

St Malachy's RC Primary School Staff Well-being Charter

1. Purpose

St Malachy's RC Primary School recognises that all our teaching and support staff are important assets and we wish to support them fully to thrive both personally and professionally. We recognise that there is a correlation between the well-being of our staff and the well-being of our pupils. We wish to create a whole school approach for staff and pupils in respect of well-being.

We want our staff to thrive, come to work happy and leave work happy.

Our whole school vision is for all staff to succeed and achieve and develop their experience and skills to become excellent at what they do.

How our school mission underpins our well-being aims:

We will do our best to do the work of Jesus
We will study, pray, play and celebrate together
We will care for each other and look after each other
It is important to remember we are all good and clever in different ways
We will learn important lessons that will help us as we grow
In our school it will be fun and we will strive to make it a safe place

We believe that it is essential that all staff feel valued and part of the St Malachy's team, have the opportunity to express their views and are supported to manage their workload within a culture that supports a healthy work-life balance.

The purpose of our Charter is to ensure we consider and develop measures into our; Governance; School wide plan; Leadership and Management practices; Data collection; Communication strategies and our Working Environment.

We want to embrace interventions that support health and well-being, to reduce the harmful effects of stress and ensure that working practices and opportunities are equally accessible to all.

This Charter outlines some of the ways in which we commit to maintaining staff well-being however we all must understand and respect that individuals may have different needs as people at different stages of their lives.

1.1 Aims

We aim to ensure that our school:

- models well-being development from the top
- has a recognised well-being action plan

- self-evaluates regularly
- involves staff in decision making
- ensures staff feel valued and respected
- actively reviews the data we hold to improve
- pro-actively supports mental health needs
- minimises stress at work
- educates staff on healthy lifestyles
- invest resources in staff CPD
- recognises and promotes the importance of happiness at work
- takes account of equality implications.

2. Roles and responsibilities

The Senior Leadership Team (SLT), Governing Body and school staff will work together to promote a culture where everyone is valued, respected and well-being is taken seriously by all. We expect all staff to show respect and empathy for each other.

2.1 The Governing Body is responsible for:

- having a link governor for staff well-being
- fulfilling its duty of care as an employer
- monitoring the workload of the headteacher
- ensuring staff enjoy a reasonable work life balance
- reviewing this Charter in conjunction with the headteacher
- operating a fair and challenging performance management policy
- ensuring that other school policies and procedures take account of staff well-being

The Headteacher is responsible for:

- reporting to the Governing Body how they support the well-being of the staff
- producing a well-being action plan in respect of the staff
- providing a non-judgemental and confidential support system to include coaching, mentoring and pastoral support for all staff
- monitoring and reducing the workload of staff and being alert to signs of stress, to involve stress risk assessments
- listening to the views of members of staff and providing a range of opportunities for involving staff in school decision making processes
- ensuring that the efforts and successes of staff are acknowledged and celebrated
- ensuring that staff feel valued
- ensuring supervision / appraisal meetings for all staff, which include opportunity for staff to discuss their aspirations, career intentions and well-being
- making special arrangements, where possible, to enable staff to combine the demands of family life, work, personal life and health.

The headteacher implements these responsibilities with the support of appropriate staff such as the deputy headteacher, senior leaders and pastoral staff. The headteacher will model good well-being and work life practices.

2.3 Members of staff are responsible for:

- treating one another with empathy, respect and kindness
- taking care of their own health and safety and well-being at work, communicating with key staff where they need support
- being committed to the ethos of staff well-being and keeping in mind the workload and well-being of colleagues
- valuing all members of staff in the school and acknowledging the important role that everyone takes
- contributing to the ethos and social aspects of school life where possible to build morale
- developing and respecting shared areas where possible so that there is space to relax as well as appropriate work spaces
- respecting colleagues time if they are on rest or lunch breaks

- **Examples of how well-being will be promoted**
- working group dedicated to wellbeing
- ~~live~~well-being action plan
- weekly communication via whole school staff briefings & phase meetings
- half termly 1-2-1s with line managers (stress risk assessments done as part of the process)
- enhanced CPD on key wellbeing areas for all staff
- continuing professional development for all staff
- linking staff well-being themes and activities with the school wide events
- through effective and inspiring appraisal
- staff areas to have ~~know~~ledgeboards on key wellbeing and health initiatives
- development of well-being area on school website as a recruitment tool and other social media channel to promote WB and awareness of best practice
- via staff management policies & practices (Attendance, Appraisal, Flexible working, Family Friendly, Bullying & Harassment, Dignity at Work)

3. Examples of our good practice include: (not exhaustive)

- work load reduction strategies reviewed regularly (marking, behaviour policies)
- providing snack and refreshments each day
- access to paid counselling and Occupational Health
- providing pastoral services . drop-ins and confidential sessions
- creative spaces for staff to be able to meet, relax and work quietly
- fresh water dispensers
- providing creative opportunities for connecting with team and promoting well-being (e.g. breakfast mornings, cake/fruit days, shared lunches)
- Providing free childcare before school for staff with pupils in school

4. Examples of how we assess the well-being of our staff:

- Feedback in 1-2-1s /appraisals / performance management
- Feedback from well-being working committee and champions
- Feedback from staff surveys
- Annual/Bi-annual staff surveys
- Back to work discussions
- Review of retention Data (Governing Body)
- Review of attendance Data (Governing Body)
- Review of attendance management procedures
- General communication with staff

5. Support in specific circumstances

The school will provide support and discuss options as appropriate to specific circumstances. In some cases, it may be necessary to seek external services but the school will continue to support even when external services are involved.

Where possible, staff are supported with their work-life balance and well-being outside the school.

6. Related policies

This Charter should be read in conjunction with policies for:

- appraisal
 - health and safety
 - staff handbook
 - attendance management and procedure
 - whistleblowing
 - equality
 - leave of absence policy
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Signed by

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Chair of governors

Date:

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Headteacher

Date: