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our CARE-ing community

## Old Fletton Primary School Work-Life Balance Policy

Version 2 - November 2021

### OUR ASPIRATION FOR OLD FLETTON PRIMARY SCHOOL

<b>Work-life balance</b>	We have a duty to all staff at Old Fletton Primary School to encourage and enable a healthy balance between work and other interests and responsibilities in their life.
<b>Purpose</b>	Our aim is for all staff to have a healthy work life balance so that we have a highly motivated workforce.
<b>Linked policies</b>	Flexible Working Policy Feedback & Marking Policy Learning & Teaching Policy

<b>What is the policy for?</b>	This is for all members of Old Fletton Primary School and sets out our policy on encouraging and enabling all staff to maintain a healthy work life balance.
<b>Who has devised and contributed to this policy?</b>	This policy was initially devised by the Headteacher and was ratified by Governors.
<b>How will this policy be communicated?</b>	This policy is available on the school website and in the Headteacher's office.
<b>How will this policy be monitored?</b>	This will be monitored through performance management meetings. The policy will be reviewed every 3 years in line with the policy monitoring schedule.

## Scope of Policy

This document sets out our policy on encouraging and enabling all staff (whether teaching or non teaching and whatever their level of responsibility) to maintain a healthy balance between their work and other interests and responsibilities in their life.

## Rationale

- A good work-life balance is central to staff effectiveness and satisfaction, and student learning.
- Work-life balance is about helping staff combine work with their personal interests and commitments.
- The Governing Body has a statutory responsibility to ensure, so far as is reasonably practicable, the health, safety and welfare at work of all their employees.

## Work-Life Balance

Old Fletton Primary School has responsibility for the well-being of all our staff. Everyone must take responsibility for their own work-life balance and be aware of the role model they are setting for others.

Work-life balance includes better communication within the workplace, clearer job roles and workplace support.

An important element is the statutory responsibility governors have with regard to the work-life balance of the headteacher. The headteacher, in turn, will have regard to the work-life balance of other staff.

Workforce remodelling has become a key strategy in delivering certain aspects of a work-life balance for both teaching and support staff. This school, in compliance with the legislative framework, will consider flexible working pattern requests in line with the LA guidance where available and in consideration of the school's needs.

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 calibre of staff needed for a 21<sup>st</sup> Century education system;
- To improve the school'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 children;
- To improve team work, staff development and co-operation by effectively distributing leadership and creating new leaders;
- To recognise that excessive hours of work do not equal commitment but might reduce staff effectiveness;
- To recognise that improving workplace communication has a positive outcome for the whole school workforce.

## Key Aims of the policy

- To benefit our school and its staff in order to raise standards;
- To acknowledge that the needs of both our school and staff are not static, but change over time;
- To acknowledge the need for school 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 our school and the staff;
- To operate in a fair and consistent manner;
- To value staff for their contribution to our school, not their working pattern;
- To carefully plan and agree work-life balance solutions including flexible working practices where possible;
- To take into account the equality implications of any policies introduced;

- To communicate work-life balance practices to all staff in our school. 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 school improvement plan, for work-life balance initiatives and strategies.
- To provide value for money.

## **Policy Principle**

All staff within the school, including the Headteacher, will be supported in attaining a balanced lifestyle where they can achieve their best at work and manage other areas of their life effectively.

Our strategies to support a balanced lifestyle will include:

- Clear identification of duties and responsibilities relating to individual staff roles, reviewed annually through performance management interviews, to aid them in the delivery of their work and managing the expectations of the job;
- Regular review, discussed at staff meetings, of how effectively the school is taking into account the work-life balance of all staff;
- Continually looking at existing and new practices to make systems as efficient and time saving as possible;
- Working with staff to agree and provide appropriate training to enable them to do their jobs competently and effectively and within normal hours;
- Involving staff in agreeing and setting realistic work-related targets for the staff and the school;
- Providing a system for and encouraging efficient and effective working practices, and discouraging staff from working excessively long hours;
- Involving, encouraging and enabling staff to actively manage their own careers and personal development;
- All new initiatives be examined in the light of work-life balance, e.g. extended services and the care offer;
- Consulting with staff on decisions relating to their employment, encouraging them to seek third party advice, e.g. to confer with their Union representatives, where appropriate;
- Granting special leave, as appropriate, when staff are faced with an emergency outside work;
- Providing opportunities, where possible, for flexible working practices;
- Providing suitable workplace facilities for breaks and relaxation (as is reasonable and practicable);
- Providing suitable equipment (such as personal laptops for teachers) to enable them to work as effectively as budgetary constraints allow;
- Increasing teacher administrative support as much as possible within the constraints of the budget;
- Paying Teaching Assistants for trips that end later than the school day.

## **Monitoring & evaluation**

The Governing Body have a responsibility to ensure that the headteacher manages an acceptable work-life balance. This includes providing appropriate administrative and leadership support and leadership and management time for the headteacher. The governors will regularly review their own practices with consideration to staff workload. The headteacher has a duty to monitor their own work-life balance, model good practice and report concerns to the Governing Body.

## Annex 1

### Additional guidance.

#### Other Governing Body Responsibilities.

- Monitor the effectiveness of the statutory Performance Management process in which the headteacher will be asked to comment about strategies the school is adopting with regard to staff work-life balance;
- Ensure that the headteacher's workload is kept at a manageable level, enabling a healthy work-life balance and lifestyle. This should lead to a review of the Governing Body's own practices with relation to their own workload (alongside the headteacher's) with the aim of maximised efficiency;
- Ensure this policy is reviewed in conjunction with local and national Work Related Stress Management Policies, where these are available

#### Flexible Working Practices

*From April 2003 new flexible working legislation gives all parents with children under the age of 6 (or age 18 if a child is disabled) the right to apply to work flexibly. This does not provide an automatic right to flexible working but employers now have a statutory duty to consider such requests seriously.*

A flexible arrangement should be applied for by the employee in writing to the headteacher, clearly stating the type of arrangement under consideration and how ideally it would work in the context of the school and the needs of the job. All requests will be considered taking account of the needs of the employee, the school, the LA and any legal requirements and will assess how best to accommodate the employee's needs without impairing the needs of others and the school.

##### *Types of Flexible Working*

Not all types of flexible working will be appropriate for all roles within the context of the school (recognising that teachers and support staff have different contracts of employment nationally). However, all requests must be given fair consideration. The types of flexible working include:

- Flexi-working
- Job Share
- Home working
- Annualised Hours
- Part-time work
- Special leave arrangements
- Employment breaks

This list is not exhaustive.

#### Home Working

The Governors recognise that in order to effectively implement PPA, Dedicated Headship Time and Leadership and Management Time, in some circumstances it may be more efficient for staff to work at home. Staff are permitted to work at home by prior agreement with the headteacher, as long as an appropriate risk assessment has taken place. (see HSE website below).

#### Workforce Agreement

*The statutory requirements of the Workforce Agreement are to be found in the 2005 STPCD and "Raising Standards and Tackling Workload: A National Agreement" (DfES 2003)*

## Annex 2

### Resources

[www.intouch.ccc/healthandsafety/stress.asp](http://www.intouch.ccc/healthandsafety/stress.asp)

[www.remodelling.org](http://www.remodelling.org) Further guidance on all aspects of remodelling, work-life balance and individual schools' case studies.

[www.hse.gov.uk](http://www.hse.gov.uk) Information on work-related stress. Details of publications available from the Health and Safety Executive, e.g. Work Related Stress : A Short Guide, Tackling Work Related Stress : A Guide for Employees. Latest guidelines for employers and lots of case studies, also risk assessment forms for home working.

[www.investorsinpeople.co.uk](http://www.investorsinpeople.co.uk) for the Investors in People guide to helping organisations manage a work-life balance. Follow links to the Government's Work-Life Balance campaign.

[www.worklivesupport.com](http://www.worklivesupport.com) managed in conjunction with the Teacher Support Line, provides details of the Well Being Programme (an example of good practice in schools, detailed in HSE documents and Healthy Schools Initiative).

[www.teacherline.org.uk](http://www.teacherline.org.uk) Information about the Teacher Support Line and on-line stress audit and work-life balance questionnaire. Additional useful tools to help schools improve staff well-being.

[www.acas.org.uk/index.aspx?articleid=782](http://www.acas.org.uk/index.aspx?articleid=782) Stress at work guide with links to disciplinary and grievance and bullying and harassment procedures.

[www.naht.org.uk](http://www.naht.org.uk) A variety of references and policies.

[www.lg-employers.gov.uk](http://www.lg-employers.gov.uk) "Finding the Balance" for work-life policies specifically related to teaching and support staff.

[www.teachernet.gov.uk](http://www.teachernet.gov.uk) A wide range of resources and downloadable documents

[www.governornet.co.uk](http://www.governornet.co.uk) Key information and links useful to governors.

[www.cipd.co.uk](http://www.cipd.co.uk) Chartered Institute of Personnel Development for guidance on work-life balance, absence management, professional development and training.