



## BAWB Federation Mental Health and Wellbeing (staff) Policy

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Governing Board Committee:	School Improvement
Link Governor (if appropriate):	Ross Cadman
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### Equality Statement:

At the BAWB Federation we work hard to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and people treat one another with respect. Our schools provide pupils and staff with the opportunity to experience, understand and value diversity. In the operation of this policy, we will endeavour to ensure that all members of our school community receive equal treatment irrespective of their age, gender, race, colour, ethnic origin, family commitments, marital status, sexual orientation, disability or religious beliefs.

### Distinctive Christian Vision

This policy has been written and/or adopted with our distinctive Christian ethos in mind:

*Rooted in the message of the Good Samaritan, we provide an aspirational education for all. We flourish academically, spiritually, and socially.*

*Matthew 22v 37-39 (NEB): Love the Lord your God with all your heart, with all your soul, and with all your mind. Love your neighbour as yourself.*





### **Mission**

The BAWB Federation recognises that our staff are our most important resource and are valued, supported and encouraged to develop personally and professionally within a caring, purposeful learning community.

We recognise that there is a direct correlation between the wellbeing of our staff and the wellbeing of our pupils, and that the culture and ethos of a school are determined by the extent to which staff work towards a shared vision.

We believe that it is essential for all staff to feel part of a valued team, have the opportunity to express their views and be supported to manage their workload within a culture that supports a healthy work life.

The purpose of this policy is to ensure that we embrace the many school practices that support staff health and wellbeing, to minimise the harmful effects of stress and ensure that there is cohesion in working towards health and wellbeing for all staff. It outlines some of the ways in which we commit to maintaining staff wellbeing and it recognises that each individual member of staff and their circumstances are different but provides an overview of the basis on which everyone can contribute, and expect to be treated.

### **Aims**

We aim to ensure that our school:

- supports staff mental health and wellbeing
- seeks to minimise stress
- ensures staff feel valued
- recognises and promotes the importance of a happy team
- involves staff in decision making
- actively seeks and acts upon feedback

### **Roles and Responsibilities**

The senior leadership team (SLT), governing body and school staff will work towards an ethos where everyone is valued, where respect, empathy and honesty are the cornerstones of all school relationships and where health and wellbeing are held central to school practice. We expect all staff to show respect and empathy for each other, and to treat confidential information sensitively and according to school policy.

The governing body is responsible for:

- fulfilling its duty of care as an employer
- monitoring the workload of the headteacher
- receiving any concerns from members of staff
- ensuring that resources are in place to keep staff workload to healthy levels
- reviewing this policy in conjunction with the headteacher
- considering how its own members are treated and valued
- ensuring that demands are not placed on individual members of staff that interfere unfairly with their work-life balance
- operating a sensitive performance management policy
- ensuring that other school policies and procedures take account of staff wellbeing
- overseeing change management is operated in a fair and reasonable way

The leadership team is responsible for:

- providing personal and professional development such as team building, management of change, stress management, assertiveness, communication
- providing a support system for staff
- monitoring the workload of members of staff and being alert to signs of stress



- listening to the views of members of staff and providing a range of strategies for involving staff in school decision making processes
- ensuring that the efforts and successes of staff are acknowledged and celebrated
- acting as gatekeeper and prioritising reforms and innovations
- ensuring that staff are equipped with the right training to do the job confidently
- providing meeting guidelines that are agreed upon and followed
- planning the year's timetable considerably bearing in mind staff commitments
- including in professional development meetings opportunity for staff to discuss their aspirations and career intentions
- being mindful of staff work life balance
- recognising that staff may have experiences in their personal lives that may make them vulnerable to pressures at work, and which may have a temporary influence on their work performance e.g. health issues, bereavement or loss, personal circumstances
- ensuring that there are effective methods of communication
- ensuring support services are made available or signposted on behalf of members of staff where additional specialist support is needed
- ensuring a staff induction process is robust for new staff and those returning from, for example maternity leave
- conducting risk assessments for work-related stress
- ensuring relevant protected time for staff, such as PPA

The headteacher implements these responsibilities with the support of appropriate staff such as the deputy headteacher, senior leaders and pastoral staff, who all strive to be positive role models through their own practice.

Staff are made aware of the Health Assured programme where they can access support 24 hours a day:

**FREE 24 HOUR 0800 030 5182**

**[www.healthassuredeap.com](http://www.healthassuredeap.com)**

**Members of staff are responsible for:**

- treating one another with empathy, respect and kindness
- taking care of their own health and safety at work and communicating with key staff where they need support
- being committed to the ethos of staff wellbeing and keeping in mind the workload and wellbeing of colleagues
- valuing all members of staff in the school and acknowledging the important role that everyone plays
- ensuring they play their part in supporting effective communication
- contributing to the ethos and social aspects of school life, where possible, to build morale and create an effective team spirit
- developing and respecting shared areas where possible so that there is space to relax as well as appropriate work spaces
- being mindful of leaders' working lives

**Examples of practice in our federation includes:**

- carrying out team-building exercises as part of staff CPD
- staff are encouraged to plan social activities
- celebrating staff achievements
- providing pastoral services – drop-ins and confidential sessions
- spaces for staff to be able to meet and relax



- a dedicated workspace for teachers to undertake PPA
- providing opportunities for building morale and promoting wellbeing

#### Support in Specific Circumstances

The school will provide support and discuss options as appropriate in specific individual circumstances. In some cases, it may be necessary to seek external services but the school will continue to support even when external services are involved.

Staff are encouraged to arrange medical appointments outside of school hours. Where this is not possible, support will be given on an individual basis.

Where possible, staff are supported with their work-life balance and wellbeing outside the school. This could be through providing staff with paid leave for special events and celebrations, or time off to deal with specific family circumstances or crisis. In the interests of fairness and equality, in each instance, the NYCC HR leave policy guidelines will be applied.

#### Related Policies

This policy should be read in conjunction with policies for:

- Equal Opportunities
- Performance Management (Appraisal)
- Health and Safety
- Attendance Management and Procedure
- Whistleblowing