



# THE ECCLESBOURNE SCHOOL

LEARNING TOGETHER FOR THE FUTURE

# Staff



At The Ecclesbourne School we value our staff and recognise the on-going contributions they make to the continued success of the whole school. School staff juggle many different tasks and demands, it is important that everyone is given the right emotional and practical support so that they can, in turn support our students.

Our well-being aim is to:

- Develop and sustain a healthy, supportive working environment that brings out the best in people.
- Enable individuals to pro-actively manage their own well-being and personal effectiveness.
- Develop a solutions-focused culture that engages everyone in positive change.
- Facilitate colleagues at vulnerable times to access early and appropriate support.
- Continue with our long record of retaining staff for many years and our extremely low, compared to national averages, staff turnover.

This document is a response to supporting staff as individuals and as a group. It summarises the extra benefits all Ecclesbourne employees can access. Unless marked with an asterisk, items listed in this guide are completely free of charge to Ecclesbourne staff.

Although not exhaustive, the following list sets out some of the benefits we enjoy in addition to those included in further detail later.

- Cycle2Work Scheme\*
- Recognition and reward through accelerated pay progression, threshold and pay reviews.
- Occupational sick pay
- Additional maternity pay
- A leave of absence scheme, for emergency and one off family events
- Free on-site parking
- A staff room which is free to use all day, every day
- Complimentary tea and coffee, available all day, in the staff room
- Complimentary breakfast each Wednesday from 8.30am in the staff room
- Complimentary breakfast, lunches and snacks on whole school closure days
- Complimentary drinks and cakes at extended breaks
- Complimentary tea on parents' evenings
- Complimentary Christmas lunch

In addition, the Staff Social Fund, which all employees are able to contribute to should they wish, provides:

- Gifts and flowers for life events
- Faculty hampers at Christmas

## **Fitness and Clubs**

### **The Minton Hall**

We have our own state-of-the art gym located in the sports hall, which is completely free of charge for members of staff to use. The facilities for staff include changing rooms and showers.

Opening times are from 7 to 9am and 4 to 9pm weekdays. An induction session must be undertaken before staff can use the gym. To arrange an induction session please contact the Sports Hall Co-ordinator

## **Staff Sports/Activities/Clubs**

### **Badminton**

Every Tuesday at 4.45pm in the Sports Hall.

### **Netball**

Every Thursday at 5pm on the multi-use games area.

### **Football**

Every Friday from 4pm on the multi-use games area.

All staff, no matter what their ability, are welcome to join these clubs.

### **Choir**

The Staff Choir meet each week after school. Everyone welcome!

## Health

So long as members of staff meet the required criteria they are entitled to receive reimbursement for a two-yearly eye test. *Required criteria* – any member of staff who habitually uses display screen equipment as a **significant** part of their normal work. “Significant” is continuous or near continuous spells of an hour or more and the use of display screen equipment for a high proportion of the working day.

## Rest and Relaxation

### Book Club\*

Meet at the Bridge Inn, bi-monthly, from 4.30 – 6pm (October, December, February, April, June)

### Pay Day Get Togethers\*

### Walk and Pub Lunch\*

On a Saturday or Sunday in October, November, February, March, May and July.

### Other Special Events\*

Bowling

Race Night

Staff Christmas Party

Games Night

Curry and Snooker Night

Evening at the dogs

Summer Party

Theatre trips

**See the Staff Social Committee board in the staff room for further details.**

## Nutrition\*

Healthy well-balanced meals available before school and at lunch time in the school refectory. Free lunch passes for all staff involved in lunch time activities. Each day there is a choice between a traditional menu, pasta, rice or noodle pots served with a choice of sauce, street heats (pizza, panini etc.) or a grab ‘n’ go menu (sandwiches, jacket potatoes, cheese and biscuits, fruit etc.). All dishes are freshly prepared and cooked daily and dietary requirements catered for.

In addition, we have a Deli in our Sixth Form Centre where staff can buy grab ‘n’ go items from 9am until 2pm every day.

## Continuous Professional Development

**"Learning together for the future"** means that everyone who studies or works at The Ecclesbourne School is encouraged to broaden their experience and to be a lifelong learner. We employ ambitious people who want to progress and we support and encourage them to do so.

We have outstanding provision for CPD, giving staff coherent progression opportunities to develop professionally. This focus on CPD improves standards, raises morale through personal and professional fulfilment and assists with recruitment and retention. All members of the school community are entitled to equality of access to high-quality induction and continuing professional development. Staff also have opportunities through performance management and line-management meetings to discuss their professional development needs.

## Support

### Derbyshire Counselling Service

If you need help with problems at work or at home Derbyshire Counselling Service may be able to help. Their experienced counsellors can help with a wide range of work-related and personal issues, such as anxiety or depression, bereavement, bullying and harassment, coping with change, eating disorders, family problems, grievance and discipline, loneliness, relationship problems, substance misuse, stress, parenthood, work/life balance. Counsellors have clinics during office hours in Buxton, Chesterfield, Derby and Matlock. The service is totally confidential. For more information see the Human Resources Manager.

### Occupational Health

Referrals to Occupational Health for long term health problems. These appointments help and advise both the member of staff and the school.

### Phased Returns to Work

Following long-term sickness some employees benefit from phased returns to work. This can involve anything from a shorter working day, working less days per week or having a reduced workload and is designed to make the transition back to full-time work easier.

## Work-related stress and mental health

The School as employer has a duty to ensure the health, safety and welfare of its employees as far as reasonably practicable. It is also required to have in place measures to mitigate as far as practicable factors that could harm employees' physical and mental well-being, which includes work-related stress. This duty extends only to those factors which are work-related and within the School's control.

There is a clear difference between pressure, which can create a 'buzz' and be motivating, and stress, which occurs when pressure becomes excessive. Work-related stress can have both physical and psychological effects, and is linked to increased sickness absences, high staff turnover and overall poor performance in school.

### Signs of work-related stress in teams include:

- Arguments
- Increased staff turnover
- Increased reports of stress
- Increased sickness absence
- Decreased performance
- Frequent complaints and grievances

### Signs of work-related stress in individual employees include:

- Increased time off work
- Being late for work
- Becoming twitchy or nervous
- Mood swings
- Becoming withdrawn
- Losing motivation, commitment and confidence
- Increased emotional reactions – being more tearful, sensitive or aggressive

## The Management Standards

There are six key areas, known as 'Management Standards' which, if not managed correctly, contribute towards poor health and wellbeing. The standards cover the primary sources of stress at work – they do not often act on their own, usually combining, overlapping or interacting with one another.

- **Demands** – such as workload, work patterns and the work environment.
- **Control** – such as how much say the person has in the way they do their work.
- **Support** – such as the encouragement, sponsorship and resources provided by the organisation, line management and colleagues.
- **Relationships** – such as promoting positive working to avoid conflict and dealing with unacceptable behaviour.
- **Role** – such as whether people understand their role within the organisation and whether the organisation ensures that they do not have conflicting roles.
- **Change** – such as how organisational change (large or small) is managed and communicated within the organisation.

## Applying the Management Standards

Standard	Do	Don't
<b>Demands</b>	<ul style="list-style-type: none"> <li>• Make sure staff take breaks, especially if work is complex or emotionally demanding.</li> <li>• Set realistic deadlines.</li> <li>• Allow opportunities for staff to use their skills and stay motivated and interested.</li> <li>• Provide support to those less experienced or under pressure.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask people to take on tasks if they are not capable or trained to do so.</li> <li>• Encourage staff to cope by working longer hours, starting earlier or finishing later.</li> </ul>
<b>Control</b>	<ul style="list-style-type: none"> <li>• Make sure staff have some control over their pace of work.</li> <li>• Allow and encourage staff to participate in decision-making, especially where it affects them.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor staff members' movements in detail, including breaks.</li> <li>• Monitor working style, unless necessary.</li> <li>• Ask staff to stay late without notice.</li> </ul>
<b>Support</b>	<ul style="list-style-type: none"> <li>• Make sure staff have sufficient training to undertake their roles.</li> <li>• Provide constructive, supportive advice during appraisals.</li> <li>• Allow a phased return to work after long-term sickness absences.</li> <li>• Provide opportunities for career development.</li> <li>• Deal sensitively with staff experiencing problems outside of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Underestimate the problems of others.</li> <li>• Discriminate in any way, or allow others to discriminate, against staff members for any reason.</li> </ul>
<b>Relationships</b>	<ul style="list-style-type: none"> <li>• Encourage and model good, honest, open communication at all levels.</li> <li>• Provide opportunities for social interactions.</li> <li>• Support staff who work in isolation.</li> <li>• Foster a culture where staff trust and encourage one another.</li> <li>• Determine which behaviours are unacceptable and make sure staff are aware of these.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow any bullying behaviour or harassment.</li> </ul>
<b>Roles</b>	<ul style="list-style-type: none"> <li>• Provide clear job descriptions and define work objectives.</li> <li>• Provide a thorough and effective induction procedure for new staff.</li> <li>• Avoid competing demands, e.g. where it is difficult to meet the needs of others because the needs compete with demands already in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Change the scope of someone's job or their responsibilities without making sure this is clear to the staff member, and making sure they accept it.</li> </ul>
<b>Change</b>	<ul style="list-style-type: none"> <li>• Explain what the school wants to achieve and why it is essential for the change to take place.</li> <li>• Involve staff in planning changes, so they understand how their role fits with the change.</li> </ul>	<ul style="list-style-type: none"> <li>• Delay communication relating to change.</li> <li>• Underestimate the effects of minor changes, and including staff in the stages of these.</li> </ul>

## Providing Support

Staff should be able to voice concerns about work-related stress. To encourage this, we should:

- Create a culture where employees are encouraged to talk.
- Remind employees that they can speak to representatives.
- Encourage employees to seek help from health professionals such as GPs.

When an employee voices a concern, team leaders should:

- Speak to the employee to find out more, using the Management Standards to help identify the root cause of the stress.
- Ask for expert help if required – if the concern over stress involves relationship issues with colleagues, involve the Head Teacher and Human Resources.
- Rectify the situation as soon as possible if it is a work-related problem – what can be eliminated to relieve stress?

## Linking to Mental Health

Common mental health problems (CMHPs), such as anxiety and depression, can be linked to work-related stress, but they can also occur independent of stress, despite often having the same signs and symptoms. Stress is a reaction to events or experiences in someone's home or work life, or a combination of both. CMHPs can have a single cause outside of work, e.g. bereavement, a medical condition or family history, and people can have CMHPs with no obvious causes. Work-related stress can be managed by using the Management Standards and eliminating factors, whilst CMHPs often need medical attention.

### If you're concerned:

- Talk to the employee – if they don't want to talk to you, suggest they speak to someone else, e.g. their GP.
- Consider what reasonable adjustments can be made.
- Stay involved and reduce the risk of them not returning to work if they've been absent.

### You can identify problems early by:

- Using scheduled work meetings, appraisals or informal chats to find out more.
- Making sure discussions take place early if there are any concerns.
- Staying positive and supportive.
- Utilising 'return to work' interviews where an employee has been absent.
- Helping to reintegrate employees when they've been absent.

### If an employee appears upset in a discussion, you should:

- Reassure them, explain the purpose of the meeting and continue at a pace that suits them – you could also ask if they want someone else present.
- Be sensitive and stay calm.
- Consider options – it might be better to take some time to think about possible options for how things could be changed and revisit the problem at another time.
- Rearrange the discussion if necessary.

### Further support:

- Discuss coping strategies with the employee.
- Consider drawing up an 'advance statement' with the employee. These can include:
  - Signs that indicate the employee is unwell.
  - Who to contact.
  - What help and support is required.
  - What support the employee feels would not help.

## Wise words on school staff wellbeing

"Look after both mind and body. If you wear out you can't give 100% - which teachers have a habit of doing."



**"Take advantage of all the resources around you, don't reinvent the wheel and always say when you're not doing too great."**

"Try and laugh each and every day."



Work life balance:  
"Work out a timetable and stick to it. Schedule at least one day a week where you don't do any work."



"Get a senior mentor to lean on!"



Maintain your personal health. ... Lose the urgency in life and pass a calmness on to the students and people you work with.

"While you are teaching you must try to make it as rewarding and fun [for you] as you wish to make it for the students."



**Praise and recognise every member of staff in the school**

**Help each other out as much as possible**

**Be in your colleague's corner....  
If a team mate is acting differently, step in**