



Baldwins Gate CE Primary School

# Staff Mental Health and Well-being Policy

Date of review	May 2022
Chair of Governors	Fiona Boulton
Headteacher	Leanne Lowndes
Date of next review	May 2024

The School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

# Staff Mental Health and Well-Being Policy

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## **1. Statement of Intent**

Baldwins Gate CE Primary School aims to ensure staff are supported and encouraged to develop personally and professionally. We recognise that staff well-being is important to ensuring a positive ethos for the whole school community.

As a Christian School which embraces as its motto:-

*Love is patient, love is kind.  
It always protects, always trusts, always perseveres.  
Corinthians 13*

Baldwins Gate CE School strives to reflect this ethos as an employer and in its relationship with staff at all times, therefore the mental health and well-being of each individual is of immense importance and we strive to be as supportive as possible at all times and reflect our Christian ethos in our policy.

Staff Well-Being Statement:

*To feel comfortable in expressing feelings and concerns in a non-judgemental environment, safe in the knowledge you will be listened to with understanding and empathy.*

## **2. Aims of the policy**

- To develop and maintain a motivated workforce who are able to deliver a high standard of education to all pupils.
- To help ensure that our school promotes the health and well-being of all staff members, recognising the impact work load can have on employees' stress levels, mental and physical health.
- To recognise that the demands of the job can be detrimental to staff health and well-being.
- To communicate the importance of a work-life balance to all staff, and to ensure that all policy updates are communicated regularly.
- To recognise that external pressures may affect the lives of staff members and be sensitive to these issues when considering work load and day-to-day school life.
- To improve staff development, co-operation and teamwork by creating effective leaders.

- To recognise the role of the Change Team and communicate ideas/suggestions to them on a regular basis.
- To make staff members aware of the channels which can be used to manage and deal with stress or work related health and well-being issues.

### **3. Roles**

#### **The governing body:**

- Will take overall responsibility for implementing this policy and ensuring that staff enjoy a reasonable work-life balance.
- Will ensure that clear procedures are in place that will minimise the levels of stress caused to staff when following formal procedures such as the Capability or Disciplinary Policy.
- Will meet with the senior leadership team on a regular basis to discuss the well-being of staff within school.
- Will review the demands on staff, and seek practical solutions wherever possible.
- Will provide personal and professional development such as stress management, team building, etc.

#### **The Headteacher:**

- Will ensure that all staff enjoy a reasonable work-life balance and lead by example in this regard.
- Will support the governing body in ensuring that strategies are implemented to effectively manage and, where necessary, reduce employee stress.
- Will adopt school policies and provide clear guidance regarding time-off for public or trade union duties, or for personal reasons. For further information refer to Staffordshire County Council's Managing Attendance at Work Policy (adopted by school).
- Will ensure that there is clear communication between staff and management with regards to all areas of school life via briefings, emails and staff meetings.
- Will create reasonable opportunities for employees to discuss concerns, and will enable staff to do so in an environment where stress is not considered a weakness.
- Will ensure that all staff are aware of and trained in-line with the school's priorities and offered opportunities for development.
- Will monitor and review any measures that are planned, and assess their effectiveness.
- Will conduct risk assessment for work-related stress in consultation with senior staff, where stress has been the reason for staff absence.
- Will make individual interventions such as short-term rehabilitation and return to work plans, and longer-term reasonable adjustments to work.

#### **Staff members**

- Will make themselves aware of the school's Staffordshire County Council adopted policies - Harassment and Bullying, Capability Procedures, Code of Practice for Managing Attendance at Work
- Will be given the opportunity to assist in the development of good practice.
- Will ask their Line Manager for help or support if required. This includes understanding that a good relationship requires communication from both parties and so it's important that issues are raised at the earliest possible moment so that effective strategies can be put in place to manage workloads.

- Will identify opportunities for development and take advantage of those offered by the school.
- Will apply for any requests for leave of absence in advance and be honest about sickness absence leaves.
- Will be given the opportunity to share their views, feelings and ideas about all issues concerning the school.

#### **4. Actions to support new staff**

- All staff will be given a school orientation by the Headteacher.
- All new staff will receive the staff induction pack/staff handbook. This will continue to include all important policies, or their location, and will include this policy on health and well-being.
- All staff will be made to feel welcome and given as much support as required.
- All staff are to be issued with a name badge.
- At the end of the first week of employment, new staff will have a review with a senior member of staff.
- All new staff will have a 3-month review interview with their Line Manager. Additional reviews may be scheduled at 6-months and/or a year.

#### **Practical actions to support staff in new roles within school**

- Decide who will be the supporting person for the new role, this role will be offered to a range of different staff members to help more experienced staff with career progression.
- Hold an initial discussion of roles.
- Hold visits to school/class or environment of new role.
- Establish a pattern of coaching.
- Hold an end-of-first-week review with supporting person.
- Provide 1:1 support for new tasks.
- Hold a 3-month review interview with supporting person.

#### **5. Procedures for handling issues of well-being**

- The Senior Leadership Team must encourage the creation and maintenance of an atmosphere where all staff members feel comfortable asking for help or raising concerns. The Senior Leadership Team should be sensitive to any problems which may cause the employee stress-related issues and should act in a professional, fair, consistent and timely manner when a concern arises.
- Where additional, professional advice is required, the school has contacts with Occupational Health Professionals and Human Resource experts and these avenues should be utilised.
- Ensure staff are aware of organisations such as Think Well and are able to make referrals where necessary.
- The school will provide support to any employees facing high-levels of stress in the workplace, as well as other work-related issues which are having/have the potential to have negative impacts on the staff member's health and well-being. The various options for dealing with such issues should be discussed with staff members where appropriate. In some cases, this may include external support such as the teacher helpline or support from the Local Authority e.g. Counselling, Think-Well

- During this time, the school will ensure that at all times the staff member's privacy and dignity is respected. This means maintaining confidentiality, upholding the employee's rights and dealing with the employee with tact and sensitivity.

**6. Procedures to promote staff well-being**

- Communication via morning staff briefings. Weekly staff meetings, Key Stage or team meetings, emails.
- Continuing professional development for all staff.
- All staff encouraged to contribute to the School Development Plan.
- All staff invited to INSET days.
- Staff Room to relax, work and support colleagues.
- Administrative staff are to support the wider workforce.
- Consultative staff meetings held once a term to give staff the opportunity to voice concerns and to have their views sought.
- Staff Well-Being suggestions box to be available in staff room for all staff to make suggestions.

## Stress Risk Assessment Template

Area:

Date:

Work Team:

Job or Work Activity being assessed:

<b>Who might be harmed?</b>	<b>Service Staff/ School Staff/ Team Staff</b>
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<b>LIST THE HAZARDS/ STRESSORS</b>	<b>PROBLEMS IDENTIFIED</b>	<b>POSSIBLE SOLUTIONS</b>	<b>Action Taken/ By whom?</b>	<b>Done Y/N</b>
A. Demand issues.				
Stressors: Work Overload; Long Hours; Inadequate staffing;		<ul style="list-style-type: none"> <li>• Prioritise tasks;</li> <li>• Look at jobs design and working practices;</li> <li>• Check leave is being taken;</li> <li>• Cut out unnecessary work and communications;</li> <li>• Enable individuals to plan their own work.</li> </ul>		
Inappropriate qualifications &/ or experience for job; Over promotion; Skill set not suitable for current role.		<ul style="list-style-type: none"> <li>• Must ensure at interview that successful candidate has appropriate skills;</li> <li>• Ensure that training &amp; development is assessed, and actions taken to cover gaps (training needs evaluation);</li> <li>• Monitor workplace policies in practice: discrimination.</li> </ul>		
Boring or repetitive work; Too little to do.		<ul style="list-style-type: none"> <li>• Job rotation/ role review;</li> <li>• Assess workstation (work environment) and work practice for possible solutions;</li> <li>• Increase the variety of tasks, give group/ team greater responsibility for organising work.</li> </ul>		
Inadequate resource for tasks.		Analyses requirements for projects/ tasks: <ul style="list-style-type: none"> <li>• Equipment;</li> <li>• Staffing;</li> <li>• Priorities;</li> <li>• Deadlines.</li> </ul>		
Employees experiencing excessive workloads; Employees working under excessive pressure.		Review workload and demands regularly and as an integral part of the performance management process. Support staff in planning their work, and try to establish what aspects of their job they find challenging. Redistribute work or set different work priorities if staff not coping		

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<b>B. Control issues.</b>				
Not being able to balance the demands of work and life outside work.		<ul style="list-style-type: none"> <li>• Encourage a health work-life balance;</li> <li>• Ensure staff take all their allocated holiday allowance and distribute it fairly across the year (up to 5 days can be taken over);</li> <li>• Managers to be aware that some staff require more frequent contact/ reassurance;</li> <li>• Identify where management control is excessive (e.g. not respecting off duty time), and make changes.</li> </ul>		
Rigid work patterns and breaks; Fixed deadlines occurring in different parts of the year; Lack of control over work.		<ul style="list-style-type: none"> <li>• Flexible working to assist – Timelord;</li> <li>• Consult with staff to allow them to influence the way the jobs are done, and what the real deadlines are and what the priorities are.</li> </ul>		
Conflicting work demands.		<ul style="list-style-type: none"> <li>• Set realistic deadlines for tasks (S.M.A.R.T);</li> <li>• Take into account that team individuals may be different, and try to allocate work so that everyone is working in the way that they work best;</li> <li>• Be clear about tasks required.</li> </ul>		
<b>C. Support issues.</b>				
Return to work system; Sickness & absence management; Lack of Managerial support through emotional demanding work;		<ul style="list-style-type: none"> <li>• Policies and systems in place, monitored and consistently applied, e.g. Counselling offered;</li> <li>• Measure trends and changes;</li> <li>• Investigate variations;</li> <li>• Check management skill &amp; assess training needs;</li> <li>• Ensure people have the support they require and access to any specialist advice.</li> </ul>		
Induction.		<ul style="list-style-type: none"> <li>• New staff properly inducted, existing staff transferring or promoted or returning to work after long absence also to be inducted – manager training;</li> <li>• Mentoring roles;</li> <li>• DDA adjustments in place, reviewed and checked.</li> </ul>		

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Post disciplinary		Support staff as appropriate - regular practice.		
<b>D. Relationships issues.</b>				
Poor relationship with others in Team; Staff complaints or rising absence trends.		<ul style="list-style-type: none"> <li>• Investigate causal factors, e.g. ...</li> <li>• Provide training in interpersonal skills, non-discriminatory rules &amp; workplace conduct standards;</li> <li>• Discuss the problem openly with individuals;</li> <li>• Follow complaints procedure;</li> <li>• Checking management skills and assess training needs.</li> </ul>		
Bullying or confrontational communications style.		<ul style="list-style-type: none"> <li>• Encourage constructive &amp; positive communications between staff;</li> <li>• Managers should discuss &amp; address bullying and/ or confrontational communications styles with member of staff who display these behaviours;</li> </ul>		
Bullying, racial or sexual harassment.		<ul style="list-style-type: none"> <li>• Provide &amp; communicate Bullying &amp; Harassment Policy's to individuals;</li> <li>• Practice by example and make it clear what behaviours are not acceptable;</li> <li>• Provide details of empirical evidence: absence trends, complaints, etc</li> </ul>		
Lack of support or fear culture within, from management and co-workers		<ul style="list-style-type: none"> <li>• Support &amp; Encourage staff, protect them from reprisals;</li> <li>• Consider introducing a mentoring &amp; counselling scheme;</li> <li>• Investigate and take action as appropriate as soon as possible.</li> </ul>		
<b>E. Role (Job role) issues.</b>				
Clear lines of accountability & responsibility.		<ul style="list-style-type: none"> <li>• Ensure good communication systems exist and are in place from top to bottom;</li> <li>• Set management standards to ensure best practice in: clarity of job function, responsibility for staff management and welfare;</li> <li>• Make it clear to staff that management will try to ensure that their problems will be handled sensitively &amp; at the appropriate level of management.</li> </ul>		
Lack of communication and consultation.		<ul style="list-style-type: none"> <li>• Communicate clear business objectives;</li> <li>• Aim for good communication and close employee involvement, particularly during periods of change or high pressure.</li> </ul>		
A culture of blame when things go wrong, denial of potential problems;		<ul style="list-style-type: none"> <li>• Be honest, set a good example, and listen to and respect others;</li> <li>• Acknowledge and reward success.</li> </ul>		



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Failure to recognise success.				
A culture that considers stress a sign of weakness.		<ul style="list-style-type: none"> <li>• Approachable management which wants to know about problems &amp; will try to help resolve them.</li> </ul>		
An expectation that people will regularly work excessively long hours or take work home with them.		<ul style="list-style-type: none"> <li>• Avoid working excessively long hours;</li> <li>• Lead by example;</li> <li>• Check management skills &amp; assess training needs;</li> <li>• Schedule work in a way that allows recovery time after unavoidable busy periods.</li> </ul>		
<b>F. Change issues.</b>				
Fears about job security/grading; Poor communication – uncertainty about what is happening; Not enough time allowed to implement change; Inexperience/ fear of new technology; Lack of skills for new tasks; Not enough resource allocated for change process.		<ul style="list-style-type: none"> <li>• Provide effective support for staff throughout the process;</li> <li>• Consult with staff likely to be involved in change of management programme – fear and uncertainty can lead to increased anxiety, unfounded gossip, poor employment relationships and increased absence;</li> <li>• Getting together as a team can help people to feel less isolated with their concerns;</li> <li>• Ensure effective two-way communication throughout the process – staff should know what the process in &amp; timescales;</li> <li>• Consider training needs – do people have to tools and skills to effect change?</li> <li>• Consider changes in teams or work environment – a small change, e.g. a different positioning of desks, can have a major impact on communication and work relationships to help people not to feel isolated.</li> </ul>		

**Risk Assessment by:**

**Signature:** .....

Review Date	Assessor	Signature

