



Staff Wellbeing Policy

**"I am the vine; you are the branches.
If you remain in me and I in you, you will bear much fruit"**

(John 15:5)

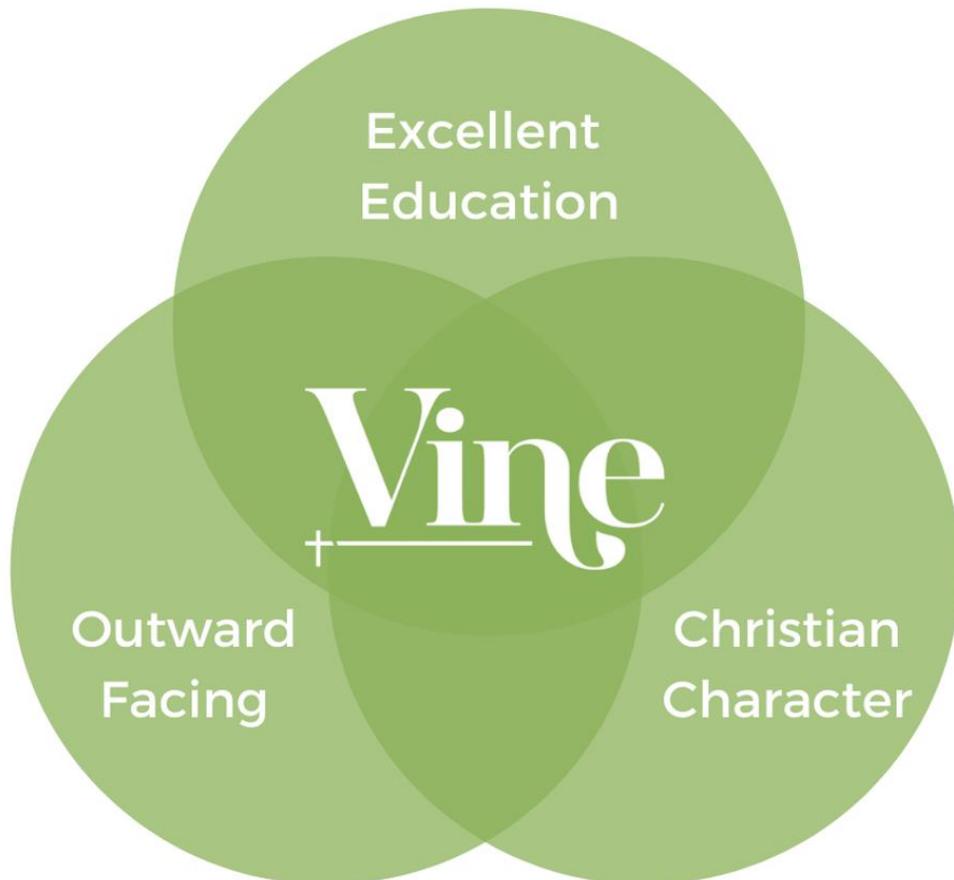
This policy is a mandatory policy for all Vine Schools and must be implemented with no amendments.

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Adopted by this school on:	
Next review:	



Vision & Values

- V** Valuing every person
- I** Inspiring great teaching
- N** Nurturing academic excellence and Christian Character
- E** Excelling, unlocking great potential



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1. Introduction

- 1.1 The Diocese of Chelmsford Vine Schools Trust was established by the Diocese of Chelmsford and has a Christian ethos and values at its heart.

**“I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit”
(John 15:5)**

If we are to be a Vine and children bear much fruit, then we need to value and look after the branches, our staff. This policy has the aim of setting out how this will be done. The purpose of this policy is to maintain an ethos which actively supports staff making sure that all employees are treated fairly and consistently and ensuring their health and wellbeing is a priority. We therefore accept The International Labour Organisation definition of workplace well-being broadly as:

“all the related aspects of working life, from the quality and safety of the physical environment, to how workers feel about their work, their working environment, the climate at work and work organisation.”

- 1.2 As the employer of staff in The Diocese of Chelmsford Vine Schools Trust, the Directors recognise the statutory responsibilities related to employment. Day to day management of staff is delegated to the Executive Headteacher/Headteacher and line managers in the Vine Schools.
- 1.3 The Vine wants to ensure that staff are supported and encouraged to develop personally and professionally. We recognise that staff wellbeing is an important contribution to human flourishing for staff and pupils as well as pupil achievement and school performance.
- 1.4 The Vine is committed to making sure that this Staff Wellbeing Policy is implemented so that each individual is able to manage successfully with the demands in their lives.
- 1.5 This Policy applies to all employees working in all Vine Schools and the Vine Central Team.
- 1.6 Policies relating to this policy can be found in Appendix B

2. Aims

- 2.1 Develop staff well-being by creating a positive and collegial working environment in which staff feel supported, valued and listened to and have an appropriate level of autonomy.
- 2.2. To develop a healthy, motivated workforce who are able to deliver a high standard of education to pupils.
- 2.3 To help ensure that our schools promote the health and wellbeing of all staff members, recognising the impact work can have on employees’ stress levels, mental and physical health.
- 2.4 To recognise that excessive hours of work can be detrimental to staff health and effectiveness and to agree on flexible working practices where possible without damaging opportunities for pupils to succeed or the smooth and safe running of the schools.
- 2.5 To communicate the importance of a work-life balance to all staff, and to ensure that all policy updates are communicated regularly.
- 2.6 To respond sensitively to external pressures which affect the lives of staff members.
- 2.7 To provide training for staff to deal positively with stressful incidents and give them a sense of confidence to deal with emergencies.
- 2.8 To improve staff development, co-operation and teamwork by creating effective leaders.
- 2.9 To make staff members aware of the channels which can be used to manage and deal with stress or work-related health and wellbeing issues.

3. Roles and Responsibilities

3.1 The Vine Trust Board:

- 3.1.1 Have overall responsibility for implementing and reviewing this policy and ensuring that staff enjoy a reasonable work-life balance.
- 3.1.2 Will ensure that clear procedures are in place for the Central Team that will minimise the levels of stress caused to staff when following informal/formal procedures such as the Capability or Disciplinary Policy.
- 3.1.3 Will review the demands on Central Team staff and seek practical solutions wherever possible.
- 3.1.4 Encourage staff as individuals to accept responsibility for their own mental, physical and emotional wellbeing.
- 3.1.5 Comply with all statutory requirements.
- 3.1.6 Ensure the policy is monitored, evaluated and reviewed with relevant personnel and the recognised workplace unions on an annual basis, in the light of changing needs and legislative frameworks.
- 3.1.7 Will provide a range of strategies for involving staff in the Vine decision making process.
- 3.1.8 Will ensure there is a Trust Safeguarding and Wellbeing Lead, to support the creation, implementation and impact of this policy.

3.2 Local Governing Body/Local Board:

- 3.2.1 Will adopt the appropriate policies in respect of 'family friendly' employment, including consideration of part-time working, flexible working patterns etc., where this can be implemented without detriment to the operational requirements or the standards of schools.
- 3.2.2 Will ensure that clear procedures are in place for school staff that will minimise the levels of stress caused to staff when following informal/formal procedures such as the Capability or Disciplinary Policy.
- 3.2.3 Will ensure effective support is available to the EHT/HT/HofS to facilitate their own positive mental health and wellbeing.
- 3.2.4 Will ensure leaders review, at least annually, the demands on school staff and seek practical solutions wherever possible.
- 3.2.5 Will ensure leaders employ a range of strategies for involving staff in the school decision making processes.
- 3.2.6 Will ensure leaders provide personal and professional development such as stress management, team building etc.
- 3.2.7 Will ensure leaders monitor staff well-being in the school through a range of means, at least annually, working with the executive leaders with reference to this policy and the contribution this area will make to the Ofsted leadership and management judgment.

3.3 The Executive Headteacher/Headteacher and Line Managers:

- 3.3.1 Will ensure that all staff enjoy a reasonable work-life balance and lead by example in this regard including (but not limited to) managing time spent at work, sending and answering of emails and in their use of social media.
- 3.3.2 Fully support all staff to implement behaviour and wellbeing policies consistently and ensure that the overall school culture helps to optimise pupils' behavior and wellbeing.
- 3.3.3 Will support the Vine Trust Board, Local Board/Local Governing Body in ensuring that strategies are implemented to effectively manage and, where necessary, reduce employee stress. This includes being familiar with and acting upon DfE guidance to reduce workload in the areas of marking, administrative tasks, lesson planning and

- unnecessary data requests.
- 3.3.4 Will prevent unnecessary stress and ensure that any work-based stress employees experience is at a productive, healthy level.
 - 3.3.5 Will adopt Vine Trust Board and School policies and provide a clear guidance regarding time off for public or trade union duties, or for personal reasons. For further information, refer to our school's Sickness Absence Management Procedure.
 - 3.3.6 Will ensure that there is clear and timely communication between staff and management with regards to all areas of the Vine and/or school life.
 - 3.3.7 Will create reasonable opportunities for employees to discuss concerns and will enable staff to do so in an environment where stress is not considered a weakness.
 - 3.3.8 Designate/train particular managers/individuals to be mental health champions/first aiders in the workplace to who can raise mental health awareness. They can also provide an additional source of confidential support for someone experiencing mental ill health.
 - 3.3.9 Will have a named wellbeing co-ordinator who is responsible for ensuring that the good health and wellbeing of all staff members is supported, promoted and valued by the Vine and the school. The co-ordinator will also ensure that policies, procedures and the workplace environment reflect this aim.
 - 3.3.10 Ensure performance management procedures are carried out effectively to ensure targets and objectives are clear, to identify any issues with workload and/or demands on the member of staff and provide support/training where necessary.
 - 3.3.11 Implement school procedures fairly, sensitively and confidentially.
 - 3.3.12 Will ensure that all staff are aware of and trained in line with the Vine Trust Board / Local school priorities and offered opportunities for development.
 - 3.3.13 Will monitor and review any measures that are planned and assess their effectiveness.
 - 3.3.14 Will conduct risk assessment for work-related stress in consultation with senior staff.
 - 3.3.15 Will make individual interventions such as short-term rehabilitation and return to work plans and longer-term reasonable adjustments to work.
 - 3.3.16 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. (Appendix A)
 - 3.3.17 Ensure that the return-to-work policy is followed in the workplace that is supportive to staff both while absent and upon return to work.

3.4 **Staff Members:**

- 3.4.1 Will make themselves aware of the relevant policies and comply with these.
- 3.4.2 Will assist in the development of good practice and ensure that they do not, through their actions or omissions, create unnecessary work for themselves or their colleagues.
- 3.4.3 Will ask their Line Manager/mental health first aider/champion for help or support if required. This includes understanding that a good relationship requires communication from both parties and so it is important that issues are raised at the earliest possible moment so that effective strategies can be put in place to manage any issues.
- 3.4.4 Will identify opportunities for development and take advantage of those offered by the Vine and school.
- 3.4.5 Will apply for any requests for leave of absence in advance and provide valid and evidenced reasons for any necessary sickness absence leave.
- 3.4.6 Will share their views, ideas and feelings about all issues concerning the Vine and the school at formal meetings and informal gatherings and failing this, will arrange to discuss any issues in a one-to-one meeting.
- 3.4.7 Act in a manner that respects the health, safety and wellbeing needs of themselves or others whilst in the workplace.

- 3.4.8 Where possible, be watchful of any indication of changes of behaviour in colleagues and promote sympathetic alertness to colleagues who show signs of stress.

4. Actions to support new staff

- 4.1 Practical actions to support new staff
- 4.1.1 All school based staff will be given an induction meeting by the Headteacher/Line Manager which will include an introduction to being part of The Vine.
 - 4.1.2 All central staff will be given an introduction to The Vine by their line manager.
 - 4.1.3 All new staff will receive the staff induction pack/staff handbook. This will continue to include all important policies, or their location, and will include this policy on staff wellbeing.
 - 4.1.4 All staff will be made to feel welcome and given as much support as required.
 - 4.1.5 All staff are to be issued with a name badge on arrival on their first day.
 - 4.1.6 At the end of the first week of employment, new staff will have a review with a senior member of staff.
 - 4.1.7 All new staff will be supported in their role through the probation policy and procedures.
 - 4.1.8 Where relevant, practical actions will be undertaken to support new roles:
 - 4.1.9 Decide who will be supporting person for the new role.
 - 4.1.10 Hold an initial discussion of roles.
 - 4.1.11 Hold visits to the environment for the new role.
 - 4.1.12 Establish a pattern of coaching and mentoring.
 - 4.1.13 Hold an end of first week review with supporting person.
 - 4.1.14 Provide 1:1 support for new tasks.
 - 4.1.15 Hold regular reviews as part of the probationary process.

5. Procedure for supporting wellbeing issues

- 5.1 The school and Central Leadership Teams must encourage the creation and maintenance of a culture where all staff members feel comfortable asking for help or raising concerns. The Leadership Team should be sensitive to any problems which may cause employee stress-related issues and should act in a professional, fair, consistent and timely manner when a concern arises.
- 5.2 Where additional, professional advice is required, the Vine and/or the school has contracts with Occupational Health Professionals and Human Resource experts and these avenues should be utilised. Eg (Innovate Occupational Health Care)
- 5.3 Where appropriate, staff should be signposted and encouraged to use confidential counselling services, such as the Schools Advisory Service 01773 814402 or download the app for support. This service enables staff to obtain advice and support outside the workplace.
- 5.4 The Vine and/or school will provide support to any employees facing high levels of stress in the workplace, as well as other work-related issues which are having/have the potential to impact negatively on the staff member's health and wellbeing. The various options for dealing with such issues should be discussed with staff members where appropriate. In some cases, this may include external support such as the teacher helpline or support from the Local Authority e.g. counselling/supervision.
- 5.5 During this time, the Vine and/or school will ensure that at all times the staff member's privacy and dignity is respected. This means maintaining confidentiality, upholding the employee's rights and dealing with the employee with tact and sensitivity.

6. Procedures to promote staff wellbeing

- 6.1 Weekly communication via school-based meetings and briefings.
- 6.2 Continuing professional development for all staff.
- 6.3 Performance management.
- 6.4 All staff encouraged to contribute to the school-based development plans/school procedures.
- 6.5 All staff given the opportunity to participate in CPD.
- 6.6 Central staff support the wider workforce.
- 6.7 Consultative staff meeting held once a term to give staff the opportunity to voice concerns and to have their views sought. The Headteacher/Team Leader responds to these through appropriate methods.

Appendix A - Example Staff Health and Wellbeing Survey

Please state whether you strongly agree, agree, disagree, strongly disagree, don't know

1. I seem to have long enough time to get my work done.
2. I take my breaks during the working day.
3. I am pressured to work long hours.
4. I have a choice in deciding what I do at work.
5. I can make my own decisions about how I do my work.
6. The pace of my work is too fast.
7. I know how to go about getting my job done.
8. I understand how my work contributes to the objectives for my organisation.
9. I am unclear about what is expected of me at work
10. I have the right resources or equipment to do my job.
11. I am gaining valuable experience in my job.

Appendix B – Policies Relating to this Policy

These include:

- Attendance and Absence Management Policy;
- Stress Management Policy;
- Health and Safety Policy;
- Equality of Opportunity Policy;
- Anti-Bullying Policy/Procedure;
- Grievance Procedure;
- Whistleblowing Procedure.

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

- Financial Handbook;
- Pay Policy;
- Performance Management Policy;
- Code of Conduct;
- Behaviour Policy;
- Safeguarding Policy;
- Leave of Absence Policy;
- Secondment Policy;
- Continuing Professional Development Policy;
- Lone Working Policy.

All policies are published on the Vine and school website.

Appendix C – Related Legislation

Legislation

Pieces of 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.

Appendix D – Useful Links

Useful Websites

Acas www.acas.org.uk

Information on stress and employer and employee rights, in the workplace.

Alcoholics Anonymous www.alcoholics-annonymous.org.uk

Fellowship of men and women who share their experience, strength and hope with each other to recover from alcoholism.

Careers UK www.carersuk.org

The voice of carers

CBI www.cbi.org.uk

Guidance to businesses on managing stress at work.

Department of Health www.gov.uk/government/organisation/department-of-health

Information on dealing with stress and mental health problems, including the use of Cognitive Behavioural Therapy (CBT)

Dignity at Work Partnership www.dignityatwork.org

Information and guidance on bullying in the workplace

The Equality and Human Rights Commission www.equalityhumanrights.com

The commission is working to eliminate discrimination, reduce inequality, protect human rights and to build good relations, ensuring that everyone has a fair chance to participate in society.

Gingerbread www.gingerbread.org.uk

Gingerbread and One Parent Families have now merged to provide better support and a bigger voice to 1.8 million lone parents and their children throughout England and Wales.

HSE www.hse.gov.uk/stress/standards

Information on the stress management standards

Local Government Employers www.local.gov.uk

Guidance for all councils on stress prevention and management

Mindful Employer www.mindfulemployer.net

Information and guidance on managing stress and mental health in the workplace

NASUWT www.nasuwt.org.uk

Information on a whole range of issues related to stress and wellbeing

NHS 111 <http://www.nhs.uk/111>

National Health Service advice and guidance on health matters

Ofsted <https://www.gov.uk/government/publications/teacher-well-being-at-work-in-schools-and-further-education-providers/summary-and-recommendations-teacher-well-being-research-report>

Ofsted Teacher Wellbeing Research Report – July 2019

Princess Royal Trust for Carers <http://www.carers.org>

Here to improve carers' lives by fighting for equality and recognition for carers.

Relate <http://www.relate.org.uk>

UK's largest provider of relationship counselling and sex therapy.

Samaritans <http://www.samaritans.org>

Offers confidential, non-judgemental support to individuals.

Teacher Support Network

<http://teachersupport.info>

Work Life Balance Centre <http://www.worklifebalancecentre.org>

Exists to help people restore control over their workload and working lives. We enable them to cut down overworking and so make new decisions about how they spend their time.

World Health Organisation

http://www.who.int/occupational_health/publications/en/oshstress.pdf

Publication on work organisation and stress.

Appendix E – Fair Workload Charter

Excessive workload can be a major obstacle to schools being able to successfully recruit and retain the best teachers and support staff. Recently, three national working parties established by the Secretary of State for Education have reported on the national picture and indicated how excessive workloads might be reduced.

On marking¹ the working party said:

‘We are concerned that it has become common practice for teachers to provide extensive written comments on every piece of work when there is very little evidence that this improves pupil outcomes in the long term’.

‘One message was very clear: marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop.’

‘Policies should be judged on the actual hours spent on marking, and adjustments to requirements made where necessary.’

On planning², the working party said:

‘Rather than requiring teachers to produce detailed, written lesson plans routinely, school leadership teams should be reviewing the effectiveness of how the time set aside for planning is allocated. If planning is to be effective, schools should look to allocate blocks of time to allow proper collaborative planning, which offers excellent opportunities for professional development’.

‘Senior leaders should review demands made on teachers in relation to planning to ensure minimum requirements to be effective are made’

On pupil performance data³, the working party said:

‘Do not routinely collect formative assessment data’

‘Summative data should not normally be collected more than three times a year per pupil’.

The Diocese of Chelmsford Vine Schools Trust ‘Fair Workload Charter’ sets out what teachers and support staff can expect from the Vine academies. All Vine academies will be able to utilize the ‘Vine Fair Workload’ logo in their advertisements and publicity. Ofsted have confirmed that the assurances contained in this agreement can be consistent with a good and better quality of teaching.

The Vine wants to be able to recruit and retain staff by;

Ensuring they have a fair and reasonable workload;

providing high quality training and professional development opportunities that meet the needs of individual members of staff;

providing a pay and rewards package at least that of the national agreement for teachers and support staff.

1. ‘Eliminating unnecessary workload around marking’, DfE March 2016.
2. ‘Eliminating unnecessary workload around planning and teaching resources’, DfE March 2016.
3. ‘Eliminating unnecessary workload associated with data management’, DfE March 2016.



Fair Workload

Staff working in a Diocese of Chelmsford Vine Schools Trust Academy can expect the following from our 'Fair Workload Charter':

- a. A **fair and reasonable workload** which will be ensured by:
 - Implementing an effective school curriculum that adopts high quality schemes of work where appropriate.
 - Using a marking policy that is based on research evidencing practices that have been demonstrated to raise achievement and clearly identifies the marking expectations, including what will and won't be marked.
 - Policies being reviewed during the Trust's and academy's usual cycle and a workload impact assessment for each carried out.
 - For **teachers**, the workload requirements of all policies should be reasonably deliverable within an additional maximum two-hour period, unless other contractual arrangements apply. For those with additional leadership responsibilities, a further one hour a day may be required.
 - For **support staff**, unless other contractual arrangements apply. the requirements of policies should be reasonably deliverable within contracted hours.
 - Employers excising their duty of care to employees with regard to workload, including for headteachers.
 - Individual workloads being monitored, through an annual Trust Wellbeing survey.

- b. **High quality training and professional development opportunities** that meet the needs of individual members of staff by:
 - Enabling staff to access the Vine, Local Authority, local group and nationally recognised training programmes.
 - Enabling staff to access training programmes linked to different stages of career progression e.g. NPQSL.
 - Ensuring staff are well trained and appropriately qualified.

 - Supporting teaching assistants in progressing to qualified teacher status where they choose to do so.

- c. A **Pay and Reward package** at least that of the national agreement for teachers and support staff.