



## Staff Wellbeing Policy

King Edward's seeks to be first and foremost a family school and takes seriously its duty of care to the overall wellbeing of every member of our community irrespective of their role or position. This duty of care is underpinned by King Edward's desire to achieve the positive advancement of staff wellbeing. King Edward's does this because we recognise the positive impact that a happy workplace and a happy workforce can bring to each other, to the student experience and to our lives both in and out of the school gates.

We aim to achieve this positivity by encouraging all members of our community to share the responsibility for caring for each other, looking out for each other, and by encouraging everyone to play their part in making King Edward's a positive workplace by applying the principles outlined in the Staff Welfare Charter below.

The Governors, Headmaster, and the Senior Leadership Team are committed to **maintaining and wherever possible improving upon the following existing practices** designed to support and promote staff wellbeing:

### a) the provision of a supportive workplace by ensuring that:

- All leaders and line managers, middle, senior, and governors maintain an open door policy so as to be better able to listen to and support their teams.
- All staff, through the appraisal process with their line manager have the opportunity to discuss, consider reflect upon and review their role identifying any actions that can be made to improve their work life balance by them and by their line manager/team/or the school.
- Wellbeing improvement actions are recorded & reviewed as part of the appraisal process by line managers and are kept under active review to provide timely care, intervention and support.
- That staff have access to high quality professional development, mentoring and support to assist them in their role and this is provided in a flexible and personalised manner linked to the appraisal process.
- This professional development will include appropriate wellbeing workshops and training for those whose appraisal identifies that they would benefit from further support.
- The school counselling service is available to staff in confidence to assist and support them during difficult life challenges.
- We maintain our existing practice for dealing with workplace concerns adopting informal, personal approaches -including mentoring or mediation- before utilising formal processes.
- We continue to maintain our existing informal, flexible paid approach to family and extended family, commitments, celebrations and emergencies.
- We continue to promote collegiate staff events, breakfast/cake Fridays, a half day finish at Christmas and in the Summer Term including staff lunch and inevitable quiz.

### b) a commitment to a fair and reasonable workload and the continuance of existing practice:

- Expectation that **lunch is for lunch** and not for clubs, detentions, duties, practices or workshops.
- Any staff who choose to do a single duty per week receive **lunch on 5 days per week**.
- Commitment to keep the school's **directed time under the 1265hrs** teachers are contracted for and that support staff should work within their contracted hours.
- A **£150K budget** commitment to fund a 43/50 baseline instead of 45/50.
- 'Rarely Cover' not to come out of the **protected 10% PPA**.
- Instead period 44 to be labelled as 'rarely cover' and period 45 as '**enrichment PPA**'
- **Significant school changes** to be incorporated in the annual development plan i.e. Enrichment and Digital Schools and department and school resources/planning and consultation built around these and not introduced mid-way through the year
- **No expectation** that any staff - inc. SLT & HM - reply to emails before 7.30am or after 5pm on working days
- **Non-compulsory** after school staff updates & Dept. and Tutor Team meetings.
- Freedom to come and go off site when not teaching, on duty or required for any other activity.
- Commitment to flexible working practices and part-time working hours.



## Staff Welfare Charter

King Edward's is committed to following the key principles of the HSE's Management Standards, Employment and Health and Safety Laws as described in the Staff HR Handbook and seeks to create an ethos, policies and practices that promote the welfare of all employees - support and teaching staff.

1. **Governors, the Headmaster and Senior Leaders create an operational structure and overall organisation of the day-to-day life of the school that adheres to the terms of the Teachers Pay and Conditions Document and the principles of the HSE's Management Standards; this includes:**
  - a) Adhering to the 1265 directed time allowance for classroom teachers and contracted hours for support staff, ensuring job descriptions are suitable and appropriate for all employees.
  - b) Publication of, and consultation on, the school calendar as part of a) by September 1<sup>st</sup> so that all employees know what is expected and what to plan for during the academic year.
  - c) The implementation of HR policies and procedures that promote flexible working wherever possible.
  - d) A teaching timetable that adheres to, or preferably, improves upon the terms of the STPCD.
  - e) Providing five days' notice for all changes to the timetable unless for a student's safeguarding or their own personal welfare.
  - f) Provision of fortnightly opportunities for consultation on structural/organisational changes to the school through meetings between the Chair of the SRC and the Headmaster.
  - g) Consultation with staff through working parties, surveys and briefings regarding whole school changes or those which affect the staff's working life in advance of changes being made.
  - h) A clear structure for line management; performance management and CPD opportunities that promote, support, personal development and growth.
  - i) Keeping all staff abreast of changes and updates that affect their working practices and environment
  - j) Promoting co-operation, trust and mutual respect between staff members
  - k) Promote a culture of openness, giving all staff the right to be heard without fear of reprisal or appearing critical.
  - l) A clear and easily accessible policy on bullying and unacceptable behaviour.
  - m) Full investigation into incidents by an appropriate member of the SLT or governor.
  - n) Provide a staff well-being governor to support the Staffroom Committee and Staff Welfare in general who will validate the policy and assess the success criteria
  - o) Promote well-being throughout the school, leading by example wherever possible.
  - p) Encourage and engage in initiatives, events and training that work to maintain positive approaches to health and wellbeing.
  - q) Provide access to counselling and or coaching services for all staff.
  - r) Provide clear and regular communication through whole school briefings, individual meetings, weekly staff updates, staff virtual notice board and via presentations and emails.
  - s) Ensure minutes of meetings are made available to all staff.
  - t) Provision of a Staff HR Handbook containing all relevant policies.
2. **Middle Leaders in their roles as frontline managers will ensure these principles are implemented by:**
  - a) Monitoring the working practices, working environment [Inc. H&S standards] of their team.
  - b) Ensure all members of the team have defined job roles with clear expectations that work to their strengths and serve the team.
  - c) Sharing best practice and identifying areas for improvements in the team's working practices and working environment so that opportunities to manage individual or team stress are acted upon quickly.
  - d) Ensuring that training and CPD opportunities to assist and support individual development and growth are identified and acted upon.
  - e) Provide constructive, solutions focused, feedback following job evaluations or lesson observations with a focus on supporting the development of the individual and the team.
  - f) Ensuring that team deadlines, and overall management of the teams contracted hours/directed time and workload promotes a flexible approach allowing staff to manage their own workloads wherever possible to promote their own work life balance.



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Holistic, Academic, Education

- g) Acting as a consultative conduit for change - large or small - and by keeping their team abreast of changes and updates that affect the team's working practices and environment
  - h) Reporting the team's views on consultation and wider systemic stressors or concerns to their line manager for consideration by the SLT.
  - i) Promoting co-operation, trust and mutual respect between staff members.
  - j) Respect family and religious commitments and needs.
  - k) Support staff in instances of aggressive behaviour from parents and students.
  - l) Offer support in situations of grievance and to carry out work, if necessary.
- 3. Staff in their role will ensure that they play an active part in managing their own welfare and that of others by:**
- a) Ensuring that they plan and manage their time to create a positive work/life balance and raise awareness of anything that makes that difficult with a view to preventing harm
  - b) Adopting an active approach to learning about effective time and stress management techniques as part of their CPD.
  - c) Actively engaging with school consultations, reviewing related documentation and contributing to the wider debate via departmental meetings, surveys, and working parties.
  - d) Identifying early signs of stress in themselves or others and raising these concerns swiftly with the line manager so that the line manager can make any reasonable adjustments to their working conditions and can provide any additional training and/or support.
  - e) Promoting co-operation, trust and mutual respect between staff members
- 4. The Staffroom Committee will provide a conduit for the welfare of the staff by:**
- a) Being a positive force for good by acting as the voice for all staff, celebrating the whole staff's successes, life events and achievements, and encouraging or planning social opportunities for all staff
  - b) Setting good examples - saying thanks, looking out for individuals, caring for others, and championing wellbeing.
  - c) Working in a collaborative and collegiate fashion to measure and evaluate whole staff welfare via welfare surveys and schools biannual HSE Stress Management Survey; this will also include other relevant school indicators e.g. sickness absence rates, feedback through Committee Meetings and staff turnover.
  - d) Co-ordination of the wider whole staff view on initiatives and changes, including formation of recommendations, through their representative roles and via the Chair's fortnightly meeting with the Headmaster and also through their role as a member of the governing body's ECM committee.
  - e) By acting as a conduit for whole staff concerns or worries in respect of working practices, welfare, stress or anti-social/bullying or harassment concerns directing such concerns to the appropriate member of staff.
  - f) Actively supporting the overall welfare of the whole staff by contributing to the overall design of CPD programmes around welfare and wellness identifying appropriate external or internal providers.
  - g) Writing and updating where relevant the Staff Welfare Policy.
  - h) Signposting all staff to dedicated expert welfare and stress management resources aimed at exclusively at schools e.g.  
  
<https://www.annafreud.org/schools-and-colleges/5-steps-to-mental-health-and-wellbeing/supporting-staff/>  
<https://www.educationsupport.org.uk/>  
<https://www.educationsupport.org.uk/about-us/your-stories/leeds-city-council>
  - i) Ensuring that the annual CPD plan also includes mental health and wellbeing training via online courses, or through external speakers/trainers and attendance at events/conferences on wellbeing.



## Annual Staff Welfare Policy Audit

Key Objectives	Achieved			Future Actions*
	Fully	Partially	Not Achieved	
SLT provide 1265 Directed Time working arrangements to staff	Fully	Partially	Not Achieved	
SLT publish the annual calendar after consulting with staff	Fully	Partially	Not Achieved	
Governors have flexible working arrangements available for teachers	Fully	Partially	Not Achieved	
10% PPA as per STPCD is built into the timetable by SLT.	Fully	Partially	Not Achieved	
Governors and SLT provide opportunities for consultation	Fully	Partially	Not Achieved	
School CPD and Performance Management Policies actively promote staff welfare	Fully	Partially	Not Achieved	
Middle leaders monitor working practices	Fully	Partially	Not Achieved	
Middle leaders act swiftly to resolve local issues of stress	Fully	Partially	Not Achieved	
Middle leaders use CPD and share best practice to assist staff welfare	Fully	Partially	Not Achieved	
Middle leaders adopt a flexible approach to work life balance	Fully	Partially	Not Achieved	
Middle leaders promote a consultative approach	Fully	Partially	Not Achieved	
Middle leaders report concerns	Fully	Partially	Not Achieved	
Staff plan and manage their time well to promote a good work/life balance	Fully	Partially	Not Achieved	
Staff undertake training on time and stress management	Fully	Partially	Not Achieved	
Staff actively engage in school consultations	Fully	Partially	Not Achieved	
Identify stress in themselves or others passing concerns on	Fully	Partially	Not Achieved	
SCR actively contributes to the management and assessment of welfare in the workplace	Fully	Partially	Not Achieved	
SCR acts a representative body for the entire staff	Fully	Partially	Not Achieved	
SCR acts as a conduit for staff concerns re-directing as appropriate	Fully	Partially	Not Achieved	
SCR works with Director of Standards to ensure welfare CPD	Fully	Partially	Not Achieved	
SCR provides social and celebrations for staff to assist welfare	Fully	Partially	Not Achieved	

\*Future actions should be noted as part of the audit process and then transferred to the SCR Welfare Action Plan.