



Alexander Hosea Primary School

'Roots to grow, wings to fly'

Staff Well Being Policy

Introduction

Our school recognises that people are its most important resource. We seek to value our staff through personal and professional support, involvement in school decisions and access to professional development.

This policy is underpinned by our school vision – 'Roots to grow, wings to fly' and our ASPIRE values –

Adaptable

Self-belief

Perseverance

Inclusion

Respect

Enquiry

We aim to:

- make the work place one that maintains and promotes the health and well being of employees
- provide an attractive, healthy, safe and supportive working environment for all employees which grows self-belief
- develop a strong, supportive staff team
- provide a broad range of experiences and personal and professional development opportunities
- promote a healthy work/life balance and provide opportunities for staff to participate in a variety of social events.

The success of our school depends to a great extent on the individual performance of each member of staff, and this is often related to the health and general well being of the individual. As a responsible employer, we recognise that our duty of care extends to mental health as well as physical health at work. The school has adopted a number of policies *e.g. Health and Safety, Behaviour Management, Complaints*, which both protect its employees and makes clear the responsibilities that rest with each member of staff.

Each individual retains primary responsibility for his/her own health and well-being. It is therefore up to us to take reasonable care of ourselves and to draw to the attention of the management any aspect of our work, which is potentially damaging, whilst sharing responsibility for maintaining a healthy environment. We also have a professional duty of care towards our colleagues.

Equal Opportunities

The school aims to create conditions where all staff and students are treated with respect and are not subjected to unfair discrimination in any aspect of school life. Details can be found in the school's Equalities Policy and other related policies.

Management of Sickness Absence

The school's procedures take a positive approach to sickness management, ensuring that staff are treated in a fair and appropriate manner. Staff are reminded that they have a responsibility to colleagues, as absences create extra pressure on those staff working, thereby affecting their well-being.

Smoking

Smoking is not permitted anywhere on the school site.

Harassment and Bullying

Harassment and bullying are not acceptable. Common forms of harassment involve offensive conduct and behaviour directed to a person's gender, racial origin, disability, sexual orientation, age, religious conviction, or some other personal characteristic. It can also include the inappropriate use of physical or mental power. Other less obvious but equally serious forms of harassment and bullying can occur in 'staff room talk' about colleagues. Expressions of opinion about colleagues, which can be viewed as harmful, malicious, or showing prejudice, are unacceptable anywhere at school or when using electronic communication and social media (Refer to the school's Acceptable Use of ICT for further information). Harassment and bullying of any kind is potentially deleterious to physical and mental health not only to the person to whom it is directed but others, who are then subjected to an unpleasant and often hostile atmosphere. We recognise also, that complaints may be made with mischievous or malicious intent, and such cases will be treated as a serious disciplinary matter (Refer to the school's Bullying and Harassment Guidance and Procedures).

Possible sources of pressure

Potentially there are many aspects of both our working and personal lives that may place pressure on us. Whilst some degree of pressure can actually improve performance, each of us has a different ability to cope with it and this can fluctuate depending on our personal situation. Some pressure is inherent in the very nature of the work we do and the size of the organisation. Each job within the organisation carries with it a performance level that the employee is expected to meet. When staff take up posts with additional responsibility they must expect that with them comes extra pressure. It is important that individuals attempt to pre-empt pressure and take steps themselves to avoid or reduce it *before* it becomes a problem. If however pressures increase beyond an individual's ability to cope, it can then become stress. Individuals suffering from stress can be affected emotionally, (e.g. irritability, depression, anger); physically (e.g. raised blood pressure, tiredness, headaches); mentally (e.g. concentration, memory); interpersonally (e.g. relationships become more difficult); or at work (e.g. poor time keeping, accidents, erratic attendance).

What to do about it?

If you feel the pressure of work is beginning to affect your health or performance, it is important to take action early, especially if you cannot foresee it lightening in the near future. Whilst the school will try to be sensitive when external pressures are affecting a member of staff, it cannot usually play a role in dealing with those pressures, but it is committed to trying to eliminate or reduce the factors within the institution that may affect the health of its employees.

If you can identify any aspect of your working environment that is adding to your feeling of pressure, e.g. lack of or inappropriate resources, poor lighting, badly sited workstation, gossip about colleagues, these can sometimes be addressed fairly quickly. If the pressure is caused by the nature of your work, the design of your job, or the organisational style, first try to think of a solution to the problem yourself, then discuss it with your line manager. It may be possible to make adjustments in the short or long term, to ease the pressure, and this is much easier to accomplish if you have thought about possible solutions yourself. Some work pressures are caused by being inadequately trained to do a job, or having

insufficient knowledge. If this is the case you should raise the matter with your line manager.

When things can't be changed

Some jobs are just more pressured at some times than at others, so if it isn't possible to change the working practices, it is important to ensure that you are as prepared as possible to cope with that pressure.

Preventative/supportive measures in school

The school will:

- Promote a culture of consultation, participation and open communication
- Include well being promotion through its staff development programme
- Provide behaviour support training for staff
- Help employees identify internal and external sources of assistance
- Provide all employees with an induction programme and subsequent line manager
- Make arrangements for religious observances wherever reasonable alongside normal duties
- Monitor levels of absence
- Endeavour to provide a pleasant, comfortable and safe environment
- Have clear systems of line management
- Recognise the value of each individual's work and contribution to the school

South Gloucestershire has a counselling service which can be accessed by staff members. Ask the Headteacher if you require information about how this support can be accessed.

Staff responsibilities to each other

Staff will:

- Express feelings in an acceptable manner to the appropriate people
- Raise concerns in the correct forum, with a commitment to being part of the solution
- Take advantage of training opportunities on promoting well being
- Report for work in a fit state to carry out duties
- Help maintain a pleasant, comfortable and safe environment
- Use facilities provided appropriately
- Use the 'Ten Keys to Happier Living' (attached as an appendix) from **Action for Happiness** www.actionforhappiness.org

Equalities Impact Assessment (EIA)

This policy has been screened to ensure that we give 'due consideration' to equality of opportunity and has been agreed and formally approved by the appropriate reviewing and ratification Committee.

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GREAT DREAM

Ten keys to happier living

Action for Happiness has developed the 10 Keys to Happier Living based on a review of the latest scientific research relating to happiness.

Everyone's path to happiness is different, but the research suggests these Ten Keys consistently tend to have a positive impact on people's overall happiness and well-being. The first five (GREAT) relate to how we interact with the **outside** world in our daily activities*. The second five (DREAM) come more from **inside** us and depend on our attitude to life.

G IVING		Do things for others
R ELATING		Connect with people
E XERCISING		Take care of your body
A PPRECIATING		Notice the world around
T RYING OUT		Keep learning new things
D IRECTION		Have goals to look forward to
R ESILIENCE		Find ways to bounce back
E MOTION		Take a positive approach
A CCEPTANCE		Be comfortable with who you are
M EANING		Be part of something bigger

* The first five keys are based on the *Five Ways to Wellbeing* developed by nef as part of the UK Government's Foresight Project on Mental Capital.

Ten keys to happier living

The Ten Keys are explained in more detail below. Each has a related question to help us think about how our activities and attitudes affect our well-being and the well-being of the others around us.

GIVING Do things for others

Caring about others is fundamental to our happiness. Helping other people is not only good for them and a great thing to do, it also makes us happier and healthier too. Giving also creates stronger connections between people and helps to build a happier society for everyone. And it's not all about money - we can also give our time, ideas and energy. So if you want to feel good, do good!

Q: What do you do to help others?

RELATING Connect with people

Relationships are the most important overall contributor to happiness. People with strong and broad social relationships are happier, healthier and live longer. Close relationships with family and friends provide love, meaning, support and increase our feelings of self worth. Broader networks bring a sense of belonging. So taking action to strengthen our relationships and create new connections is essential for happiness.

Q: Who matters most to you?

EXERCISING Take care of your body

Our body and our mind are connected. Being active makes us happier as well as being good for our physical health. It instantly improves our mood and can even lift us out of a depression. We don't all need to run marathons - there are simple things we can all do to be more active each day. We can also boost our well-being by unplugging from technology, getting outside and making sure we get enough sleep!

Q: How do you stay active and healthy?

APPRECIATING Notice the world around

Ever felt there must be more to life? Well good news, there is! And it's right here in front of us. We just need to stop and take notice. Learning to be more mindful and aware can do wonders for our well-being in all areas of life - like our walk to work, the way we eat or our relationships. It helps us get in tune with our feelings and stops us dwelling on the past or worrying about the future - so we get more out of the day-to-day.

Q: When do you stop and take notice?

TRYING OUT Keep learning new things

Learning affects our well-being in lots of positive ways. It exposes us to new ideas and helps us stay curious and engaged. It also gives us a sense of accomplishment and helps boost our self-confidence and resilience. There are many ways to learn new things - not just through formal qualifications. We can share a skill with friends, join a club, learn to sing, play a new sport and so much more.

Q: What new things have you tried recently?

DIRECTION Have goals to look forward to

Feeling good about the future is important for our happiness. We all need goals to motivate us and these need to be challenging enough to excite us, but also achievable. If we try to attempt the impossible this brings unnecessary stress. Choosing ambitious but realistic goals gives our lives direction and brings a sense of accomplishment and satisfaction when we achieve them.

Q: What are your most important goals?

RESILIENCE Find ways to bounce back

All of us have times of stress, loss, failure or trauma in our lives. But how we respond to these has a big impact on our well-being. We often cannot choose what happens to us, but we can choose our own attitude to what happens. In practice it's not always easy, but one of the most exciting findings from recent research is that resilience, like many other life skills, can be learned.

Q: How do you bounce back in tough times?

E MOTION **Take a positive approach**

Positive emotions – like joy, gratitude, contentment, inspiration, and pride – are not just great at the time. Recent research shows that regularly experiencing them creates an 'upward spiral', helping to build our resources. So although we need to be realistic about life's ups and downs, it helps to focus on the good aspects of any situation – the glass half full rather than the glass half empty.

Q: What are you feeling good about?

A CCEPTANCE **Be comfortable with who you are**

No-one's perfect. But so often we compare our insides to other people's outsides. Dwelling on our flaws - what we're not rather than what we've got - makes it much harder to be happy. Learning to accept ourselves, warts and all, and being kinder to ourselves when things go wrong, increases our enjoyment of life, our resilience and our well-being. It also helps us accept others as they are.

Q: What is the real you like?

M EANING **Be part of something bigger**

People who have meaning and purpose in their lives are happier, feel more in control and get more out of what they do. They also experience less stress, anxiety and depression. But where do we find 'meaning and purpose'? It might be our religious faith, being a parent or doing a job that makes a difference. The answers vary for each of us but they all involve being connected to something bigger than ourselves.

Q: What gives your life meaning?

Join the movement

www.actionforhappiness.org