



# Wellbeing Policy

May 2022

## Our Vision

### (Where we want to be)

Spring Hill School is at the heart of our community and everything we do is based around the needs of our children and their families. We provide children with the best possible education through an irresistible, ambitious curriculum, high quality teaching including opportunities and experiences which together promote excellence in both behaviour and learning.

The school environment is one where children thrive academically and it effectively equips them with the necessary life skills, attributes, knowledge and understanding they need for an ever-changing world in which they contribute successfully to society.

## Our Mission

### (What we are doing to get there)

Spring Hill instils a passion for learning for the whole school family through enquiring minds and caring hearts to achieve personal excellence. We find opportunities to continually improve for the future in a caring and inclusive environment which promotes co-operative, respectful and nurturing relationships, where all school life is safe and fun.

## Our Aims

### (What we want to provide for everyone in our family)

- To foster mutually beneficial relationships with parents, the wider community and professionals with a focus on continuous improvement.
- To promote and develop life-long habits for a healthy body and healthy mind.
- To provide a curriculum that is relevant to the context of the school and its community
- To raise aspirations through high expectations and fostering self-belief so that children flourish and lead successful and happy lives.
- To create an environment which recognises and nurtures unique gifts, curious minds, develops talents and personalities.
- To provide learning experiences and opportunities which create awe and wonder and develop a love of learning – leading to lifelong learners
- To create leaders of learning across the school family, who take risks, thrive on challenge, and bounce back.
- To provide a safe and secure environment where everyone is valued, respected, and accepted.
- To develop citizens of the future who positively contribute to society, serving their community and beyond.

## Our Values

### (What is really important to us)

Responsibility Aspirational Inclusivity Service Empowerment

**We RAISE!**

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

The school is signed up to the [Education Wellbeing Charter](#).

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.

We recognise that staff are the schools most important resource and are to be valued, supported and encouraged to develop personally and professionally within a learning and caring community. We ensure that every member of staff is treated fairly. We desire to create an open working environment that embraces our school practise to minimise the harm from stress and ensure that there is cohesion and progress in working towards the health and wellbeing of all staff.

Good practise to promote wellbeing include:

- We undertake an annual staff wellbeing questionnaire (Appendix A) which informs an action plan within the school development plan. Any issues are incorporated and addressed over the coming year. Termly wellbeing questionnaire
- A Wellbeing Steering Group are voted by the staff.
- The steering group is responsible, with the Headteacher, for undertaking the annual questionnaire and developing and implementing the action plan.
- Lunch provided on one staff development day of each year, subsequent days will be decided depending on the type of training being carried out.
- Health and wellbeing week for all staff
- Tea, coffee, juice, biscuits, fruit and water coolers are supplied for all staff
- Positive comments about the school and staff are shared
- Successes are celebrated – staff awards are given in assembly when appropriate
- Social activities are organised for staff by staff – Three in house celebrations at the end of Autumn 1, Spring 1 and Summer 1. Three out of house celebrations at the end of Autumn 2, Spring 2 and Summer 2.
- Wellbeing Day - staff can take a day to support their wellbeing by doing something that benefits them e.g. attending a concert or gig, spa day etc.
- Employee assistance programme (EAP) - all members of staff are signed up to EAP and can contact them as often as they need. EAP will offer advice and counselling, if needed, at a quicker pace than the NHS. It is strictly confidential and is available 24 hours a day, 365 days a year. (Contact number: 08000 856 148)
- A bulletin board specifically for wellbeing in the staffroom which is updated with mindful activities, book club pick of the month, EAP information.
- Wellbeing Buddy and Wellbeing circles.

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 Spring Hill Community 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 Spring Hill Community 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 Spring Hill Community 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. Although we have formal observations, the staff have agreed that informal observation and comment is still part of the school culture.

We have a Well Being Steering Group who meet regularly to discuss any wellbeing issues and to support staff. The Steering Group discusses issues that have been brought to the attention of a member of the Steering Group.

Each term, we will hold wellbeing 'drop in' circles for each member of staff. The wellbeing circles will consist of an agenda based around issues arising in school at the time led by the attendees e.g. bereavement, financial worries, stress. The wellbeing drop ins have been designed so that staff in different Key Stages (KS) has the opportunity to get together and interact. This helps to cut down on lots of staff from one KS being out at the same time. Each of the wellbeing sessions is strictly confidential but common or important issues that arise will be taken back to the head teacher, with the permission of the confident, for discussion but no names will be mentioned.

## 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 Spring Hill Community Primary School we promote positive relationships within the staff and encourage everyone to report any incidents of bullying or unacceptable behaviour. This in turn will then be fully investigated by an appropriate member of the SLT and a governor, if required. Details of this procedure can be found in the Bullying and Harassment Policy.

In order for all staff to feel comfortable in school, it's important that we smile and make eye contact at others when we pass them in the corridors.

## 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 Spring Hill Community 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 documentation to familiarise themselves with the schools induction procedures and an appropriate mentor is attached.

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 Spring Hill Community 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.

## Appendix A

### Well Being Questionnaire

	Never 1	Seldom 2	Sometimes 3	Often 4	Always 5
I enjoy my work					
I feel valued at work					
I am clear what is expected of me at work					
I know how to go about getting my job done					
If work gets difficult my colleagues will help me					
I am given supportive feedback on the work I do					
I have a say in my own work speed					
I am clear what my duties and responsibilities are					
I am clear about the school's goals and objectives					
I have a choice in deciding how I do my work					
I understand how my work fits into the overall aims of the school					
I am able to make some decision about the way I work					
I am comfortable with the pace of work expected of me					
I can rely on senior staff to help me out with a work problem					
	Never 5	Seldom 4	Sometimes 3	Often 2	Always 1
I am subject to personal harassment in the form of unkind words or behaviour					
I have to work very intensively					
There is friction or anger between colleagues					
	Never 5	Seldom 4	Sometimes 3	Often 2	Always 1
Senior staff put me under unreasonable pressure to work long hours					
I am subject to bullying at work					
I have unrealistic time pressures					

	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
I get help and support I need from colleagues					
I have some say over the way I work					
I have sufficient opportunities to discuss changes at work					
I receive the respect at work I deserve from my colleagues					
Staff are always consulted about changes at work					
I can talk to senior staff about something that has upset or annoyed me about work					
My colleagues are willing to listen to my work related problems					
When changes are made at work, I am clear how they will work out in practise					
I am supported through emotionally demanding work and situations					
Relationships at work are good					
Senior staff encourage me at work					
Communication is good					

I would like to nominate \_\_\_\_\_ to represent me on the Wellbeing Steering Group.