



Cambridge House Grammar School

Staff Wellbeing Policy

Signed:

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Chair of Board of Governors

Signed:

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Principal

Date

30.01.24

1. Introduction

- 1.1. As the employer of staff in Cambridge House Grammar School, the Board of Governors recognise the statutory responsibilities related to employment. Day-to-day management of staff is delegated to the Principal and line managers in Cambridge House Grammar School. Throughout this document, reference is made to the responsibilities held by the Principal for operational purposes. Ultimate responsibility rests with the Board of Governors and the Education Authority.
- 1.2. Cambridge House Grammar School and the Governing Body are committed to promoting positive mental, physical and emotional wellbeing and will provide suitable support for all members of staff. Taking action to prevent ill health and promote good health makes good educational and business sense, as sickness absence carries high costs both in monetary terms and in terms of the impact upon performance, teaching and learning, morale and productivity, which may disrupt or compromise student progress.
- 1.3. Members of the teaching and non-teaching staff are entitled to be treated fairly and professionally at all times. The school recognises the statutory responsibilities related to employment, and that staff have the primary responsibility for their own health and wellbeing. This policy should be viewed alongside other policies and procedures in relation to duty of care as an employer to all members of staff. These may include (but are not limited to):
 - Attendance and Absence Management Policy
 - Stress Management Policy
 - Health and Safety Policy
 - Equality of Opportunity Policy
 - Anti-Bullying Policy
 - Harassment Policy
 - Grievance Policy
 - Whistleblowing Procedure

Other EA policies contribute to staff wellbeing by providing certainty, fairness and consistency in the treatment of staff in different contexts, including:

- Pay Policy
 - Performance Management Policies of Teaching and Non-Teaching Staff
 - Behaviour Policy
 - Safeguarding Policy
 - Shared Parental Leave Policy
 - Secondment Policy
 - Continuing Professional Development Policy
 - Disability Policy
 - Flexible Working Policy
 - Alcohol/Drug Abuse Policy
- 1.4 The Governing Body recognises the importance of workplace unions in promoting and maintaining a positive health and wellbeing environment.

2. Who this policy applies to

- 2.1 This policy will apply to all employees working in Cambridge House Grammar School.

3. Aims

3.1 This policy aims to:

- 3.1.1 provide a working environment which enables staff wellbeing to be supported whilst enabling staff to carry out their duties effectively.
- 3.1.2 recognise the key role of the Principal/Senior Leaders/Line Managers for their responsibilities by enabling access to guidance, training and support.
- 3.1.3 encourage staff as individuals to accept responsibility for their own mental, physical and emotional wellbeing.
- 3.1.4 comply with all statutory requirements.
- 3.1.5 develop and maintain a positive health and safety culture through regular communication and consultation with staff and their trade union representatives on health and safety matters.
- 3.1.6 develop an open culture in which mental, physical and emotional wellbeing is taken seriously and in which staff are supported in order that they may seek any help and support they need.
- 3.1.7 ensure that all staff are aware of the policy through regular promotion on staff noticeboards and electronic systems.
- 3.1.8 identify the hazards that could lead to poor staff health and wellbeing and reduce these where possible.

4. Legislation

- 4.1 Legislation that will be considered when promoting positive mental, physical and emotional wellbeing, including, but not exclusively:
 - The Health and Safety at Work Act 1974
 - The Equality Act 2010
 - Working Time Regulations
 - Employment Rights Act 1996
 - Employment Relations Act 1999

5. Responsibilities

5.1 The Education Authority Human Resources Function shall:

- 5.1.1 provide the necessary professional advice, support and training to the Board of Governors and all Cambridge House Grammar School staff as and when required.
- 5.1.2 assist with the referral of staff to Occupational Health, Counselling or mediation when appropriate.
- 5.1.3 assist in the formulation of return-to-work programmes and provide advice on the implementation of statutory requirements.

5.2 The Board of Governors shall:

- 5.2.1 take overall responsibility for the implementation of this policy while ensuring that staff enjoy a reasonable work-life balance.
- 5.2.2 will adopt the appropriate policies in respect of 'family friendly' employment, including consideration of part-time working, flexible working patterns, where this can be implemented without detriment to the operational requirements of the school.
- 5.2.3 actively demonstrate recognition and acceptance of common mental and physical health problems by creating an environment where staff feel comfortable asking for help.
- 5.2.4 act early and provide consistent support.
- 5.2.5 enlist the support of the Education Authority's Human Resource function and Occupational Health, when appropriate, and ensure staff are able to access this support.
- 5.2.6 ensure that staff roles and responsibilities are clearly defined.
- 5.2.7 attend regular training on health and wellbeing in schools.
- 5.2.8 ensure that all Cambridge House Grammar School policies are assessed for workload impact.
- 5.2.9 take into account the equality implications of any policies introduced and monitor on a regular basis.
- 5.2.10 provide opportunities for staff to participate in free annual health checks, should they so desire.
- 5.2.11 ensure the policy is monitored, evaluated and reviewed with the recognised workplace unions on an annual basis, in the light of changing needs and legislative frameworks.

5.3 The Principal and SLT shall:

- 5.3.1 support the governing body in ensuring that strategies are implemented to effectively manage, and where necessary, reduce employee stress.
- 5.3.2 foster a supportive work environment, operating in a fair and consistent manner.
- 5.3.3 ensure that there is clear communication between staff and management with regards to all areas of school life.
- 5.3.4 create reasonable opportunities for employees to discuss concerns and enable staff to do so in an environment where stress is not considered a weakness.
- 5.3.5 follow agreed procedures when there are concerns or absence due to work related stress and other mental health problems.
- 5.3.6 ensure that a return-to-work policy is established in the workplace that is supportive of staff both while absent and upon return to work.
- 5.3.7 ensure that all staff have access to regular training sessions on health and wellbeing in schools, including practical sessions to deal with mental, physical and emotional wellbeing issues, and that they are given the appropriate time and resources to undertake this.

- 5.3.8 demonstrate commitment, via systems and practices in place in Cambridge House Grammar School, to employees maintaining a good work/life balance, and ensure that such practices are communicated to all staff.
- 5.3.9 manage pressures which may affect staff, including the impact of workload pressures, and anticipate likely problems, taking action to reduce the effects of these pressures where possible.
- 5.3.10 in consultation with the workplace unions, conduct an annual survey of staff, including a section on health and wellbeing, and share and act upon results.

5.4 Staff shall:

- 5.4.1 act in a manner that respects the health and safety needs of themselves and others in the workplace.
- 5.4.2 make themselves aware of all the relevant school policies, eg staff attendance, health and safety.
- 5.4.3 share their views, ideas and feelings about all issues concerning the school at formal meetings.
- 5.4.4 seek support or help when they think they are experiencing a problem, if possible, to a clearly identified line manager or named individual. This requires an understanding that a good relationship is based on communication from both parties and therefore it is important that issues are raised at the earliest possible moment so that effective strategies can be put in place to manage workloads.
- 5.4.5 consider wellbeing support mechanisms offered by Cambridge House Grammar School and the Education Authority.
- 5.4.6 consider attending training on health and wellbeing issues where they feel this is appropriate.
- 5.4.7 where possible, be watchful of any indication of changes in behaviour in colleagues and promote sympathetic alertness to colleagues who show signs of stress.

6. Support Mechanisms

- 6.1 The Leadership Team (Principal, Vice Principals, Senior Teachers and middle managers) should encourage the creation and maintenance of an atmosphere where all staff members feel comfortable asking for help or raising concerns. The Leadership Team should be sensitive to any problems which may cause an employee stress-related issues and should act in a professional, fair, consistent and timely manner when a concern arises.
- 6.2 Where additional professional advice is required, Occupational Health Professionals should be utilised.
- 6.3 Counselling can be provided where appropriate through the Education Authority. This will be a confidential, independent service using professionally qualified counsellors.
- 6.4 On joining Cambridge House Grammar School or on moving to a new role, the following support will be offered:
 - All new staff will be given a school orientation and a staff handbook
 - All new staff will be made to feel welcome and given as much support as possible
 - There will be reviews for new staff held throughout the first 6 months of employment
 - Discussion of new roles and expectations alongside support for the new role and related task (coach/mentor assigned)

7. Arrangements for implementing the Wellbeing Policy

Arrangements for wellbeing and stress prevention through good management practices will include:

- Effective recruitment and selection procedures
- Clear job descriptions and person specifications to ensure that the 'right' person is recruited for the job
- Formal accreditation, eg School Impact Award
- Agreed knowledge, skills and behaviour for managers to be shared and cascaded through all levels of management
- Performance management discussions held with line manager, supporting monitoring and accountability
- Training and development procedures to ensure that individuals have the necessary skills and competencies to undertake the duties required of them
- Promotion and reward procedures
- Managing performance procedures
- Capability and absence management & return to work procedures to ensure that individuals are supported back into work following illness
- Suitable adaptations for disability
- Harassment and anti-bullying procedures
- Procedures for communicating with employees on work of the school and issues affecting their work
- Flexible working arrangements, and contact days with staff on maternity leave
- Arrangements will be updated and amended as required, and when deemed necessary, by the findings of stress risk assessments