

Fostering a collegiate ethos

1. Regular lesson presence from the Headteacher and Deputy Headteacher to ensure that staff are well supported and that students are adhering to the JMHS ethos.
2. Paying staff to run holiday exam preparation sessions in recognition of additional work.
3. ESLT and HLTA's are used to cover lessons as much as possible so that there are very rarely any requests for staff to cover.
4. ESLT all teach which assists with ensuring school leaders understand the requirements of the core purpose of the job but this also helps support the spread of teaching load.
5. Grading from lesson observations have been removed and replaced with a much more supportive and informative review designed to show areas of strength as well as providing useful direction as to how improvements could be made.
6. Clearly defined line management with regular meetings focused on SDP priorities. Mid-year appraisal reviews designed to provide professional and informative feedback.
7. Providing events and activities where possible to focus on team building and a sense of fun such as staff competitions, secret supporter strategy, staff badminton, yoga and rounders. Any suggestions for future events are always welcomed.

Supporting student needs

1. An On Call system that uses suitably skilled and experienced staff who support teaching by assisting with issues causing concern. This system makes the best use of available resources allocated. Whilst there are occasions where there is a restriction on immediate availability, we will always try our best to support staff with removal of students where required in the shortest possible time.
2. Significant additional funding for pastoral support to ensure wide ranging pressures are managed effectively and to take pressure off staff as much as possible. The development of The Hub and Behaviour Recovery Room are examples of this.
3. Buying in external support to help our most vulnerable students that can take up significant time for colleagues.

4. Developing and sharing student strategy guides to assist staff in supporting our most challenging students.

Responding to individual needs

1. Providing paid leave for staff facing challenging circumstances far in excess of statutory requirements.
2. Paying for a free 24/7 counselling service through DAS.
3. Allowing staff to attend personal or family events.
4. Requests for flexible or part time working arrangements will always be considered. Where these fit in with the effective running of the school they are typically granted.
5. Whilst we appreciate that staff try to take medical appointments out of work hours, we will ensure that where this is unavoidable staff will be fully paid.

Ensuring effective communication

1. Frequent and meaningful staff briefings and communications.
2. Use of staff surveys to explain key proposed future actions and to better understand views and needs of staff.
3. Provision of half termly Faculty afternoons to discuss and share best practice and to develop the curriculum through collegiate planning.
4. Development of JMHS Microsoft Staff Team section.

Supporting leaders

1. Implementation of effective leadership development programmes e.g. NPQML and ESLT secondment opportunities.
2. Established consistent line management schedule for SLT line managers.
3. Middle Leaders programme regularly meeting and focused on SDP priorities.
4. Facilitating opportunities for flexible working when responding to key projects or tasks.

These are examples of the many strategies we employ to make JMHS the best place it can be for staff. We fully understand and appreciate the wide array of demands and challenges that working in a comprehensive secondary school brings. We always welcome suggestions as to how the staff well-being strategy can be further strengthened.