

# Crestwood School and Sixth Form

## Staff Wellbeing Policy



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To be reviewed: September 2022

## **The Crestwood School Staff Wellbeing Policy**

The Crestwood School recognises that staff wellbeing is of paramount importance to maintain excellence and create a happy environment where all adults and children can flourish.

This document sets out our policy on encouraging and helping all staff members to actively place importance on their own wellbeing, so maintaining a healthy balance between their work and other interests and responsibilities in their life. It also considers ways in which we can seek to create a supportive environment for colleagues across the school.

### **Rationale**

- Mental and physical wellbeing are central to a happy and effective workforce.
- Staff wellbeing is a critical factor in maintaining positive working relationships with each other and with children, which are crucial for effective learning.
- A good work-life balance is central to staff effectiveness and satisfaction, and therefore student learning.
- Work-life balance is about helping staff combine work with their personal interests and commitments.

### **Wellbeing and work–life balance**

The Crestwood School accepts responsibility for the wellbeing of all our staff. Everyone must take responsibility for their own physical and mental wellbeing and their work–life balance. Central to staff wellbeing is good communication within the workplace, clear job roles and responsibilities alongside effective workplace support. An important element is the statutory responsibility that governors have with regard to the wellbeing and work–life balance of the head teacher. The head teacher, in turn, will have regard to the wellbeing and work–life balance of other staff. The senior leadership team will collectively take responsibility for ensuring that the wellbeing policy is correctly implemented and that staff wellbeing remains of paramount concern.

A wellbeing team of volunteers, including a lead member of the senior leadership team, will be responsible for meeting at least once a term to consider ways in which the wellbeing policy can be effectively implemented.

### **Key aims of the policy**

The school's policy is not an exhaustive list of strategies that happen every year. Whilst there are tangible strategies the aim of the policy is to create a framework that harbours a wellbeing ethos that permeates through the day to day running of the school. If successful then it should allow the following:

- To benefit our school and its staff in order to raise standards.
- To acknowledge that the needs of both our school and staff are not static but change over time.
- To acknowledge the need for school leadership teams (including the governing body), unions/staff representatives and staff to discuss workable wellbeing solutions.
- To value staff for their contribution to our school.

- To communicate wellbeing initiatives and practices to all staff in our school.

## **Strategies**

All staff within the school, including the head teacher and the leadership team, will be supported in attaining effective wellbeing and a balanced lifestyle so they can achieve their best at work and manage other areas of their lives effectively. Our strategies to support staff wellbeing and a balanced lifestyle will include:

- A clear identification of duties and responsibilities relating to individual staff roles, reviewed annually through performance management interviews, to aid them in the delivery of their work and managing the expectations of the job.
- A regular review of how effectively the school is considering the wellbeing of all staff to continually look at existing and new practices to make systems as efficient and time saving as possible.
- To provide a system for and encouraging efficient and effective working practices, and discouraging staff from working excessively long hours.
- All new initiatives will be examined by the Senior Management Team in the light of staff wellbeing (e.g. timetabling of whole-school enrichment weeks, coordination of administrative tasks leading up to parents' evenings, etc.).
- Providing suitable workplace facilities for breaks and relaxation.
- Developing ICT systems to enhance communications and enable people to access systems from home.
- To offer staff the opportunities to relax and enjoy each other's company (e.g. social events, fitness classes or creative activity classes)
- Effective induction for all new members of staff, experienced or newly qualified, including assignment of a buddy.
- To make staff aware that they have free access to the school counsellor.
- To make staff aware that they have free access to Health Assured (a workplace wellbeing provider).

## **Monitoring and evaluation of staff wellbeing**

The staff will be asked to regularly monitor their own wellbeing and to report any arising concerns to a member of the senior leadership team or to the member of staff who is responsible for carrying out the individual's performance review. If a member of staff is off work due to illness then the Invictus Return to Work policy is followed.

A staff wellbeing questionnaire will be carried out annually to audit staff wellbeing, highlight any areas of concern and provide data for setting targets to improve wellbeing. The governing body have a responsibility to ensure that the head teacher manages an acceptable work-life balance. This includes providing appropriate administrative and leadership support. The governors will regularly review their own practices with consideration to staff workload. The head teacher has a duty to monitor their own work-life balance, model good practice and report wellbeing concerns to the governing body.

The governing body will review wellbeing and work-life strategies annually.

