



# Tibberton and Hindlip CE First Schools

## Staff Wellbeing Policy



**Policy:** Autumn 2025

**Policy to be reviewed:** Autumn 2027

**Governors Responsible for Health, Safety and Wellbeing:** Mr J. Porter and Mrs. L. Dickens

**Executive Headteacher:** Mr A. Gromski

**1. Aims** - At Tibberton and Hindlip C of E First Schools we are committed to serving our whole community with **Grace**. This takes dedication and commitment from all our staff, who work hard to meet the needs of our school community. Therefore, it is vital that we look after our staff. This policy aims to reflect our commitment 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
- Ensure that staff understand their role in working towards the above aims

This policy details expectations on staff and governors in supporting wellbeing, as well as detailing the school practices that support staff health and wellbeing, above and beyond those common practices detailed in other policies which also aim to promote healthy working practices and reduce stress.

**2. Promoting wellbeing at all times** - Our School Federation is strengthened by a collaborative leadership model, where the SLT are expected to lead an extended staff team by example. Shared responsibilities are a vital part of small school life, where a wider team cumulatively has a greater impact than any one person. The support of a wider team helps mitigate the pressures and workload additional responsibilities bring.

**'If you give to others, you will be given a full amount in return.'** (Luke, 11:6).

**3. Role of all staff** - All staff are expected to:

- Treat each other with empathy and respect
- 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
- 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

**4. Role of the SLT** - The SLT are expected to:

- Make sure new staff are properly and thoroughly inducted and feel able to ask for help
- Maintain positive relationships with their staff and value them for their skills, not their working pattern
- Provide a non-judgemental and confidential support system to their staff
- Take any complaints or concerns seriously and deal with them appropriately using the schools' 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
- Keep in touch with staff if they're absent for long periods
- Monitor staff sickness absence, and have support meetings with them if any patterns emerge
- Conduct return to work interviews to support staff back into work
- Conduct exit interviews with resigning staff to help identify any wellbeing issues that lead to their resignation
- 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
- Listen to the views of staff and involve them in decision-making processes, 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
- Make sure that the efforts and successes of staff are recognised and celebrated
- Produce calendars of meetings, deadlines and events so that as far as possible staff can plan ahead and manage their workload

**5. Role of the governing board** - Minister Jeff Porter and Mrs Lynn Dickens are the Governor leads for Wellbeing and are available to support staff as needed. 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 Headteacher and heads of school
- 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

**6. 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. Where possible, support will be given by line managers or senior staff. This could be through:

- Giving staff time off to deal with a personal crisis
- Arranging external support, such as counselling or occupational health services
- Completing a risk assessment and following through with any actions identified
- Reassessing their workload and deciding what tasks to prioritise

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

**7. Supportive School Practices** - school practices that support staff health and wellbeing, **above and beyond** those common practices detailed in other policies which also aim to promote healthy working practices and reduce stress.

#### Action 1: Unspecified Term-Time Leave (Wellbeing Leave)

School staff, who would not normally be able to take leave during term time, will be able to request the equivalent of 1-day unpaid leave within the school year. Applications for Wellbeing Leave should be made following the following guidelines:

- Requests should be made in writing to the Headteacher
- Requests should be made in advance, giving 1 months' notice where possible unless exceptional circumstances exist.
- No reason needs to be given, however if staff wish to give a reason that may strengthen their application they are able to do so.
- Staff can request one full day or 2x half days.
- Staff understand that this leave will be unpaid and that this will have an impact on pension contributions.
- Staff should consider the impact on the school of their chosen date before making an application for Wellbeing Leave.
- The decision to grant an application for Wellbeing Leave will be at the Headteacher's discretion following the following principles:

Wherever possible applications for Wellbeing Leave will be granted providing that it does not negatively impact on the business of the school or the provision provided for pupils. The headteacher will consider the following when making this evaluation-

- Numbers of staff absent on any given date
- Staff are not absent for significant school or class events e.g. class assemblies, Christmas productions, parents' evenings, census days etc.
- Requests for Wellbeing Leave will be dealt with on a first come first served basis.
- The Headteacher has the right to cancel Wellbeing Leave at short notice. This decision will not be taken lightly and is likely to be used only in exceptional circumstances, for example upon notification of an Ofsted inspection.

#### Action 2: Remote PPA

Staff will be supported to undertake PPA remotely so long as it does not negatively impact upon the business of the school or the provision provided for pupils. At the discretion of the SLT, staff can be asked to remain onsite for PPA where deemed necessary, e.g. to support health and safety with wider staff absence, offsite SLT training, safeguarding etc.

#### Action 3: Protection and replacement of teacher's PPA time

In the event that teachers miss their PPA (Planning, Preparation and Assessment time) it will be replaced or swapped *wherever possible*. This is not a requirement of Schools' Teachers Pay and Conditions, however we recognise how hard our teachers work and that receiving PPA allows them to have a better work life balance.

The Senior Leadership will follow the following guiding principles:

- Teachers will receive an alternative PPA day if they lose their PPA for any of the following reasons:
  - They have been on directed training
  - They are undertaking SDP or school improvement actions as directed by the school
  - They are absent from work through an agreed leave of absence (see policy)
  - They are on a school trip (all trips must be planned for non-PPA days, unless it is unavoidable and permission has been sought from the Headteacher)

- Alternative PPA sessions *must* minimise the cost to the school and aim to limit any disruption to pupil's learning. For example, where ever possible PPA will be taken in the afternoon for non-core subjects and staffing will remain the same.
- All changes must be approved by the headteacher before being arranged.

#### Action 4: Time off in lieu for residential visits

Staff attending overnight residential visits will be offered 1 day off in lieu. This will be granted following the same guidelines as wellbeing days.

#### Action 5: Paying Teaching Assistants for attending trips outside of their contracted hours

We rely on the good will of our Teaching assistants to facilitate our trips and visits, asking them to be willing to work a full day. Where Teaching assistants are willing to work all day to support a trip (when they would not normally do so) we will in the first instance swap working hours. If this is impossible then they will be payed for the afternoon session. Trips should, if at all possible, be booked when contracted staff are available to support the visit.

In addition, support staff attending overnight residential visits will be paid up to 8pm.

#### Action 6: Use of scheduled staff meeting time to support data drops

Where possible, time will be built into the staff meeting cycle to support termly class data collection and drops. Alongside the commitment of the SLT to ensuring that data collection is focussed and purposeful, this will support staff work life balance at the end of each term, when school is often at its busiest.

#### Action 7: Wellbeing and safeguarding supervision for staff

We have a well embedded Safeguarding policy and procedures are followed expertly by staff at all levels. We recognise working with vulnerable children and families can be emotionally challenging and that we need to also look after the wellbeing of our staff. Staff will be offered the option of 'supervision' sessions. SLT will facilitate these following these principles:

- Supervision should be requested by the staff through the SLT.
- Staff may request supervision with a peer, colleague or a member of the SLT.
- Staff can indicate the timeframe in which they feel the need for the supervision meeting, for example indicating those times when they feel a supervision session is required with urgency to protect their emotional wellbeing.
- Supervision sessions required at short notice will endeavour to meet the member of staff's requirements but this may not always be practicable.
- The supervision sessions will be a time to talk, to share emotions and to have dedicated time to talk about our roles supporting our most vulnerable children and how this affects us personally.
- No formal safeguarding information or guidance will be given in the supervision meetings. **Safeguarding policy should be followed at all times.**

## **Appendix - Supporting Menopause in School:**

NASUWT has stated that, nationally, employers have been slow to recognise that women of menopausal age may need special consideration and for too long it has simply been seen as a private matter. As a result, it is very rarely discussed and many managers will have no awareness of the issues involved. This means many women feel they have to hide their symptoms and will be less likely to ask for the adjustments that may help them.

The menopause is a natural part of ageing that usually occurs between the ages of 45 and 55 years of age. It occurs as a direct result of a woman's oestrogen levels declining. In the UK, the average age for a woman to reach menopause is 51. The menopause is a recognised occupational health issue and should therefore be addressed at school level.

### The following conditions are associated with the Menopause:

- Hot flushes
- Headaches
- Tiredness and a lack of energy
- Sweating
- Anxiety attacks
- Aches and pains
- Dry skin and eyes

### The SLT recognise that:

- The majority of women will experience some or all of the symptoms of the menopause at some point in their lives and that supporting staff experiencing the menopause is important.
- The menopause affects every woman differently and so there is no 'one size fits all' solution to it.
- Some women experience few symptoms whilst others experience such severe symptoms that it impacts negatively on both their home and working lives.
- Some women experience sudden menopause after surgery, chemotherapy or radiotherapy.

### Supporting working women through the menopause - Our school federation will endeavour to ensure:

- The SLT have awareness of the menopause;
- Good ventilation and air quality;
- Access to drinking water;
- Adequate toilet access;
- Flexible breaks where this does not negatively impact upon pupil provision and safety;
- Sickness monitoring procedures are balanced and fair;
- A sympathetic approach from management.