

**Westminster Nursery Staff Wellbeing Policy**

**Policy**

Staff retention is essential to providing consistent high quality education to pupils. Staff need to be happy, have a manageable workload and the right support at all levels to thrive in a school. Systems need to be in place to ensure that during times of difficulty staff are well and resilient enough to cope and can be directed to extra support when needed. All staff need to be able to recognise signs of stress and what they can do to deal with it and how they can avoid it. At Westminster Nursery School we make great efforts to foster a culture of happiness and wellness. We are totally committed ensuring staff stay happy and well so that they can provide the best education for our pupils*.*

# Workload

Leaders and governors will give due consideration to the following, recognising the impact on working hours:

* Learning Journey updates
* Leading in too many areas
* Workload over the year
* Data management
* Reporting to parents
* Collaborative working

Communication

Lack of clear information can lead to stress and can be detrimental to a staff member’s wellbeing. Consideration will be given to:

* Communication systems (e.g. emails) regarding events and situations in school
* School Diary
* Communication of appreciation, of school improvement plans and actions, policy consultation and general staff news (e.g. staff briefings, newsletters, access to plans)
* Good notice is given about any type of monitoring
* All staff get copies of newsletter and other letters sent to parents are available to read

# Work Life Balance

Whilst expecting that all staff do their directed hours in school the governors recognise that number of hours in school is not a measure of commitment to school. They will pay careful attention to the organisation and timings of:

* PPA (Planning, preparation and assessment) time
* Additional release time to cope with busier periods for different areas of responsibility
* Training
* Support staff are rarely expected to attend staff meetings, if they do they are paid additionally or get time off in lieu
* Staff meetings will not happen in weeks where there is a requirement for teachers to work after school at another event. They must finish promptly by 5pm.
* PTA Events –staff are not expected to attend every event. It helps if staff take turns to help.

# Supervision Time

* Once per term each member of staff take part in supervision time. This will be an opportunity for staff to raise things they wish to have ideas to help with. Using grow model of questioning the leader of the supervision will help find solutions where possible. All that is said must remain confidential.
* These sessions will take place in a relaxed comfortable place.
* Staff are also encouraged to consider their own wellbeing and to can talk about things they need help with.
* Governors and staff are clear that these sessions sit nowhere near appraisal. Staff must feel that they can ask for help with anything without being judged.
* All safeguarding concerns raised must be dealt with according to our policies and training.

There are clear guidelines for these sessions – see supervision policy.

Rights of staff:

* To be heard
* To be uninterrupted
* To confidentiality
* To respect
* To celebrate successes
* To be valued

Responsibilities of other staff

* To maintain confidentiality
* To be open
* To be punctual
* To keep time
* To be respectful and not judgemental

# Flexible Working

Governors will consider part time working when it is not judged to be detrimental to the pupils.

# Achievement

Governors recognise that challenge and achievement are fundamental to good wellbeing. As far as finances will afford staff will receive excellent professional development and opportunities will be made available for staff who wish to further develop their careers.

# Other wellbeing initiatives used in school

* Birthdays remembered
* Staff appreciation - displayed on school family tree wall
* Consideration for staff to attend special events and family medical appointments
* Ensure the staffroom a pleasant place to work
* Hug in a mug
* Wellbeing questionnaire (Appendix A)
* Half termly wellbeing acknowledgements
* Make sure that staff have uninterrupted lunch breaks wherever possible

# Head teacher Wellbeing

Governors recognise that the head teacher’s wellbeing is very important if he/she is to look after the wellbeing of all the staff. They also recognise that there are some things that must stay confidential.

The Chair of Governors monitors the head teacher wellbeing. Throughout the year the Governors will seek information about several different areas which have been agreed by this governor and the head teacher. (Appendix B)

The head teacher will access professional supervision sessions off site when needed.

The governing body will receive a report on staff wellbeing when requested from the head teacher and the chair of Governors.

Further reading: <https://www.gov.uk/government/collections/workload-reduction-toolkit>

Appendix A

**Staff Wellbeing Survey**

1 (Never) 5 (All the time)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 |
| 1 Understands role |  |  |  |  |  |
| 2 Resources |  |  |  |  |  |
| 3 Safety |  |  |  |  |  |
| 4 Cared for |  |  |  |  |  |
| 5 Friendships |  |  |  |  |  |
| 6 Staff relationships |  |  |  |  |  |
| 7 Positive staff |  |  |  |  |  |
| 8 Development encouraged |  |  |  |  |  |
| 9 Listened to |  |  |  |  |  |
| 10 Enjoy work |  |  |  |  |  |
| 10 Doing well |  |  |  |  |  |
| 11 Workload management |  |  |  |  |  |
| 12 Happiness |  |  |  |  |  |
| 13 Managing stress |  |  |  |  |  |
| 14 Achievements acknowledged |  |  |  |  |  |
| 15 Opportunities to grow |  |  |  |  |  |
| 16 Treated fairly |  |  |  |  |  |
| 17 Treated equally |  |  |  |  |  |
| 18 Strengths used |  |  |  |  |  |
| 19 Enjoy school |  |  |  |  |  |
| 20 Role is understood by others |  |  |  |  |  |

Appendix B

Head teacher wellbeing

# Questions wellbeing governors may wish to ask

1. Does your HT feel that governors will challenge in a supportive way but back him/her when they need it.
2. Does your HT feel like they have enough down time to enjoy friends and family and relaxation?
3. Does your HT do tasks that could be delegated to other people?
4. Does your HT have a strong SLT to support them in the logistical running of school and keeping school’s vision at the forefront?
5. Does your HT consider their own professional development?
6. Does your HT have time and opportunity to meet with other HTs to discuss strategies and ideas to support with the running of school?
7. Who tells the HT well done, thank you and when?
8. Can the HT trust you to tell them anything?
9. Does your HT enjoy coming to school and find the job rewarding?
10. Is your HT looking after their health?
11. Does your HT take time away from school to focus on big tasks? HT time. If not, why not?
12. Who can your HT offload safeguarding cases to?
13. If your HT has personal problems who would they talk to?
14. Can you think of ways to deflect any flack your HT might receive?
15. Has your HT had professional coaching? Would they benefit from it?

The effectiveness of this policy will be monitored by the head teacher in consultation with governors and staff.

Reviewed by Chairs Committee: Autumn Term 2022

Signed by Committee Chair\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ratified by Governing Body Autumn Term 2022

Next Review Autumn Term 2024