

Staff Health and Wellbeing

Policy example

Purpose

As a health promoting school, we will promote the health and wellbeing of staff through learning, policies, creating a safe and healthy physical and social environment and developing community links and partnerships. This policy confirms our commitment to:

- providing our teachers and staff with a safe, healthy and supportive environment in which to work
- recognising that the health and wellbeing of our teachers and staff is important, and that it not only benefits the individual, but also students, families and the wider community
- providing a supportive workplace culture where healthy lifestyle choices are valued and encouraged.

Policy statement

Background

A focus on the health and wellbeing of teachers and staff can help to improve their physical and mental health, concentration and productivity, and reduce absenteeism and staff turnover.¹ Research has shown that healthy, engaged employees are nearly three times more productive than employees with poor health.²

Whole school engagement

It is recognised that every member of **(insert school name)** impacts on the health of each other and can contribute to creating a healthy environment that promotes health and wellbeing. All members of our school community, including staff, contractors, student teachers and volunteers, will be supported to meet this policy, with opportunities to provide feedback and input.

Procedures and responsibilities

Health Eating and Oral Health

- Staff are supported to consume healthy food and drinks and maintain good oral health practices at work.
- Healthy eating and oral health information and policy requirements are included in staff orientation/induction.
- When food is provided to staff for meetings, celebrations and events, healthy food options are included and discretionary options are discouraged.
- There is suitable space for breastfeeding and storing breastmilk. ***Include only if this is possible and appropriate for your school.**

¹ Australian Government, Department of Health, 2013, Why a healthy workplace?

<http://www.healthworkers.gov.au/internet/hwi/publishing.nsf/Content/why>

² Medibank Private, 2005, The health of Australia's workforce <http://www.medibank.com.au>

Physical Activity and Movement

- Staff are supported to be physically active and minimise sedentary behaviour, both inside and outside of work hours.
- Physical activity and movement information and policy requirements are included in staff orientation/induction.
- Facilities support active travel for staff.

Mental Health and Wellbeing

- Staff are supported to learn about and care for their own mental health and wellbeing.
- Mental health and wellbeing information and policy requirements are included in staff orientation/induction.
- Leadership practices and on-the-ground support enable a work environment that minimises stress and promotes mental health and wellbeing for staff.
- Strategies are implemented to promote positive conflict resolution and to prevent and respond to bullying, discrimination and harassment.
- There are clear referral options and pathways for staff to access support services for mental health and wellbeing.

Safe Environments

- OH&S guidelines are met to ensure a safe work environment for staff.
- Safety information and policy requirements are included in staff orientation/induction.
- Staff are supported to learn about and practice safe behaviours, including cultural safety, cyber safety and physical safety.

Sun Protection

- Staff are supported to follow sun protective behaviours when UV levels are 3 or above (in Victoria, UV levels are forecast to reach 3 or higher from mid-August to the end of April).
- As part of OH&S UV risk controls and role-modelling, staff:
 - wear a sun-protective hat (e.g. legionnaire, broad-brimmed or bucket hat), covering clothing and, if practical, sunglasses
 - apply sunscreen (SPF30 or higher), and
 - seek shade whenever possible.
- Sun protection information is provided to educators and staff, including information about:
 - sun protective behaviours
 - UV radiation
 - health risks associated with UV exposure
 - early detection of skin cancer.
- Staff are encouraged to access the daily local sun protection times at sunsmart.com.au or on the free [SunSmart app](#).
- Sun protection information and policy requirements are included in staff orientation/induction.

Tobacco, Alcohol and Other Drugs

- Staff who want to quit smoking, drinking or using other drugs are supported and referred to appropriate agencies.
- Tobacco, alcohol and other drug policy requirements are included in staff induction/orientation.
- Resources about the health risks related to smoking, excessive drinking and taking drugs are available to staff.

Sexual Health and Wellbeing

- Staff are supported to learn about and care for their own sexual health and wellbeing.
- Sexual health and wellbeing information and policy requirements are included in staff orientation/induction.
- There are clear referral options and pathways for staff to access support services related to sexual health, sexuality, violence, sexual harassment and discrimination.

Relevant legislation and policy documents

- Australian Dietary Guidelines. National Health and Medical Research Council, 2013
- Oral Health Messages for the Australian Public
- Australia's Physical Activity and Sedentary Behaviour Guidelines for Adults
- Victorian Government OHS Planning Documents
- Occupational Health and Safety Act (2004)
- Education and Training Reform Act 2006
- Tobacco Act 1987
- Liquor Control Reform Act 1998
- Equal Opportunity Act 2010

Related school policies (examples)

- Occupational Health and Safety
- Mental Health and Wellbeing
- Physical Activity and Movement/Active Play
- Sun Protection
- Staff Health and Wellbeing
- Healthy Eating and Oral Health/Nutrition
- Safe Environments/Child Safety

Monitoring and review

This Staff Health and Wellbeing Policy will be monitored and reviewed by the staff, school council, and the health and wellbeing team at least once every three years.

Endorsed by school council: _____

Date: _____

Next review date: _____

Appendix – Definitions

Healthy eating and oral health: For the purposes of this policy and for the Healthy Schools Achievement Program, the 'Healthy Eating and Oral Health' health priority area focuses on supporting healthy eating, including nutrition, positive food habits and food literacy, and supporting oral health and hygiene practices.

Healthy eating: Eating a wide variety of foods from the five food groups each day. These are:

- fruit
- vegetables and legumes/beans
- grain (cereal) foods, mostly wholegrain
- milk, yoghurt, cheese and alternatives
- lean meat, poultry, fish, eggs, tofu, nuts and seeds and legumes/beans.

Healthy eating also means eating in a way that is socially and culturally appropriate, having regular meals and snacks and eating food to satisfy hunger, appetite and energy needs.³

Nutrition: The process of providing or obtaining the food necessary for health and growth.⁴

Discretionary/sometimes food and drink: Discretionary/sometimes food and drink is high in fat, sugar and salt or a combination of these.⁵ They typically have very little nutritional value and are often processed and packaged. Examples of discretionary food and drink include:

- chocolate, confectionery, jelly
- sweet biscuits, high fat/salt savoury biscuits, chips
- high sugar/high fat cakes and slices
- cream, ice cream
- deep fried foods (e.g. hot chips) and pastry-based foods (e.g. pies, sausage rolls and pasties)
- most fast food and takeaway foods
- some processed meats (e.g. sausages, frankfurts/hot dogs, salami, strasbourg, devon, some commercial chicken nuggets and fish fingers)
- soft drinks, fruit juice and fruit drinks, cordial, sports drinks, energy drinks, flavoured milk and flavoured mineral water.⁶

Oral health: A standard of health of the oral and related tissues that enables an individual to eat, speak and socialise without active disease, discomfort or embarrassment and that contributes to general wellbeing.⁷

Food literacy: A collection of inter-related knowledge, skills and behaviours required to plan, manage, select, prepare and eat food to meet (dietary) needs.⁸

³ Nutrition Australia Victorian Division, <https://www.nutritionaustralia.org/>

⁴ <http://oxforddictionaries.com/definition/english/nutrition>

⁵ National Health and Medical Research Council, 2013, Australian Dietary Guidelines, <http://www.eatforhealth.gov.au>

⁶ Commonwealth of Australia, 2009, Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood, <https://www1.health.gov.au/internet/main/publishing.nsf/Content/phd-early-childhood-nutrition-resources>

⁷ COAG Health Council, 2015, Healthy Mouths Healthy Lives: Australia's National Oral Health Plan 2015–2024, <http://www.coaghealthcouncil.gov.au/Publications/Reports/ArtMID/514/ArticleID/81>

⁸ Vidgen HA, Gallegos D, 2014, Defining Food Literacy and its components, *Appetite*, 76, 50–59, Retrieved from https://blogs.deakin.edu.au/apfnc/wp-content/uploads/sites/119/2015/06/Vidgen_2014_food-literacy-Appetite.pdf

Physical activity and movement: For the purposes of this policy and for the Healthy Schools Achievement Program, the 'Physical Activity and Movement' health priority area focuses on physical activity participation, fundamental movement skills and reducing sedentary behaviour.

Physical activity: Includes sport, incidental exercise and many other forms of recreation.

Mental health and wellbeing: For the purposes of this policy and for the Healthy Schools Achievement Program, the 'Mental Health and Wellbeing' health priority area focuses on social and emotional wellbeing, resilience and supporting positive cognitive and behavioural responses to ensure individuals can realise their potential.

Mental health: For children and young people, this means 'the capacity to enjoy and benefit from satisfying family life and relationships and educational opportunities, and to contribute to society in a number of age-appropriate ways. It also includes freedom from problems with emotions, behaviours or social relationships that are sufficiently marked or prolonged enough to lead to suffering or risk to optimal development in the child, or to distress or disturbance in the family.'⁹

Resilience: The ability to bounce back from adversity in order to lead a healthy and fulfilling life.¹⁰

Social and emotional competence: The ability to recognise and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships and handle challenging situations capably.¹¹

Safe environments: For the purposes of this policy and for the Healthy Schools Achievement Program, the 'Safe Environments' health priority area focuses on supporting physical safety, cultural safety and cyber safety.

Physical safety: Protection from harm and hazards that can cause injury. Identified risks are managed and minimised.

Cultural safety: An environment that is spiritually, socially and emotionally safe, as well as physically safe for people; 'where there is no assault challenge or denial of their identity, of who they are and what they need. It is about shared respect, shared meaning, shared knowledge and experience of learning together'.¹²

Cyber safety/Online safety/Internet safety/E-safety: The safe and responsible use of technology including use of the internet, electronic media and social media in order to ensure information security and personal safety. There are three main areas of risk to safety:

- 'Content: being exposed to illegal, inappropriate or harmful material

⁹ Raphael B, 2000, Promoting the mental health and wellbeing of children and young people, Discussion paper: key principles and directions, Canberra: Department of Health and Aged Care, National Mental Health Working Group, Retrieved from [http://web.archive.org/web/20061212052146/http://www.health.gov.au/internet/wcms/Publishing.nsf/Content/mental-pubs/\\$FILE/pmhycyp.pdf](http://web.archive.org/web/20061212052146/http://www.health.gov.au/internet/wcms/Publishing.nsf/Content/mental-pubs/$FILE/pmhycyp.pdf)

¹⁰ Government of Western Australia, 2005, School Drug Education and Road Aware. Challenges and Choices, Early Childhood Resource for resilience, drug and road safety education.

¹¹ Zins JE & Elias MJ, 2003, Social and Emotional Learning in Safe and Sound: An educational leader's guide to evidence-based social and emotional learning programs, Developed by the Collaborative for Academic, Social, and Emotional Learning, USA.

¹² Williams R, 1999, Cultural safety – what does it mean for our work practice? *Australian and New Zealand Journal of Public Health*, vol. 23, no.2, pp.213–214.

- Contact: being subjected to harmful online interactions with other users (including bullying)
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm.¹³

Sun protection: For the purposes of this policy and for the Healthy Schools Achievement Program, the ‘Sun Protection’ health priority area focuses on the creation of environments and behaviours that will prevent over-exposure to UV radiation.

UV radiation: Ultraviolet (UV) radiation is a type of energy produced by the sun and some artificial sources, such as solariums. Too much UV radiation can cause skin and eye damage, sunburn, tanning and [skin cancer](#). Some UV exposure is recommended for vitamin D. UV radiation isn’t like the sun’s light or heat, which we can see and feel. Your senses cannot detect UV radiation, so you won’t notice the damage until it has been done.

Tobacco, alcohol and other drugs: For the purposes of this policy and for the Healthy Schools Achievement Program, the ‘Tobacco, Alcohol and Other Drugs’ health priority area focuses on creating smoke-free and drug-free environments and responsible alcohol consumption.

Tobacco prevention: Involves classroom curriculum and smoking prevention messages that are communicated to students regardless of their smoking behaviour.

Drug: Refers to any substance taken to change the way the body and/or mind functions.¹⁴

Alcohol: A depressant drug that slows down activity in the central nervous system.¹⁴

Sexual health and wellbeing: For the purposes of this policy and for the Healthy Schools Achievement Program, the ‘Sexual Health and Wellbeing’ health priority area focuses on sexual health, sexuality and gender.

Sexual health: A state of physical, emotional, mental and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences that are free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled.¹⁵

Sexuality: A central feature of being human that is deeply individualised. It includes sexual feelings, thoughts, attractions, preferences and sometimes behaviour.¹⁶

¹³ Kodo Education, 2015, Safeguarding Essentials: What is E-Safety, Retrieved from <https://www.e-safetysupport.com/stories/166/what-is-e-safety#.WydANdlzaU>

¹⁴ Australian Drug Information Network 2012, Glossary <http://www.adin.com.au/glossary>

¹⁵ World Health Organization 2013, Defining sexual health, http://www.who.int/reproductivehealth/topics/sexual_health/sh_definitions/en/

¹⁶ The University of Western Australia 2015, Sexuality and gender terms, <http://www.student.uwa.edu.au/experience/health/fit/share/sexuality/definitions>