



St George's College

Founded 1898

STAFF WELLBEING POLICY & PROCEDURES

Reviewed and approved Jan 2023

Next review Jan 2024

ST GEORGE'S VISION MISSION AND VALUES

VISION STATEMENT

St George's College is a private, non-profit, bilingual, co-educational, learning institution with a long tradition in providing a well-rounded and demanding education. It delivers an international curriculum of high standards, which seeks to develop strong ethical values and character integrity, in order to allow its students to become useful and successful citizens.

MISSION STATEMENT

Our mission is to provide students, between the ages of 3 and 18, with a bilingual education that integrates the Argentine and international curricula. We strive for the continual improvement in the quality of the teaching and learning, management and school resources in order that the students may develop their potential to the full. Our environment nurtures individual development, independent thinking, sportsmanship and an extensive and close interaction with the community.

STATEMENT OF VALUES

Since its foundation in 1898, St George's College has been based on values adopted by its Christian founders, drawn from the best ones stemming from British tradition. These values are centred upon the following:

- Uphold honesty, integrity and truth.
- Demonstrate fortitude in terms of energy, initiative, courage and responsibility.
- Exercise good manners and respect towards people, rules, institutions, and the environment.
- Commitment and loyalty to the College, its people and society at large.
- Actively develop the concept of duty, caring and leadership through example.
- Apply perseverance and fair play in behaviour, work and play.

The College strives to uphold these values through its Governors, Staff, Parents and Students, adding to the best traditions established by its Founders.

1. COMMITMENT TO WELLBEING

St George's College Quilmes is committed to ensuring we provide an enriching and rewarding place of work where all staff are treated respectfully, where their concerns are heard and considered equally and their wellbeing is protected and nurtured.

We believe this provides a place of work where staff can devote themselves to their role at the school with passion and commitment, and are fulfilled by the work they do as a result.

Likewise, taking good care of staff both emotionally and practically helps them to perform to the best of their ability, ensuring they are better able to support the pupils and each other while taking on and overcoming challenges.

2. AIMS

COMPLIANCE

- To ensure the school is compliant with all national laws and guidelines
- To ensure best practice from around the world

ONE SCHOOL

- To establish principles across both all sections and highlight procedural differences.
- To ensure where possible that resources, contracted services and support materials are implemented efficiently across all sections and wherever possible replicated.

FRAMEWORK

- To provide the school's leadership a framework within which to work.
- To communicate clearly with the community what our policies and procedures are.

POLICY SPECIFIC

Good staff wellbeing in schools should have the following impact

- Increased engagement and therefore improved educational performance
- Increased productivity
- Reduced absences
- improved coping strategies
- Improved job satisfaction and better staff retention as a result
- Improved sense of employee satisfaction

3. DEFINITION

Wellbeing includes our overall health both as an individual and a member of the school community. This includes our physical, mental and emotional health but is most commonly a combination of all three. Our wellbeing is best maintained when we have a balance of all three in our lives.

4. PROCEDURES

The school is committed to supporting wellbeing in three ways:

Specialist support

(Action taken in Individual cases where wellbeing has become a concern)

- Assistance programmes
- Occupational health intervention

Targeted support

(Action the school takes to support everyone's well being)

- Wellbeing training for staff
- Wellbeing events for staff
- Clear lines of communication for wellbeing issues
- Staff wellbeing committee
- Wellbeing a standing item on meeting agendas

Universal support

(institutional characteristics that also support well being)

- Clearly communicated wellbeing policy
- Clearly defined wellbeing role for HR and leadership
- Appraisal system that supports and values wellbeing

These are spread across 4 main areas

Physical environment

- Ensuring the physical environment that staff work in supports their wellbeing

Policies and procedures

- Ensuring there are clear policies that address wellbeing and those policies are available, communicated and implemented.

Communication

- That wellbeing concerns are easily communicated to leadership and that wellbeing is a regular discussion point and features in communication.

Culture

- Ensuring wellbeing features in decision making and strategising

The school commits to ensuring the following:

PHYSICAL ENVIRONMENT

- A yearly ergonomic review of working conditions for all staff.
- A dedicated space for staff from each section.
- Regular maintenance reviews of working spaces and classrooms.
- Findings and recommendations included in the yearly strategic review.

POLICIES and PROCEDURES

- A clearly published and communicated wellbeing policy.
- All roles within the school will be clearly defined and included in a standardised job description.
- Yearly salary reviews.

COMMUNICATION

- All wellbeing concerns will be received sensitively and will be given equal weight.
- All wellbeing initiatives and developments will be clearly communicated by leadership.

CULTURE

- Wellbeing should be a standing item on all agendas.
- All strategic decisions should consider the impact on wellbeing.
- Each section should have a wellbeing committee specifically to organise wellbeing events among the staff.
- An appraisal system that takes into consideration wellbeing when setting targets.

POLICY REVIEW

This policy is to be reviewed by SLT and presented to the Board of Governors for final consideration and approval.

Approved by the Board of Governors, signed:

Dr Francisco Follett, Chairman

James Belmonte Diver, Headmaster

Date: