



'Learning together through love, friendship, forgiveness and faith.'

St. Michael's CE Primary

Well Being Policy

Approved by:	Claire Tracy	Date: 9/10/23
Last reviewed on:	Autumn 2023	
Next review due by:	Autumn 2024	

The emotional and physical wellbeing of all staff is important to St Michael's Primary School. At our school not only does every child matter but we also believe every person matters.

The actions within this policy have 5 key aims:

- To minimise the harmful effects of stress.
- To provide effective support for all staff.
- To help each individual to achieve an appropriate work-life balance.
- To take a positive and understanding approach to the management of stress in line with current good practice.
- To respect confidentiality.

As a school, we promote work life balance. We seek advice from outside support agencies such as occupational health. We have policies and procedures to deal with bullying, harassment and issues of personal safety. We seek opportunities to care for the staff through initiatives and through discussions within performance and development reviews.

We have an annual staff well being survey; please see the appendix for examples.

The main part of this policy is based around the Health and Safety Executive Management Standards. Each section responds to a standard and how the school carries out its duty of care.

Demands

The Standard states that “Employees indicate that they are able to cope with the demands of their jobs and systems are in place locally to respond to any individual concerns”.

Within St Michael's Primary School every member of staff is given adequate and achievable tasks which suit the agreed hours of work. Individuals have a job description which details the job demands and this is part of the recruitment procedure before agreed contracts are signed. Appointments are made to match the skills of the person with the job and adjustments are made with the agreement of all. No member of staff will be expected to carry out duties which are beyond their capabilities unless these are agreed as a development strategy.

Concerns about the work environment and its impact upon an employee's ability to satisfactorily complete duties are shared with either a line manager or senior member of staff. Every attempt is made to rectify the issue.

Control

The Standard states that “Employees indicate that they are able to have a say about the way they do their work and systems are in place locally to respond to any individual concerns”.

Within St Michael’s Primary School every member of staff has a defined role which, due to the nature of a school, often has a fixed timescale for completion. Initiative is actively encouraged and as a school we welcome staff to be free thinkers and extend practice beyond the expected. The school has a Continuing Professional Development Policy which details the means by which all staff are encouraged to extend their skills and knowledge. Formal access to courses and training is through individual performance reviews and through audits of subject needs.

Other courses may be available but they are more closely related to budget availability.

As a school we are open to the changing face of employment structure and the relationship between home and work life. We make every effort to ensure that an employees working pattern suits their needs.

Support

The Standard states that “Employees indicate that they receive adequate information and support from their colleagues and superiors and systems are in place locally to respond to any individual concerns”.

Within St Michael’s Primary School we have an active support structure within the staff which has no formal basis but is generated from mutual respect. However, should this structure break down, the management structure has a wide base and a member of the SLT is always available to support staff and attempt to rectify situations.

The school encourages staff to discuss work and provide each other with constructive feedback.

St Michael’s Primary is a supportive school and this is reflected in the personal and private leave procedure which operates when necessary.

Relationships

The Standard states that “Employees indicate that they are not subjected to unacceptable behaviour, e.g. bullying at work, and systems are in place locally to respond to any individual concerns”.

Within St Michael’s Primary School we promote positive relationships within the staff and we adhere to the principles of growth mindset, which is applicable to adults and children alike. We encourage everyone to report any incidents of bullying or unacceptable behaviour. These will then be fully investigated by an appropriate member of the SLT and a governor, if required.

Role

The Standard states that “Employees indicate that they understand their role and responsibilities and systems are in place locally to respond to any individual concerns”.

Within St Michael’s Primary School, we actively ensure that staff never have conflicting roles. This is achieved through our staff structure and careful planning of appointments. Upon appointment, staff have a job description which outlines the key roles and expectations of the job. New staff are provided with an appropriate mentor. The staff mentors may or may not be the line manager or performance review manager. Should there be any doubts about the role, or role expectations, the Headteacher should be consulted.

As a school, we have many influences which impact upon our working structure. This may result in short notice changes. During periods of role change, staff will be kept up to date through staff briefings and individual meetings.

Change

The Standard states that “Employees indicate that the organisation engages them frequently when undergoing an organisational change and systems are in place locally to respond to any individual concerns”.

Within St Michael’s Primary School we seek to involve all appropriate staff in consultations regarding change. We provide information as soon as possible and will call staff meetings if they are relevant. Staff are always aware that consultations are a means by which we gather views and are not always a mechanism for changing policy or decision.

When changes do take place, timescales will be published and details will be available showing the impact upon the working lives of the staff.

Support will be provided during the process and outside support agencies will be signposted.

Wellbeing Questionnaire

	Never 1	Seldom 2	Sometimes 3	Often 4	Always 5
1. I enjoy my work					
2. I feel valued at work					
3. I am clear what is expected of me at work					
4. I know how to go about getting my job done					
5. If work gets difficult, my colleagues will help me					

6. I am given supportive feedback on the work I do					
7. I have a say in my own work speed					
8. I am clear what my duties and responsibilities are					
9. I am clear about the school's goals and objectives					
10. I have a choice in deciding how I do my work					
11. I understand how my work fits into the overall aims of the school					
12. I am able to make some decisions about the way I work					
13. I am comfortable with the pace of work expected of me					
14. I can rely on senior staff to help me out with a work problem					
15. I am subject to personal harassment in the form of unkind words or behaviour					
16. I have to work very intensively					
17. There is friction or anger between colleagues					
18. Senior staff put me under unreasonable pressure to work long hours					
19. I am subject to bullying at work					
20. I have unrealistic time pressures					
21. I get help and support I need from colleagues					
22. I have some say over the way I work					
23. I have sufficient opportunities to discuss changes as work					
24. I receive the respect at work I deserve from my colleagues					
25. Staff are always consulted about changes at work					

26. I can talk to senior staff about something that has upset or annoyed me about work					
27. My colleagues are willing to listen to my work related problems					
28. When changes are made at work, I am clear how they will work out in practice					
29. I am supported through emotionally demanding work and situations					
30. Relationships at work are good					
31. Senior staff encourage me at work					
32. Communication is good					

Thank you for completing the questionnaire