



ST EGWIN'S C.E.  
MIDDLE SCHOOL

# Staff wellbeing policy

Dated – September 2022

Review date – September 2023

Interim Headteacher      September 2022

Chair of Governors      October 2022

## 1. Aims

This policy aims to:

- › Support the wellbeing of all staff to avoid negative impacts on their mental and physical health
- › Provide a supportive work environment for all staff
- › Acknowledge the needs of staff, and how these change over time
- › Allow staff to balance their working lives with their personal needs and responsibilities
- › Help staff with any specific wellbeing issues they experience
- › Ensure that staff understand their role in working towards the above aims

## 2. Promoting wellbeing at all times

### 2.1 Role of all staff

All staff are expected to:

- › Treat each other with empathy and respect
- › Keep in mind the workload and wellbeing of other members of staff
- › Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance
- › Report honestly about their wellbeing and let other members of staff know when they need support
- › Follow the school's policy on out-of-school hours working, including guidance on when it is and isn't reasonable to respond to communications
- › Contribute positively towards morale and team spirit
- › Use shared areas respectfully, such as the staff room or offices
- › Take part in training opportunities that promote their wellbeing

### 2.2 Role of line managers

Line managers are expected to:

- › Maintain positive relationships with their staff and value them for their skills, not their working pattern
- › Provide a non-judgemental and confidential support system to their staff
- › Take any complaints or concerns seriously and deal with them appropriately using the school's policies
- › Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance
- › Make sure new staff are properly and thoroughly inducted and feel able to ask for help
- › Understand that personal issues and pressures at work may have a temporary effect on work performance, and take that into account during any appraisal or capability procedures
- › Promote information about, and access to, external support services
- › Help to arrange personal and professional development training where appropriate
- › Keep in touch with staff if they're absent for long periods
- › Monitor staff sickness absence, and have support meetings with them if any patterns emerge
- › Conduct return to work interviews to support staff back into work
- › Conduct exit interviews with resigning staff to help identify any wellbeing issues that led to their resignation

## 2.3 Role of senior staff

Senior staff are expected to:

- › Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
- › Manage a non-judgemental and confidential support system for staff
- › Monitor the wellbeing of staff
- › Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
- › Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
- › Make sure job descriptions are kept up-to-date, with clearly identified responsibilities and staff being consulted before any changes are made
- › Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives
- › Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school
- › Establish a clear policy on out-of-school hours working, including on when it is and isn't reasonable for staff to respond to communications, and provide clear guidance to all stakeholders
- › Make sure that the efforts and successes of staff are recognised and celebrated
- › Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
- › Provide resources to promote staff wellbeing, such as training opportunities
- › Promote information about, and access to, external support services, and make sure that there are clear routes in place to escalate a concern in order to access further support
- › Organise extra support during times of stress

## 2.4 Role of the governing board

The governing board is expected to:

- › Make sure the school is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment
- › Monitor and support the wellbeing of the headteacher
- › Ensure that resources and support services are in place to promote staff wellbeing
- › Make decisions and review policies with staff wellbeing in mind, particularly in regards to workload
- › Be reasonable about the format and quantity of information asked for from staff as part of monitoring work
- › Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them

### **3. Managing specific wellbeing issues**

The school will support and discuss options with any staff that raise wellbeing issues, such as if they are experiencing significant stress at school or in their personal lives.

Where possible, support will be given by line managers or senior staff. This could be through:

- Giving staff time off to deal with a personal crisis
- Arranging external support, such as counselling or occupational health services
- Completing a risk assessment and following through with any actions identified
- Reassessing their workload and deciding what tasks to prioritise

At all times, the confidentiality and dignity of staff will be maintained.

### **4. Monitoring arrangements**

This policy will be reviewed annually by ST and CG, At every review, it will be approved by Governors and Head Teacher.

### **5. Links with other policies**

This policy is linked to our:

- Appraisal policy
- Behaviour policy
- Mental Health Policy
- Staff code of conduct

## **Addressing Staff workload to improve wellbeing at St. Egwin's CE Middle School**

At St. Egwin's CE Middle School we know that teaching is exciting and rewarding but recognise that it can also be exhausting. We understand that time is precious and that tired teachers do not make happy or effective teachers.

Our vision for workload is to enable every teacher to become highly effective by:

- Ensuring every teacher has time to focus on what is important - planning, teaching and feedback;
- Believing in simplicity, always taking the shortest route and aiming for maximum impact on student learning with minimal workload for staff; and
- Continuously reviewing and evaluating our systems in order to support all staff to achieve a healthy work life balance.

### **Ways that we manage workload and wellbeing**

#### **Teaching, learning, planning and curriculum:**

- Certain aspects of collaborative planning carried out during and facilitated by staff meeting time where appropriate.
- Sharing resources to stop teachers from reinventing the wheel.
- We are committed to the development of good quality schemes of work that specify key knowledge, deliberate practice, homework tasks and resources to be used.
- Training Day time used to support departments in the planning and development.
- Learning walks to monitor T&L (no formal full lesson observations or grading)
- No request for the writing of unnecessary lesson plans. There is no expectation to complete lesson plans, except for cover lessons.
- Lunch time or after school enrichment sessions encouraged but not insisted upon.
- Inter-departmental work load sharing (e.g 'No More Marking' and Form time collective worship tasks shared across whole school.)

#### **Behaviour:**

- All staff reinforcing 'Ready Respectful Safe' expectations
- Clear and robust behaviour systems that underpin impeccable behaviour, so staff are free to teach
- CPOMS & Edulink provide centralised recording systems.
- The SLT are visible around the school

<b>Be Ready</b>	<b>Be Respectful</b>	<b>Be Safe</b>
Arrive to lessons on time and fully prepared.	Show respect for the school environment.	Move around school in a safe and sensible manner. (Keep Left!)
Follow reasonable instructions given by the teacher.	Show respect to all members of the school community and each other.	Accept sanctions when given. (If you disagree, wait for the appropriate time.)
Complete classwork as requested.	Show respect for the opinions and beliefs of others.	Behave as a positive ambassador for St Egwin's in and out of school.
Hand in homework at the time requested.	Wear the correct uniform at all times.	Report unacceptable behaviour.

### **Assessment, feedback and reporting to parents/carers:**

- We encourage (where we can financially support) the use of online packages for homework to further reduce planning, homework setting and marking.
- Reduction of reporting expectation. Three data collection points and no full school reports.
- On-line/remote parents' evenings to give staff more flexibility
- SIMs/Edulink provide flexibility of data input and analysis.
- The whole school Monitoring and Evaluation calendar provides a clear framework of expectations and timings with MLs able to book cover supervisor time for departmental monitoring.
- All assessment undertaken is meaningful, informing future planning and helping students to make progress; if it isn't, we should question why we are doing it.
- No onerous marking policies; whole school & departmental feedback policies designed so that they are meaningful, motivating and manageable.

### **Professional Development:**

- After-school meeting time given to departments to support collaborative planning, subject specific CP and preparation time.
- Where an evening event takes place, we endeavour to remove the meeting time from the calendar for that week.
- There is comprehensive support for ECTs with dedicated mentors and regular meetings.

### **Other:**

- Cover is closely monitored and distributed equably.
- Cover supervisor appointed to assist with creating capacity for staff
- Central administration of parental communication and office support to ensure that staff are not required to collect money or permission slips. ParentPay/Edulink used.
- Edulink rewards to reduce simple recording and administration of achievement points.
- Open door 'policy' and regular opportunities so that staff can highlight issues and concerns
- Regular wellbeing initiatives.
- Attendance at family events such as weddings, funerals and graduations is agreed to.
- Supported 'supervision' is offered to staff who are dealing with challenging safeguarding issues.
- Identification of pinch points during the year and consideration of this when creating the yearly calendar.
- Where possible staff break duties are scheduled on days where they are either free before or after break; staff are able to negotiate.
- There is no expectation for staff to answer out of hours emails. The use of mobile phones to pick up emails is discouraged.
- We encourage staff to work in a way that suits them so that they can make time for themselves and their families.

## Supporting teachers

We will signpost teachers to mental health support organisations to help with their mental health and wellbeing, as this is intrinsic to the wellbeing, success of students and the creation of a positive school environment. The issue of workload is addressed in a separate policy. (See Staff Workload Policy V1.0 June '22)



<https://www.education-support.org.uk/>

An organisation that has been supporting teachers and educational staff wellbeing for over 145 years. They also offer free counselling.



<https://www.qwell.io/>

Free, safe and anonymous mental wellbeing support for adults across the UK

A comprehensive list of support mechanisms provided for teachers by SLT can be found in our Mental Health and Well-Being Policy.

On occasion, staff will be asked to provide a 'snap shot' of their mental health and well-being status via an online survey. The purpose of this survey will always be to improve working conditions and the overall state of staff well-being where possible. Such surveys are encouraged, though never mandatory to complete and will always be totally anonymous. The results of such surveys will never be shared outside of the organisation of St. Egwin's Middle School.