



**The Westminster
School**

Safe, Happy and Learning Together

www.thewestminsterschool.co.uk

2022/2023

Staff Wellbeing Policy

Building foundations and providing opportunities to create confident, aspirational, and independent members of our community.

Approved by Governing Body on:	12/01/2023
Signed by Chair of Governors:	<i>P. A. Evans</i>
Head Teacher:	O M Flowers
Lead Personnel:	K Lynch/K Evans/AGibson
Date of Review:	12/01/2025

1. Aims

This policy aims to:

- Support the wellbeing of all staff to avoid negative impacts on their mental and physical health
- Provide a supportive work environment for all staff
- Acknowledge the needs of staff, and how these change over time
- Allow staff to balance their working lives with their personal needs and responsibilities
- Help staff with any specific wellbeing issues they experience
- Support staff to think about their own responsibilities in supporting their own wellbeing and the wellbeing of others

2. Promoting wellbeing at all times

General and individual levels of well-being will be monitored throughout the school year based on:

- Staff well-being surveys
- Back to work interviews
- General discussions with staff
- EP drop in sessions
- Performance management
- Research and project work

2.1 Role of all staff

All staff are expected to:

- Treat each other with empathy and respect, as outlined in the Staff Professional Code of Conduct
- Maintain and implement the school's Behaviour (Wellbeing and Engagement) Policy
- Keep in mind the workload and wellbeing of other members of staff
- Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance
- Report honestly about their wellbeing and let other members of staff know when they need support
- Follow the school's policy on out-of-school hours working, including guidance on when it is and isn't reasonable to respond to communications
- Contribute positively towards morale and team spirit
- Use shared areas respectfully, such as the staff room or offices
- Take part in training opportunities that promote their wellbeing
- Respond to support provided in school with the spirit in which it is intended
- Seek support from appropriate others when daily work is negatively impacted by mental health and well-being
- Work to promote diversity across the school.

2.2 Role of HR Manager

- Monitor staff sickness absence following the School's Management of Absence Policy, identifying any patterns that emerge
- Conduct return to work interviews to support staff back into work

- Conduct welfare calls with staff if they're absent for long periods
- Provide a non-judgemental and confidential support system to all staff
- Where appropriate (to escalate support) liaise with other line managers in a sensitive, respectful manner regarding staff
- Promote information about, and access to, external support services
- Ensure the school signs up to the DfE's Education Staff Wellbeing Charter
- Make sure new staff are properly and thoroughly inducted and feel able to ask for help
- Ensure that there are sufficient staff trained as mental health first aiders
- Develop and maintain the staff wellbeing hub on SharePoint, and give staff support to take responsibility for their own and colleagues' wellbeing.
- Organise regular staff surveys and look at other ways to measure staff wellbeing
- Provide resources to promote staff wellbeing, such as training opportunities
- Develop and maintain the whole school stress risk assessment and carry out individual stress risk assessments as necessary.
- Conduct exit interviews with resigning staff to help identify any wellbeing issues that led to their resignation
- Work to promote diversity across the school

2.3 Role of Line Managers

Line Managers are expected to:

- Treat all staff with empathy and respect
- Maintain positive relationships with their staff and value them for their skills
- Provide a non-judgemental and confidential support system to their staff
- Take any complaints or concerns seriously and deal with them appropriately using the school's policies
- Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance
- Understand that personal issues and pressures at work may have a temporary effect on work performance, and take that into account during any appraisal or capability procedures
- Promote information about, and access to, external support services
- Help to arrange personal and professional development training where appropriate
- Make sure that the efforts and successes of staff are recognised and celebrated
- Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school
- Where appropriate (to escalate support) liaise with other line managers in a sensitive, respectful manner regarding staff
- Liaise with HR Manager to ensure suitable actions are put in place and monitored following back to work interview
- Work to promote diversity across the school

2.4 Role of SLT

SLT are expected to:

- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
- Manage a non-judgemental and confidential support system for staff
- Monitor the wellbeing of staff through regular surveys and structured conversations

- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
- Make sure job descriptions are kept up-to-date, with clearly identified responsibilities and staff being consulted before any changes are made
- Give staff a voice in decision making processes and listen to the views of staff, including allowing them to consider any workload implications of new initiatives
- Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school
- Establish a clear policy on out-of-school hours working, including on when it is and isn't reasonable for staff to respond to communications, and provide clear guidance to all stakeholders
- Make sure that the efforts and successes of staff are recognised and celebrated
- Give line managers access to the tools and resources they need to support the wellbeing of those they line manage
- Support staff to progress in their careers through the performance management process and through CPD opportunities
- Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
- Tackle mental health stigma within the organisation, promoting an open and understanding culture
- Create a supportive culture around flexible working
- Promote information about, and access to, external support services, and make sure that there are clear routes in place to escalate a concern in order to access further support
- Organise extra support during times of stress, such as Ofsted inspections
- Work to promote diversity across the school

In addition, the Head Teacher is responsible for assessing need and level of support, when a safeguarding or serious wellbeing concern is raised about a member of staff.

2.5 Role of the Governing Board

The governing board is expected to:

- Make sure the school is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment
- Monitor and support the wellbeing of the Senior Leadership Team
- Ensure that resources and support services are in place to promote staff wellbeing
- Make decisions and review policies with staff wellbeing in mind, particularly in regards to workload
- Be reasonable about the format and quantity of information asked for from staff as part of monitoring work
- Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them
- Work to promote diversity across the school

3. Managing specific wellbeing issues

The school will support and discuss options with any staff that raise wellbeing issues, such as if they are experiencing significant stress at school or in their personal lives.

The school has a number of trained Mental Health First Aiders, whom staff can approach at any time.

Staff can also approach the HR Manager to discuss any issues, who can complete a risk assessment, signpost them to the relevant support service (eg BHSF Rise Employee Assistance Programme,

Occupational Health, Sandwell Healthy Minds, Staff Wellbeing Hub), or direct them to the relevant member of SLT.

Where possible, support will be given by assistant/deputy heads or head teacher. This could be through:

- Giving staff a safe place to talk about specific issues and to feel listened to and not judged
- Giving staff time off to deal with a personal crisis, as detailed in the School's Leave of Absence Policy
- Reassessing their workload and deciding what tasks to prioritise

At all times, the confidentiality and dignity of staff will be maintained.

4. Monitoring arrangements

This policy will be reviewed every 2 years.

5. Links with other policies

This policy is linked to our:

- Teacher Appraisal Policy
- Behaviour (Well-being and Engagement) policy
- Capability Policy for Teaching Staff
- Health and Safety Policy
- Leave of Absence Policy
- Management of Absence Policy
- Schools' Model Capability Policy for Non-Teaching Staff
- Staff Professional Code of Conduct