

Royal Borough of Kingston upon Thames

Green Lane Primary and Nursery School



Staff Wellbeing Policy

Introduction

Green Lane Primary and Nursery School (GLPNS) aspire to have students taught by staff who are happy, enthusiastic, fulfilled, motivated and physically well. The School aspires also to be a caring employer and the school's Governors believe this issue is so important that they have created a sub-committee (Welfare & Personnel committee) to focus specifically on supporting the leadership to manage well-being issues.

Staff well-being manifests itself in relation to work-life balance, positive relationships, recognition and feeling valued, opportunities to progress, caring community feel within the school, feeling part of the wider community, enjoyment of work, feeling that one is making a difference/job satisfaction, and the prevention of stress.

Policy Statement

It is the policy of GLPNS that in order to deliver the best possible educational experience for our pupils, we maintain an environment where the health and well-being of our staff is appropriately prioritised.

This policy is based on the following principles:

- Pupils will receive the best educational experience when they are taught by motivated, enthusiastic, happy and committed staff.
- It is important that staff provide healthy role models for the pupils.
- We are a caring employer who values our staff.
- We recognise the key role that taking care of our staff plays in retention of employees.
- We aim to build an open and supportive culture.

Responsibilities

All staff members share a responsibility for their own well-being and that of their colleagues. Leaders at every level will be proactive in seeking to address challenges identified.

The Senior Leadership Team is responsible for:

- Organising proper inductions for new starters, explaining the school's policies and code of conduct.
- Ensuring all staff members have up-to-date, regular training and that they are confident in their ability in order to sustain their passion and enthusiasm for the job.
- Conducting and implementing the recommendations of risk assessments.
- Having regular communication with staff members, encouraging them to be open when discussing their well-being.
- Monitoring staff members' workloads, ensuring staff aren't over-worked.
- Setting a good example.
- Properly managing sickness issues in line with the Managing Health and Attendance Policy.

Procedures

How to address wellbeing?

Staff members are encouraged to discuss well-being issues with the relevant leader.

If staff members have concerns about the well-being of a colleague they should discuss that concern with the colleague in a supportive way. If this is not successful in relieving the issue they should act as an advocate for their colleague and make the relevant leader aware of that concern so that further support can be offered.

How will well-being requests be addressed?

Leaders will discuss the reported issue with the staff member concerned and, where additional support is required, with senior leaders. Where staff can facilitate their own solution to their issue and need leadership endorsement of this plan they are encouraged to make provisional arrangements ahead of this discussion.

Outcomes

The Senior Leadership Team will seek to provide practical assistance to resolve issues within a suitable timescale, or provide access to CPD, or correctly signpost staff to the access point of other relevant services.

Guidance

1. Causes of poor well-being

- 1.1. The school recognises that individuals will react differently to difficult situations and that people might feel low from time to time. Because of this it is important that staff understand the different factors that may cause themselves or their colleagues concern.
- 1.2. The following sources of concern can often be attributed to work:
 - Over-working or work that doesn't match the employee's skills and ability
 - Fear of change and trying to cope with change, e.g. advancements in technology
 - Insufficient workload or not being able to use skills
 - Lack of job security
 - Poor relationships with colleagues and a lack of involvement
 - Harassment or bullying
 - Crisis management
 - No long-term plan in place
- 1.3. The school recognises staff can also experience anxiety outside of school, home and personal lives can also prove challenging; bereavement, separation, financial and family problems make people more vulnerable to pressures at work. It is common that a combination of stress at home and work can affect well-being.

2. Recognising when personal well-being or that of a colleague is low

- 2.1. In order to support colleagues, identifying the symptoms is very important. Someone may be suffering from one or more of the negative effects; however, they may not be stressed. When a difficulty persists over a longer period of time the indicators become more obvious and acute.
- 2.2. The school will strive to identify and deal with symptoms quickly in order to maintain a healthy work place.
- 2.3. All members of staff should be aware of the following symptoms:
 - Mood swings and consistently bad moods, such as feeling angry or depressed.
 - Low self-esteem, loss of confidence, feeling lonely, worthless or overwhelmed.
 - Attitude and behaviour, including low morale, feeling unmotivated, poor concentration, lower quality of work, bad timekeeping, difficulty concentrating.
 - Noticeable change in behaviours; using drugs, smoking, drinking more alcohol, eating disorders.
 - Low energy, including fatigue and tiredness.

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- Upset stomach, including diarrhoea, constipation and nausea.
- High blood pressure, heart disease and ulcers.
- Frequent colds and infections, due to a weakened immune system.
- Aches, pains and tension in joints and muscles.