



## Threemilestone School

# TMS Staff Wellbeing Policy

Ratified: 4th June 2024  
Next Review Date: June 2025

### Safeguarding

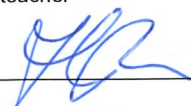
Threemilestone School is committed to safeguarding and promoting the welfare of all children. We expect all our team members to share this commitment.

*St Eagle*

\_\_\_\_\_ Dated 5.6.24  
Author

*St Eagle*

\_\_\_\_\_ Dated \_5.6.24  
Headteacher

  
\_\_\_\_\_ Dated \_5.6.24  
Chairperson of Governing Body

[This policy is supported by TPAT's Workload and Wellbeing Charter - CLICK HERE](#)

### What do we mean by staff wellbeing?

'The term 'wellbeing' can be used to describe our holistic health, including our physical, mental and emotional health. When we have good levels of wellbeing we feel that life is in balance and that we can generally cope well. We feel motivated and engaged and are able to show resilience and 'bounce back' from life's challenges'

Anna Freud National Centre for Children and Families 2022

### Statement of Intent

At Threemilestone school it is recognised that good staff wellbeing can have a number of benefits:

- Positive impact on children, including improved educational outcomes, as both staff and children are more engaged
- Increased productivity of staff members
- Reduced absences from work in relation to sickness (both short and long term)
- Staff being able to manage stress better and develop healthier coping strategies
- Improved job satisfaction, which can support retention
- Staff feeling valued, supported and invested in

The purpose of this policy is to provide a document that embraces the many school practices that support staff health and wellbeing, to minimise the harm from stress and ensure that there is cohesion and progress in working towards the health and wellbeing of all staff.

This Policy Statement is made in accordance with the duties of the Governing Body in relation to the mental health and wellbeing of members of staff.

### Aims

The purpose of this policy is to outline the responsibilities of the school and staff members in supporting wellbeing and promoting mental health, and to advise employees how to deal with mental health challenges and prevent stress. This policy aims to:

- Develop a healthy motivated workforce who are able to deliver a high-standard of education to children
- 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 may change over time
- Allow staff to balance their working lives with their personal needs and responsibilities
- Help staff with specific wellbeing issues they experience
- Ensure that staff understand their responsibilities in working towards the above aims

### Responsibilities

### **The local governing body is responsible for :**

- Monitoring and supporting the wellbeing of the headteacher
- Ensure that resources and support are in place to promote staff wellbeing
- Ensure the school's ethos reflects its commitment to reducing workload and creating a working environment that is focused, purposeful and considers individuals' wellbeing.
- Ensure that staff roles and responsibilities are clearly defined and monitored
- Ensuring that school policies are reviewed with workload impact in mind
- Liaising with the headteacher in relation to managing staff stress and promoting wellbeing and supporting any recommendations in relation to this
- Ensuring the Headteacher and Senior Leadership Team follow the agreed policies and procedures in order to support staff wellbeing
- Adopt a process to monitor staff wellbeing via various routes including an annual wellbeing questionnaire.
- Actively try to eliminate stressors in the school, e.g. by considering the format and quantity of information it requests from staff members in relation to monitoring, assessment etc.
- Ensure that any monitoring visits are strategic, focused and reflective, and being clear with staff ahead of any visits what the focus of the visit will be and what information will be required
- Ensuring that all governor meetings are purposeful, focused, structured and relevant to the school development priorities

### **The Headteacher and the Senior Leadership Team is responsible for:**

- Maintaining positive relationships with staff and creating a positive and supportive atmosphere throughout the school
- Take any complaints or concerns seriously and deal with them appropriately using school's policies
- Making sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
- Making sure the efforts and successes of staff are recognised and celebrated
- Including all staff in the school's decision-making processes, wherever possible
- Offering support to staff at times of increased stress e.g. bereavements
- Authorising appropriate staff absence in line with Staff Attendance and Leave of Absence policies
- Monitoring employee's workloads and holiday entitlement, ensuring tasks are achievable and providing regular updates regarding absence to the governing body whilst maintaining staff confidentiality in line with the Data Protection Policy
- Ensuring that regular contact is maintained with members of staff who are absent for long periods of time
- Attending all necessary training, keeping skills current and setting a good example of all staff
- Regularly communicating with staff, encouraging them to be open when discussing stress – whether this is due to the workplace or wider influences involving home and family.
- Organising thorough inductions for new employees, explaining the school's policies and the Code of Conduct

### **All members of staff are responsible for:**

- Treating others with empathy and respect
- Promoting a positive, supportive atmosphere throughout the school
- Using shared areas respectfully such as staff rooms or offices
- Making themselves aware of the school's policies on Capability, Bullying and Harassment, Staff attendance/sickness etc.
- Being open to discussing stress
- Where possible, asking for help when feeling under pressure or stressed
- Reporting honestly about wellbeing and any incidents of stress

### Actions to support staff

At Threemilestone School we have adopted a 3-tier approach to supporting staff with wellbeing.

#### **Tier 1: Universal support**

- Staff wellbeing policy
- Positive culture addressing mental health needs (no blame, no stigma)
- Access to SAS for all staff (Schools Advisory Staff)
- Annual staff wellbeing questionnaire
- Free tea and coffee
- Wellbeing noticeboard signposting services
- Use of Steplab to feedback positive practice around the school

#### **Tier 2: Targeted support**

- Outside supervision for staff in identified roles
- Training around mental health
- Wellbeing events for staff

#### **Tier 3: Specialist support**

- Referrals to occupational health
- Access to SAS (teaching staff only)
- Employee Assistance Programmes
- Access to counselling and support through TPAT Wellbeing package

### **To help manage stress, the headteacher, Senior Leadership Team and governors will:**

- Lead by example and encourage staff to be open if they feel stressed, to take breaks and to have a full life outside of work
- Reach out to staff during difficult points in their personal lives, e.g. bereavement, allowing sufficient time off and supporting them when they return to work
- Enable where possible staff to attend necessary events e.g. graduations, school events, medical appointments, family events in relation to direct family member
- Review staff wellbeing during the appraisal process and in discussion with staff
- Limit briefings in person wherever possible, and ensure efficiency in communication channels
- Notify staff in advance (at the start of each term) of the training schedule and any date changes or twilight sessions which they are required to attend

- Notify staff in advance (at the start of each term) for deadlines so that staff are able to manage workload
- Ensure that additional paperwork to support subject leadership, as well as that necessary for classroom teaching, is as streamlined as possible to achieve an agreed purpose
- Ensure PPA time is planned in parallel classes to insist on conversations about planning, standards, informal book looks and pastoral support;
- Allow staff to work off site after October half term for PPA time;
- Use Google Team drive so that staff are able to access key documents off site and work remotely;
- Ensure that staff work in curriculum teams for whole school strategic leadership which encourages professional discourse, support and motivation;
- Allocate SEND time for an hour weekly so that teaching staff are able to evaluate effectiveness of provision and to pupil conference children on the Record of Need.
- Emails are used as a means for communication: staff develop their own working patterns to address when to read/respond. Except in the case of the Leadership Team, there will be no emails sent which require the response by the start of the working day.
- Ensure leadership of core subjects is given timetabled additional time for focused strategic planning.
- Ensure support staff are paid from 8.10 every Monday morning to attend briefing which includes the events of the week, in addition to a pedagogical focus to be shared in the year group team.
- Allow all staff to have a wellbeing day (paid) which needs to be arranged in advance, liaising with their year group team and confirmed by the headteacher.

