

THE EAST STAFFORDSHIRE & TAMWORTH PRUs FEDERATION

Staff Wellbeing Policy

NAME OF POLICY: STAFF WELLBEING POLICY		FEDERATION KSSS ONLY BPRU ONLY		POLICY NUMBER: MHWB 1	
EFFECTIVE DATE: RATIFIED BY MC JUNE 2021; 2023			*REVIEW DATE BY SLT: DEC 2024 REVIEW DATE OF POLICY BY MC: MARCH 2025		
AUTHOR OF POLICY: KER with Wellbeing Warriors			PERSON(S) RESPONSIBLE FOR REVIEWING/UP DATING: KER		
DATE OF CHANGE	AUTHOR OF CHANGE	DESCRIPTION OF CHANGES		PAGE NUMBER OF CHANGES	NEW REVIEW DATE*
Jan 2021	KER	Objectives & Values		2	
		Wellbeing Triangle of support for all staff to access Anne Freud 10 review points		4 4	
		MHWB review: Dr Aston KSSS: Warriors group have developed: Oct 2020 INSET & Survey; Recent key INSET ; Other information; Dragonfly Impact Education; WAS		5 onwards	



RATIONALE

The Executive Headteacher and the Management Committee have the responsibility to have healthy and happy staff. Both KSSS & BPRU schools are committed to protecting the health, safety and welfare of our employees as far as is reasonably practicable. We recognise that workplace stress is a health and safety issue and acknowledge the importance of identifying and reducing workplace stressors.

This policy will apply to all staff in each School across the Federation. The School's senior managers are responsible for the implementation and are responsible for providing the necessary resources – as far as possible to ensure that each member of staff has positive well being – access to support (The Well being Triangle – graduated response).

Our Well Being Key OBJECTIVES are: Taken from KSSS INSET Survey Oct 2020

Everyone matters
To create an environment where the value of well-being is not just paid lip service but is visible and integral and embedded in everyday practice.
To ensure all staff feel supported in times of need
Valuing everyone's thoughts, ideas and opinions without trying to change them- to listen without trying to sway
That all staff respect each other, know each other enough & have sufficient MHWB skills to support them / know when to get other help.

Our Well Being VALUES are: taken from KSSS INSET Survey Oct 2020

(1) To be welcomed and accepted; (2) To be allowed to grow and develop; (3) Be mindful of everyone

Respect & Understanding

Kindness & Compassion

Trust & Honesty

Hope

Sense of belonging

Definition of stress

The Health and Safety Executive define stress as “the adverse reaction people have to excessive pressure or other types of demand placed on them”. This makes an important distinction between pressure, which can be a positive state if managed correctly, and stress which can be detrimental to health.

Policy

- The EHT & SLT in each school will strive to identify workplace stressors and control the risks from these stresses that is possible in this type of school.
- The staff need to discuss their well-being with EHT or other SLT staff to bring it to the attention of the EHT to implement suitable intervention strategies to reduce unnecessary stresses in the work place.
- The MC will appoint a staff wellbeing governor who will be consulted on proposed action relating to the prevention of work place stress (currently Jane Gentles).
- The MC will appoint a whistleblowing governor (currently TBA)
- The EHT will support all staff in accessing training in good management practices.
- The EHT can signpost staff affected by stress caused by either work or external factors to confidential counselling through the SCC Well Being – Think Well; via OH.
- The staff can access weekly onsite (at KSSS) confidential staff supervision (Tracie Holyrod)
- Staff can access Mindfulness practice (currently Sam Harris).
- To establish a Staff Well-Being group to review practice, policy and recommend new developments to meet the staff's needs at either school.
- To establish a Staff Mental Health First Aider for staff to access (currently Sam Harris at KSSS; TBA at BPRU)

Responsibilities for implementing the Wellbeing policy

Executive Headteacher:

- Support individuals who have been off sick with stress and advise them and their management on a planned return to work.
- Monitor and review the effectiveness of measures to reduce stress.
- Inform the SLTs of any changes and developments in the field of stress at work.
- Help monitor the effectiveness of measures to address stress by collating sickness absence statistics
- Advise managers and individuals on training requirements.
- Provide continuing support to managers and individuals in a changing environment and encourage referral to professional counselling services where appropriate.

SLT:

- Conduct and implement recommendations of risks assessments within their jurisdiction
- Ensure good communication between management and staff, particularly where there are organisational and procedural changes.
- Ensure staff are qualified/trained to discharge their duties.
- Ensure staff are provided with meaningful developmental opportunities.
- Monitor workloads – knowing that many workloads are cyclical.
- Monitor working hours to ensure that staff are not overworking.
- Attend training as requested in good management practice and health and safety.
- Ensure that bullying and harassment is not tolerated within their jurisdiction.
- Be vigilant and offer additional support to a member of staff who is experiencing stress outside work e.g. bereavement or separation etc.
- Liaise with the Staff Well-Being group on development and implementation of the wellbeing policy

All Staff:

- Treat colleagues and all other persons with whom they interact during the course of their work with consideration, respect and dignity.

- Co-operate with the School's efforts to implement the Wellbeing policy, attending briefings and raise their own awareness of the causes and effects of stress on health.
- Raise concerns with their line manager if they feel there are work issues that are causing them stress and having a negative impact on their wellbeing
- Take responsibility for their own health and wellbeing by adopting healthy lifestyles
- Take responsibility for developing their own skills as one of the means to enable them to work effectively in their team and so reduce of the risk of stress
- Take responsibility for working effectively in their assigned roles, thus helping to avoid causing stress to their colleagues
- Raise issues or concern through the Staff Wellbeing group, their line manager or occupational health
- Accept opportunities for counselling when recommended

SUNFLOWERS: The Federation signed up for staff to wear a sunflowers lanyard to support this movement and wear when with our students out on trips to enable others to recognise:

'Not all disabilities are visible – some are hidden and not immediately obvious, such as learning difficulties, mental health as well as mobility, speech, visual or hearing impairments. Living with a hidden disability can make daily life more demanding for many people, but it can be difficult for others to identify, acknowledge or understand the challenges you face.

Be visible when you want to be

Wearing the Hidden Disabilities Sunflower discreetly indicates to people around you including staff, colleagues and health professionals that you may need additional support, help or a little more time.'

Staff Well-Being access to a graduated response: WELL BEING TRIANGLE



Wellbeing Triangle
26.8.20.docx

All staff have access to this triangle of well being.

Monitoring and reviewing the Staff Wellbeing policy

The Executive Headteacher will provide updates to the full MC on staff wellbeing as a standing agenda item at each meeting. The wellbeing policy will be reviewed every two years by the Executive Headteacher in conjunction with the Staff Wellbeing Warrior group and MC with any necessary revisions or amendments being made as appropriate.



Review our culture against the following Anna Freud 10 areas:

REVIEW AREA	26.1.21	DATE	DATE
1. Have a mental health lead with responsibility for staff well being	WBW?		
2. Include staff wellbeing in you mental health policy	Added to WB policy Jan 2021		

3. Promote openness about mental health in your school	Staff briefings; weekly planning; Wellbeing weekly		
4. Offer supervision and encourage discussion groups	Weekly external access; daily internal access to SLT		
5. Signpost staff to supportive services	Well Being Triangle of support: all staff have access to this.		
6. Look at simple ways to reduce workload	SLT try to at all times; regular open discussions and staff feedback; time to think/reflect		
7. Provide reflective spaces for staff at times of stress	Staff room; create space – depending on situation		
8. Set up a staff social group	Informally this happens		
9. Start an annual staff wellbeing survey	Oct 2020		
10. Put staff wellbeing on your next staff and Governor's meeting agenda	Staff: embedded, so now informal agenda; MC have rep since 2014		

REVIEWING PRACTICE AT KSSS:

KSSS has worked closely with Dr M.Aston over the last 8 years. Staff have been trained in circle time; conflict resolution; ACEs etc. Being specific in leading and participating in major incident de-briefs, daily de-briefing meetings etc.

KSSS was awarded Mental Health & Wellbeing Promotion in School Settings Oct 2020 from completing



KSSS MHWB
CHARTER NOV 2019.



MHCM Care Bronze
KRB 19.10.2020.pdf

the MHWB Charter in Nov 2019.

Governor Contact Details

Staff Wellbeing Governor: Jane Gentles:

Whistleblowing Governor: John Brodie

Staff Well-Being Group: KSSS – The Well Being Warriors

- Will comprise an SLT (currently KER, SH), teacher representative (currently JP, SN), support staff representative (currently CG, GM, LH, NR, KS) and link governor (currently Jane Gentles.)
- We will review the embedded culture of staff well being (WB); share WB ideas, plan WB events, cascade WB training etc to staff, develop WB initiatives with the staff across the school.

THE WELL BEING WARRIORS HAVE THEN DEVELOPED:



MH and Well-being
Audit KSSS 26.8.20.xls

KSSS: audit of wellbeing activities: July 2020

From this audit of the Triangle of support was developed.

KSSS: whole school Staff Well Being Survey – Oct 2020.

Qualitative Data - Three most prominent responses	1	2	3
What happens in school now that helps me to stay well	Staff Support	People Care for each other	Meetings and Communication
Other things that would be supportive and help me to stay well are	Time Out, Breaks	Staff gatherings and meetings	Therapy and Wellbeing initiatives
Please name three wellbeing values that are important to you	Respect	Honesty	Trust
Please write one staff wellbeing objective that is important to you	Valued and Respected	Open and Transparent	Everyone is accepted

Section Scores	Scores (Out of 5 Stars)
Work-Life Balance	4.04
Doing Your Job	4.40
Communication	4.21
The School Community	4.49
Personal Wellbeing	4.43

What happens in school now that helps me to stay well

We have great staff who all support each other

We often have discussions mainly on Fridays and team events where we can all talk

I am generally happy in my work.

coffee cake communication

Some people have a good sense of humour which helps. Some staff will check on me if they think I seem out of character.

Briefings to find out about how the day went and communicate any issues. TA support within lessons. Often there is time during the day to do further preparation. Staff check in on each other and support and appreciate.

I feel that the school offer a number of wellbeing initiatives that help me to stay well and that we are a very thoughtful and caring team, which is fully initiated from SLT. I like the social aspects, humour, holistic approaches that are offered to staff on a daily basis.

Opportunity to join meetings

There is genuine regard for me as a practitioner and as a teacher. I feel supported and valued and I have friends at work. Coffee, cake, shared food, shared time and shared laughter are all hugely 'difference' making. Wellbeing support in the form of supervision and massage are available too. I feel school is managed in such a heart-felt way and I feel I 'fit' into it's hearts and minds approach.

Everyone is so caring and check in with each other.

Sharing table. Mindfulness. Laughter.

Staff will go out of their way to support others if they can see that they are distressed; alas the staff who don't share thier distress but are distressed are the ones I worry about the most.

Chatting with friends, being supported if things don't go too well.

reiki , mindfulness ,

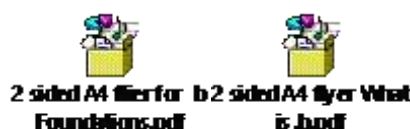
Open door policy with SLT - allows me to discuss my worries, fears, safely and without judgement.

There are various therapies available to all staff; Head's door always 'open'; general atmosphere in school

An open door policy with SLT. Well being Fridays. Support from colleagues and SLT. I feel that I am listened to and that my opinion matters

RECENT INSET:

Mental Health First Aid – Youth: June 2018 and Oct 2018 across the Federation

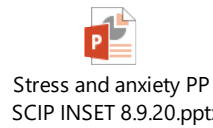


Mindfulness – 8 week course for staff: 2014 onwards:

HoS & EHT: Webinar June 2020. KER shared with Warriors July 2020



FEDERATION INSET: SCIP and Well Being Sept 2020



KSSS Staff WB INSET and Survey Oct 2020



EHT DfE Staff Well being Webinar's 2020/21:



OTHER INFORMATION FOR STAFF:

Thank you cards by staff for staff.

Sharing food table

Staff Peer Support sessions from Oct 2019 by staff led by LH and external professional: for staff by staff

Staff fitness sessions

Daily Mindfulness for staff



KSSS belongs to DRAGONFLY Impact Education

LH shares with staff weekly DRAGONFLY – Thrive: ideas, thinks to think about, strategies etc.

The Warriors all have access to DRAGONFLY – Connect: Links with other schools; Networks with other staff and schools; resources for staff, supporting self and colleagues, a bank of further reading; resources for leadership; resources to share with parents & students; INSET courses

WELL BEING AWARD IN SCHOOL:

The Warriors further developed by leading KSSS through this chartermark of WAS.