

Pears Family School London.

(Keeping a child's mind in mind)

Staff wellbeing and Stress Policy

Date most recently Approved by Governors	Oct 2022
Review Date	Oct 2025
Headteacher	Matthew Hillman (Brenda McHugh)
Headteacher Signature	<i>M.Hillman</i>
Named Governor	<i>Neil Dawson</i>

At the heart of all policies at The Pears Family School are the following principles:

- Every young person in our school, whatever his or her personal circumstances can learn and achieve
- Every young person in our school, whatever his or her self-perception and previous experiences, has academic and creative potential to become a valuable member of society
- The key to learning at The Pears Family School lies within the quality of the relationships between pupils, family members, staff and the intermediate agencies with whom we work
- The success of our school is based on high expectations, mutual trust, caring for each other and taking responsibility
- Every young person in our school is capable of becoming an agent for change in his or her local community
- Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation
- We have carefully considered the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations

Our vision is to provide our pupils with the confidence, academic progress, and ambition to take the next steps towards a successful and productive life and to be able to contribute positively within their local community and wider society.

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Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization)

The biggest asset Pears Family School has is its staff; the biggest asset they have is their health and wellbeing. This policy statement is intended to outline the ways in which we can work together to make sure our school is a safe, caring and happy place to work. If we can help to enhance individual wellbeing, through personal fulfilment and professional identity this will benefit our pupils and our community.

At PFS we recognise the importance of the wellbeing of staff in our school. We advocate a holistic, proactive approach to managing health and rehabilitation issues at work, with everyone working together, staff, leadership team, governors, occupational health and health and safety professionals, to:

- tackle the causes of workplace injury and ill health, including stress and anxiety
- address the impact of health on employees' capacity to work, providing support for those with disabilities and health conditions and rehabilitation
- promote healthier lifestyles and wellbeing to help improve the general health of the workforce

We recognise it is important that we can have ownership of many of the decisions that affect us and that we have agency in our working lives. The PFS should be healthy, safe and supportive. PFS governors have a responsibility to ensure our practices contribute to staff wellbeing. This includes monitoring staff absence and regularly requesting feedback from staff governors about wellbeing. We will ensure that the wellbeing of staff a standing item at staff and governor meetings.

Where requested, confidentiality can be important in establishing trusting relationships and rehabilitation, providing the safety of the person, or others is not compromised. However, where possible, staff are encouraged to share their mental and/or physical needs in an open way with colleagues, to maximise support networks available. This practice also helps to de-stigmatise issues related to health conditions in the workplace.

To support the well-being of our staff our priorities are:

Language – to be mindful of the language we use to talk mental health at all times

Communication – to encourage individuals to communicate their needs and concerns

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Relationships – to promote good relationships between staff through training, time and social events

Kindness – to promote the importance of treating people as we would want to be treated ourselves

Tolerance – for different ways people think and act, providing our goal of ensuring good outcomes for pupils is not affected.

Respect – for how a staff member may want to manage their own mental health or health, providing this doesn't impact on the safeguarding of our pupils.

Harmony – to promote ways of being with each other, including times when opinions differ, or when a person becomes upset with another.

Equality – to ensure all staff having an equal right to wellbeing in the workplace

Trust – to develop a supportive process in which staff can trust, for the continued wellbeing of staff

Empowerment – to ensure staff members feel a part of the decisions which affect them. This includes consultation on key decisions which affect individual staff, including policies and a genuine right to reply and appeal on decisions which may have an adverse effect.

Balance – to recognise the demands of workload on staff and to find ways to ensure a good balance over a school year, between work that is necessary for good outcomes for pupils and time to enjoy when not at work.

**Useful websites are: www.annafreud.org/what-we-do/schools-in-mind/
www.mentallyhealthyschools.org.uk www.Mindfulteachers.org
www.nhs.uk/conditions/stress-anxietydepression/improve-mental-wellbeing/ www.educationsupportpartnership.org.uk/helping-you/telephone-support-counselling www.mentalhealth.org.uk/
www.mentalhealth.org.uk/sites/default/files/how-to-manage-and-reduce-stress.pdf**