



Known by God
Valued as unique
Understood and accepted
Guided to be the best we can be
We are a shining light in our community
Using opportunities to change our lives and
those of others
“A city on a hill cannot be hidden”
Our mission is to make a difference.

Staff Well-being Position Statement

Approved by:	Governing Body	Date: September 2021
Last reviewed on:	New policy	
Next review due by:	September 2022	
Related Documents		
Guidance		
Author	David Fearnley (HR Director)	

Staff Well-Being and Work-Life Balance Statement:

1. Purpose and Principles

The Governing body recognises the importance of ensuring that all staff in Academy enjoy a reasonable balance between their working life and the demands of home, family and other interests and commitments. An acceptable work-life balance will be different for each employee and will be different at different times in careers. It is not in the interest of either the Academy or the individual member of staff to work to the detriment of his/her health. Excessive work without rest and recreation is not conducive to efficient or effective working. Staff well-being is important in maintaining a positive atmosphere in the workplace.

The Governing body recognises that employees are not obliged to work in Academy beyond their contracted hours, although teachers are expected to complete preparation, planning and assessment beyond the Academy day.

In order for our staff to be at their most effective they need to have a healthy work-life balance:

- ▢ To attract and retain the caliber of staff needed for an outstanding education system
- ▢ To improve Bradford Academy's effectiveness by actively reducing staff absenteeism and turnover
- ▢ To develop a more motivated workforce, with high morale, even more able to deliver a better education for our learners
- ▢ To improve team work, staff development and co-operation by effectively distributing leadership and creating new leaders;
- ▢ To recognise that excessive hours of work can reduce staff effectiveness
- ▢ To recognise that improving workplace communication has a positive outcome for the whole Academy workforce

2. Key Aims

- ▢ To support staff at Bradford Academy in their work
- ▢ To acknowledge that the needs of both Bradford Academy and its staff are not static, but change over time
- ▢ To acknowledge the need for Bradford Academy's leadership (including the governing body), unions/staff representatives and staff to discuss workable work-life balance solutions;
- ▢ To encourage a partnership approach to meeting the needs of both Bradford Academy and the staff;
- ▢ To operate in a fair and consistent manner
- ▢ To carefully plan and agree work-life balance solutions including flexible working practices where possible and appropriate without damaging the opportunities for students to succeed

- ▢ To take into account any equality implications
- ▢ To communicate work-life balance practices to all staff at Bradford Academy. Developments and changes to policies should also be communicated on a regular basis;
- ▢ To include a monitoring, evaluation and review mechanism, linked to performance management and the Academy improvement plan, for work-life balance initiatives and strategies.

3. Academy Context

The Governing Body is committed to ensuring that positive steps are taken in the Academy to promote a healthy work-life balance for all employees.

This same principle will be extended to all support staff who work at Bradford Academy. The Governing Body and Executive Principal will make this statement available to all employees at the Academy.

4. Health, Safety and Welfare

The Governing Body recognises its duty to ensure the health, safety and welfare of all employees at the Academy. This spirit of this statement will be implemented and will incorporate all aspects of welfare, which the Governing Body and Executive Principal have put in place to prevent and deal with workplace stress. The well-being of the staff will be supported wherever possible.

5. Implementation

The Governing Body takes overall responsibility for implementing the spirit of this statement and for ensuring the Executive Principal and the Leadership Team enjoy a reasonable work-life balance – this is separate to any performance management arrangements. The Executive Principal and Leadership Team will ensure the staff enjoy a reasonable work-life balance and provide them with an example of good practice. All employees will assist in the development of good practice and ensure that they do not, through their actions or omissions, create unnecessary work for themselves or their colleagues.

6. 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;

Unmeasured Working Time

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

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 Academy. The Executive Principal and Leadership Team will adopt policies and provide clear guidance on time off for public or trade union duties, or for personal reasons.

Individual and Team Workloads

We aim for the Academy's timetable to reflect a fair and reasonable balance of work between different members of staff. Academy 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.

Whereas we strive to be 'all through' as an academy there will be inevitable differences in the operational approaches and demands between primary and secondary areas.

For example, Primary pedagogy means that Senior AVP are class teachers with responsibility for their class as well as their area. They are outstanding practitioners who work with our most complex and children who require concentrated and additional support. Class teachers have a unique relationship with the learners in their class and this can lead to behaviour difficulties when the class teacher is not present or learners not making adequate progress due to an adult's lack of subject knowledge. SLT with class responsibility have to balance their accountability for their class with their accountability for whole school priorities, because of the nature of primary SLT class responsibility is their first priority.

Planning and Policies

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

Meetings

Academy managers aim to ensure that patterns of meetings are appropriate to the requirements of the whole Academy, 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.

Administration

Administrative work is undertaken by 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 Academy and where possible will be collated by support staff.

Individual support and training

Individual support, including confidential counselling through the Academy's Counsellor is made available to employees so that they may raise concerns about problems and difficulties, which affect them either in their work or their personal life.

7. Responsibilities

The Governing Body are responsible for the welfare of all staff and will monitor the situation through the Resource Management Committee.

The Executive Principal and staff are responsible for dealing with issues and incidents where the safety and welfare of staff are not in their best interests. It will be each individual member of staff's responsibility to raise awareness when issues arise. Where staff are concerned, it is their responsibility to let the leadership team know so that we can attempt to resolve the issue.

8. Support at Bradford Academy

-  Performance reviews will offer the opportunity with their reviewers, to address any concerns which staff may have about their workload or their ability to balance work with other aspects of their life.
- . Human Resources Department
-  Line management system in place for support
-  School Counselling services including supervision for the Safeguarding Team
- Trade Union representation is good and there is access to the Executive Principal.
-  Staff room with weekly break time meeting
-  Team rooms for each faculty to relax, work and support colleagues
-  Weekly Staff Briefing
-  Regular professional development sessions to support all staff
-  Occupational Health
-  Executive Principal and governors are very supportive of PPA time and staff colleagues support this
-  reduce cover undertaken by staff
-  Administrative staff to support workforce
-  Effective timing of PD Days to allow time for staff
-  Staff questionnaires
- Mental Health Champions /Award

Covid-19 Addendum

It is acknowledged that we are currently living in unprecedented times with the outbreak of the Covid 19 pandemic.

This is placing a different kind of pressure on people's health and wellbeing, disrupting our daily lives and requiring us to adapt to new routines such as working from home and constraining our ability to see friends and family, challenging our resilience.

The way we work has been disrupted, we need to adapt. This is recognised and will be taken into consideration in terms of how we organise workloads.

Bradford Academy has a number of strategies in place to support you through this and you are encouraged to seek the support of the Academy's Counsellor and Chaplain who remain accessible, albeit online. Our Occupational Health services remain functional.

You are being asked regularly about your personal circumstances and health situation. You are also being contacted regularly by your line manager to see how you are coping. This includes the completion of the personal risk assessment both for use now and with a view to how we will organise the phased re-opening of the Academy when it is safe to do so.

Community is vital and you have been encouraged to reach out to your peers and colleagues in the digital world for support which is an important part of being in a community.

Much of our contact has had to move to the digital world and the Academy has performed well enabling our staff and learners and the wider community to remain in contact and informed online.

We look forward to a time when things will return to something more normal and we can be together again with loved ones. Until then we need to make sure we look after our physical and mental wellbeing with the help of the support available so we can be at our very best to secure the futures of our learners who are living through an incredibly challenging moment in their educational journey.