

# Greenford High School

## Policy Document



## ***Work-Life Balance Policy***

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Governing Committee	Resources
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Update	
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# **Work-Life Balance Policy**

## **Scope of policy**

All staff should enjoy a reasonable work life balance. This document sets out our policy on supporting, encouraging and enabling all staff (i.e. any member of staff whether leadership, teaching or support working at the school) to maintain a healthy balance between their work and other interests and responsibilities in their life, so that they can achieve their best at work and manage other areas of their life effectively.

## **Work-life balance**

Work-life balance is about helping staff combine work with their personal interests outside work. Workforce remodelling has become a key strategy in delivering certain aspects of a work-life balance for both teaching and support staff. Flexible working patterns are also a cornerstone of many work-life balance policies and have a place within education establishments.

A school that is committed to work life balance:-

- recognises that effective practices to promote work-life balance will benefit both staff and pupils;
- highlights the joint responsibility to discuss workable solutions and encourages partnership between staff and line managers;
- develops, monitors and evaluates appropriate policies and practical responses that meet the specific needs of the school having regard to fairness and consistency; valuing teachers for their contribution to raising standards not their working pattern;
- communicates its commitment to work life balance to its staff;
- demonstrates leadership and encourages senior managers to lead by example.

Employers have a duty to employees under common law and legal duties in the health and safety legislation, including the Health and Safety at Work Act 1974, related legislation and the Working Time Regulations 1998. In addition the following have been put in place to encourage schools to develop effective work life balance strategies:

- additional hours for classroom teachers over and above the annual 1265 must be reasonable;

- for those teachers not covered by the 1265 annual limit on directed time (Deputy and Assistant Headteachers, Lead Practitioners, overall hours should be reasonable);
- headteachers must have regard for all staff (including themselves and other senior leaders) being able to achieve their professional duties and the time required to pursue their personal interests outside work;
- the relevant body (normally the governing body) has a responsibility under Section 21 of the Education Act 2002 to have due regard for the work life balance of their headteacher and ensure they are not required to work unreasonable hours and can achieve a reasonable work life balance;
- adult workers (over 18) will normally have the right to a 20 minute rest break if they are expected to work for more than six hours at a stretch. The break must be in one block, somewhere in the middle of the day. Schools may agree their own arrangements beyond this in a consistent agreed manner. Any changes to breaks would need to be consulted on with staff.;
- young workers who need to work for more than four and a half hours have the right to a rest break of 30 minutes. (Those who are under 18 but over school leaving age are classed as a young worker. A person is under school leaving age until the end of summer term of the school year in which they turn 16).

#### **Key aims of a work life balance policy in this school**

- To benefit the school and its employees;
- To acknowledge that the needs of both the school and employees are not static, but change over time;
- To acknowledge the need for school leadership, governors, trade unions, professional association representatives and employees to work in partnership to identify realistic work-life balance solutions;
- To operate in a fair and consistent manner;
- To make employees feel valued for their contribution to the school;
- To take into account the equality implications of any policies introduced;
- To communicate work-life balance practices to all employees on a regular basis in the school;
- To include monitoring, evaluation and review of work life balance initiatives and strategies; for example within the school improvement plan;
- To develop a school culture that promotes equity for all staff;
- To foster mutual respect;
- To promote self esteem.

#### **The Governing Body is committed to adhering to the following strategies**

- Have due regard and ensure provisions are in place for the work-life balance of the headteacher;
- Clear identification (through routinely/annually reviewed job descriptions) of the duties and responsibilities relating to the employees role to aid them in the delivery of their work and managing the expectations of the job;
- Working and supporting staff through training and CPD to enable them to manage their jobs effectively;

- To have in place performance management processes for all staff with realistic and agreed targets for them and related to whole school priorities/targets;
- Providing a system (including performance management training and supervision) to encourage efficient and effective working practices, and actively discourage staff from working excessively long hours;
- Involving, encouraging and enabling staff to actively manage their own professional and personal development;
- Consulting with staff on decisions relating to their employment, encouraging them to seek third party advice i.e. to confer with their professional and union representatives where appropriate;
- In consultation develop agreed strategies and procedures for monitoring and evaluating work pressures and work-life balance;
- Ensuring that any local conditions affecting terms of employment of staff are adhered to;
- Granting special leave, as appropriate (see Conditions of Service or contact personnel provider for advice);
- Providing opportunities, where possible, for flexible working practices\*;
- Providing adequate workplace facilities for breaks and relaxation;
- Considering support for childcare facilities and services where possible;
- Provide an induction programme for staff appropriate to their position;
- Membership of an Employee Assistance Programme (EAP);
- Through a school change team identify key work life balance issues and possible solutions for all staff;
- Prioritise work life balance requirements when preparing annual budgets;
- Ensuring statutory requirements are met e.g. National Agreement on Workforce Reform and Health and Safety requirements;
- Consider the demand on staff when planning meetings;
- To ensure risk assessments are carried out and reviewed as appropriate;
- Keeping school policies under review and with a view to reduce burdens on staff;
- Being part of the National Healthy Schools Programme.
- Actively working on wellbeing strategies for life at work and outside of work.

### **\*Flexible Working Practices**

Flexible working arrangements are considered under the separate Flexible Working Policy and Procedure.