



**ENERGY COAST UTC**

**WELLBEING POLICY**

**2023-2025**

**Approved: UTC Governing Body**

**Signed: B.Stephens (Chair)**

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## 1. Aims

This policy aims 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

## 2. Promoting wellbeing at all times

### 2.1 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
- › Follow the school's policy on out-of-school hours working, including guidance on when it is and isn't reasonable to respond to communications
- › 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

### 2.2 Role of line managers

Line managers are expected to:

- › 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 school's policies

- › Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance
- › Make sure new staff are properly and thoroughly inducted and feel able to ask for help
- › 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 led to their resignation

## 2.3 Role of senior staff

Senior staff are expected to:

- › 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
- › Make sure job descriptions are kept up-to-date, with clearly identified responsibilities and staff being consulted before any changes are made
- › 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
- › Establish a clear policy on out-of-school hours working, including on when it is and isn't reasonable for staff to respond to communications, and provide clear guidance to all stakeholders
- › Make sure that the efforts and successes of staff are recognised and celebrated
- › Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
- › Provide resources to promote staff wellbeing, such as training opportunities
- › Promote information about, and access to, external support services, and make sure that there are clear routes in place to escalate a concern in order to access further support
- › Organise extra support during times of stress, such as Ofsted inspections

## 2.4 Role of the governing board

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
- › 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

### **3. Commitment**

The following issues will be reviewed for inclusion in a programme of committing to and improving employees' work life balance and their well-being;

#### **3.1 Unmeasured Working Time**

Where employees are contracted to work unmeasured time, for example the Senior Leadership Team, the Governing Body undertakes to ensure that the schools' requirements and expectations are reasonable.

#### **3.2 Employment Policies and Practice**

The Governing Body undertakes to adopt and apply 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 of the school. The Headteacher and Senior Leadership Team will adopt policies and provide clear guidance on time off for public or trade union duties, or for personal reasons – refer to Attendance Management Policy.

#### **3.3 Individual and Team Workloads**

We aim for the school's timetable to reflect a fair and reasonable balance of work between different members of staff. School management will ensure that new and emerging priorities are discussed with the employees affected and that ways of managing the implications for individual workloads are addressed.

We are conscious in our allocation of non-teaching time for teaching staff by employing a full-time cover supervisor to meet the "rarely cover" requirements.

#### **3.4 Planning and Policies**

We aim to ensure that preparing documentation should be no more elaborate than is necessary and consistent with its purpose.

#### **3.5 Meetings**

School managers aim to ensure that patterns of meetings are appropriate to the requirements of the whole school, faculties and departments etc. and that they are agreed in advance and that the pattern is adhered to.

Leaders convening meetings should specify a target finishing time and adhere to it. Outcomes from meetings will be clear and concise.

#### **3.6 Administration**

Administrative work has been delegated to appropriate support staff and systems will be regularly reviewed. Requests for information, statistics, policies and similar will be assessed for their importance and benefit to the school and where possible will be collated by support staff.

### **3.7 Individual support and training**

Individual support, including confidential counselling through the is made available to employees so that they may raise concerns about problems and difficulties, which affect them either in their work or their family/personal life. We are generous in our “personal and private” time allowances and appreciate the support all staff give this. We work hard to alleviate any work-related problems.

## **4. 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.

## **5. Support at Energy Coast UTC**

- › Performance reviews will offer the opportunity with their reviewers, any concerns which they may have about their workload or ability to balance work with other aspects of their life.
- › Line management system in place for support.
- › Trade Union representation is good and there is access to the Principal.
- › Staff room with weekly briefing.
- › Regular professional development sessions to support all staff.
- › A large number of support staff.
- › Principal and governors are very supportive of P & P time and staff colleagues support this.
- › Full and sustained use of cover supervisor to reduce cover undertaken by staff.
- › Administrative staff to support workforce.
- › We have staff questionnaires which include questions on staff working conditions. Wherever possible, we take action on the results.

## **5. Monitoring arrangements**

This policy will be reviewed every three years by the DSL/Mental Health Lead. At every review, it will be approved by the full governing board.

## **6. Links with other policies**

This policy is linked to our:

- Performance management policy
- Behaviour policy
- Capability procedure
- Staff code of conduct