

Shropshire Gateway Educational Trust

Staff Well-Being Policy

| | |
|--------------------|-----------------|
| Policy written by: | Mrs Ceri Little |
| Policy start date | December 2021 |
| Date of review | December 2024 |

The emotional and physical wellbeing of all staff is important to us. In the Shropshire Gateway Educational Trust not only does every child matter but we also believe every person matters. We know that teaching is exhilarating and rewarding, but recognise that it can also be exhausting. We understand that time is precious and that tired teachers do not make effective teachers.

Our vision for workload is to enable every teacher to become highly effective by:

- Ensuring every teacher has time to focus on what is important - planning, teaching and feedback;
- Believing in simplicity, always taking the shortest route and aiming for maximum impact on student learning with minimal workload for staff; and
- Continuously reviewing and evaluating our systems in order to support all staff to achieve a healthy work life balance.

"Work-life balance is about adjusting working patterns and policies so that everyone - regardless of age, race or gender, can find a rhythm that enables them more easily to combine work with their other responsibilities or aspirations." Creating work-life balance, DfES

As a Trust, we promote work life balance. 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 value the opinions of our staff and have regular staff surveys (see Appendix 2 for an example). Staff surveys are an opportunity to reflect upon current practice and make improvements for the future. Not only does it provide comprehensive data to explore and review but - more importantly- they send a clear message that staff's opinions matter and are valued.

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 Trust carries out its duty of care. <http://www.hse.gov.uk/stress/standards/>

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 Shropshire Gateway Educational Trust 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*".

Initiative is actively encouraged and as a Trust we welcome staff to be free thinkers and extend practice beyond the expected. The Trust supports Continuing Professional Development and 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 Trust 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 Shropshire Gateway Educational Trust 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 are always available to support staff and attempt to rectify situations. The Trust is able to provide a confidential counselling service for staff when required. This service is confidential and appointments are made by individuals when they need support.

Relationships: The Standard states that "*Employees indicate that they are not subjected to unacceptable behaviours, e.g. bullying at work, and systems are in place locally to respond to any individual concerns*".

Within Shropshire Gateway Educational Trust 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*".

The Shropshire Gateway Educational Trust has a clear organisational hierarchy both across the Trust and within each Academy showing the role and responsibilities including Trust directors, Academy governors, Headteachers/Senior Management and staff.

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.

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 Shropshire Gateway Educational Trust 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.

More information regarding 'Reducing Stress at Work' can be found on the HSE website.

<http://www.hse.gov.uk/pubns/wbk01.htm>

Appendix 1 - example staff survey

Please circle a number for each statement, according to the following key:

1 - being low and 5 - being high

| | |
|---|-----------|
| I enjoy working at this school | 1 2 3 4 5 |
| Would you refer someone to work at this school | 1 2 3 4 5 |
| I feel supported by leaders at this school | 1 2 3 4 5 |
| My professional development is well supported | 1 2 3 4 5 |
| Do you feel valued at work | 1 2 3 4 5 |
| My 'well being' at work is taken seriously | 1 2 3 4 5 |
| Does the School Development Plan focus on the right issues | 1 2 3 4 5 |
| The school consistently aims to improve the education provided for all students | 1 2 3 4 5 |
| Teaching in the subject I work in is at least good | 1 2 3 4 5 |
| Staff members' focus is on the improvement of teaching | 1 2 3 4 5 |
| Leaders focus on the improvement of teaching and learning | 1 2 3 4 5 |
| There has been an improvement in members of staff applying policies more consistently | 1 2 3 4 5 |
| Behaviour concerns in the school are dealt with effectively | 1 2 3 4 5 |
| Behaviour is well-managed by staff | 1 2 3 4 5 |
| | |

| | |
|--|-----------|
| The school does all it can to make sure that students at this school feel safe | 1 2 3 4 5 |
| There are opportunities for staff to observe others in the classroom with development of teaching in mind. | 1 2 3 4 5 |
| Bullying, at all levels, is dealt with effectively when brought to our attention | 1 2 3 4 5 |
| Do you have fun at work | 1 2 3 4 5 |

•

What are the school's greatest strengths?

•

What could the school improve?

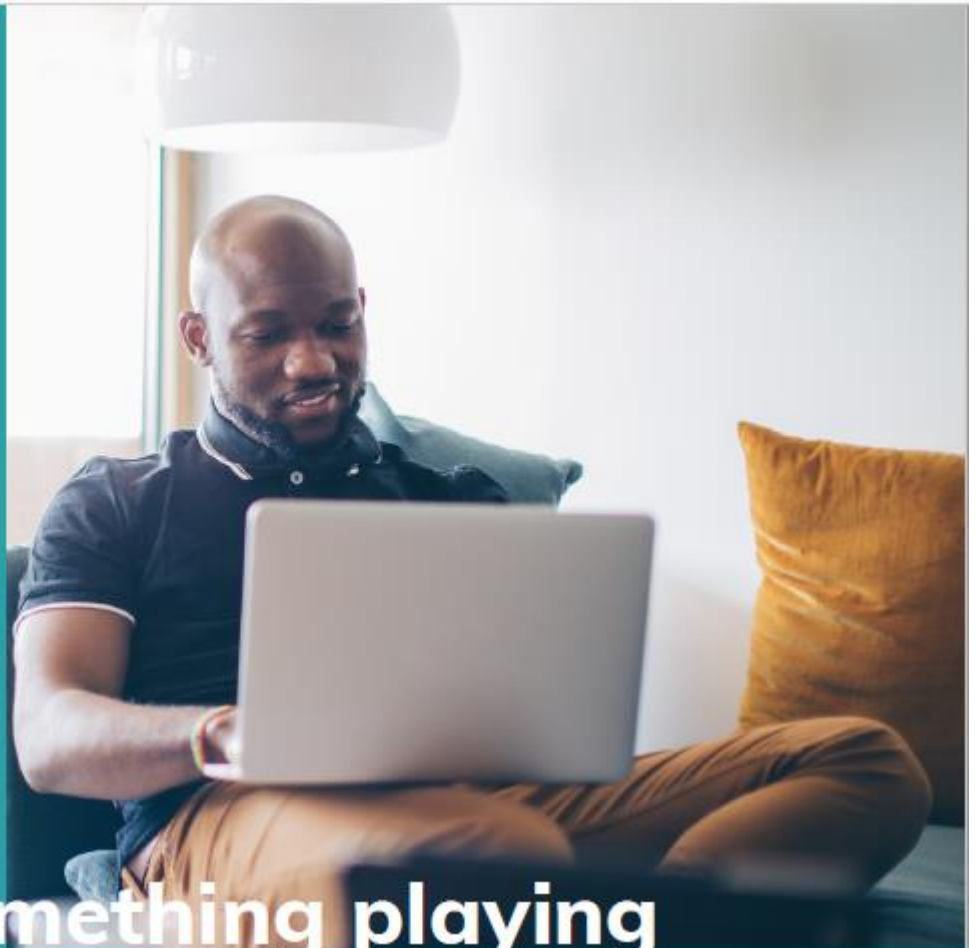
•

What are the three most important issues that the school should address in the next year?

•

If you have scored any question 3 or less, please add any further comments that you feel would be helpful in changing this perception

able
futures



Is something playing on your mind at work?

If you're experiencing issues that are affecting your mental health at work, Able Futures can help.

We can give you nine months' advice and guidance from a mental health specialist who can help you look after yourself and learn coping mechanisms, build resilience, access therapy or work with your employer to make adjustments to help you have more good days.

There is no cost to use this service, no waiting list and it's completely confidential.

Call Able Futures free on 0800 321 3137
or visit www.able-futures.co.uk


In
partnership
with
Department
for Work &
Pensions

Able Futures delivers the Access To Work Mental Health Support Service on behalf of the Department for Work and Pensions and is led by Ingeus UK