



Staff Wellbeing Policy

2022-23

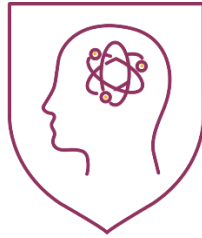
Date last reviewed | June 2022

Review period | Annually

Lead Reviewer(s) | Primary & Secondary Principal



“Empowering students to aspire, create and excel in the world that is, so they can help create the world that will be”



The Science of Learning



Social Enterprise



Student Agency and Innovation

Aims and Expectations

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

Wellbeing Pillars

The Academy groups wellbeing into three key pillars that link directly to the school vision.

- **Workload and Productivity** – Staff should feel that their time is largely focused on what is important: teaching, learning and feedback
- **Social and Emotional** – As an international community, teachers should feel that the school takes consideration for and supports the social and emotional wellbeing of staff members
- **Teacher Agency and Innovation** – As educationalists, we believe in life-long learning, therefore staff feel that they have ownership of their own professional growth and journey in order to lead a fulfilling professional career

Teaching, Learning, Planning and Curriculum

- The PPA allocation for teachers is more than the requirements set out in the School Teachers’ Pay and Conditions Document and amounts to 20% of a teacher’s timetabled teaching hours.
- We allocate additional PPA time for NQTs and RQTs and assign a mentor within the teaching and learning team.
- Staff within departments, where possible, have PPA time together to allow for collaborative planning.
- Collaborative planning enables teachers to discuss and share best practice while also sharing the workload.



- Departmental resources should be shared centrally to support workload. Resources should quality assured, distributed and reviewed by Heads of Department.
- Ensure schemes of work specify the sequence of key knowledge to develop skills and show clear progression.
- All teachers follow a streamlined, research-driven set of Teaching Principles that focus on current evidence and have a significant impact on learning and progress.
- Whilst learning objectives or creation of different worksheets *can* cater for different abilities, there is no compulsory requirement for differentiation 'by task'.
- The professional development culture favours feedback based on 'best practice' and 'areas for further development' over lesson gradings.
- ECAs are planned to support year-group collaboration, i.e. teachers in the same year group have common afternoons 'free' to allow for meetings, preparation and planning.

Behaviour

- Everyone has the highest expectations of behaviour, with all staff (not just teaching staff) reinforcing those expectations.
- We share behaviour expectations with parents at induction meetings and via our school policies.
- A clear system of consequences/sanctions is applied consistently by all so staff to ensure understanding and consistency.
- There is an escalation process to ensure that teachers are supported in working with families to address any behaviour concerns.
- The ALT is visible around the school and involved in duties to support high standards of behaviour.

Professional Development

- Lesson observations are low stakes, high frequency and are focussed upon professional development and your personal targets and growth.
- There is a clear Feedback for Success Policy, and staff have regular training on effective feedback to ensure the greatest impact on student progress.
- The Academy calendar is well planned to ensure school events are evenly spaced across the year to support workload.
- The professional development calendar is reviewed annually to ensure teachers have additional time for year level, department level and personal areas of interest.
- Middle and senior leaders have training to ensure that meeting time is used as productively as possible.
- The appraisal process is driven by the teacher, allowing for personalised growth.
- The school leadership structure, and supported leader development, allows various opportunities for growth as a school leader, should teachers wish to follow this route.
- The professional development budget is flexible and allows for teacher agency.



Assessment, feedback and reporting to parents

- Use of online packages for homework such as Busy Things, Century and Quizlet to reduce planning, setting and marking.
- The whole school assessment calendar is created alongside middle leaders to ensure the best possible timings of events, data captures, exams and moderation to avoid 'pinch points'.
- Where applicable, tests and exams can be self/peer marked.
- Our Feedback for Success Policy encourages live marking and feedback to improve progress 'in the moment' and ease workload after lessons.
- Report formats are reviewed annually to ensure a balance of quality feedback for parents and appropriate workload for teachers.

Positive Staff Community

- We provide well-maintained centralised staff rooms
- Termly formal and informal staff gatherings and socials include all members of the staff community
- Staff are encouraged to lead on community social events
- ALT is committed to staff wellbeing. This is a weekly meeting agenda item, and events are planned throughout the year to support staff wellbeing, including 'The 12 Days of Christmas', Staff Smiles, Doughnut Days, Teaching Assistant Appreciation Day etc.
- Monthly teacher, admin, TA/LSA, support staff awards are celebrated in staff briefing, with each winner receiving a monetary sum.
- Cultural occasions represent all staff and encourage international respect and understanding.

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.

In the instance of staff grievance, ALT and HR support individual staff in moving forward. Staff have annual training on our Whistleblowing Policy.



Roles and Responsibilities

Role of all staff

All staff are expected to:

- Treat each other with empathy, respect and professionalism
- 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 send/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

Role of line managers

Line managers are expected to:

- Maintain positive relationships with their staff and encourage team spirit
- Appreciate individual working patterns, e.g. teachers who prefer to stay in school after hours vs. working at home
- 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 well supported and know where to go to for help for specific areas
- Understand that personal issues and pressures at work may have a temporary effect on work performance, and take this 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

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
- Ensure that all staff members have a clear line manager
- Monitor the wellbeing of staff through regular surveys and structured conversations
- 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

- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
- Make sure job descriptions are kept up-to-date, with clearly identified responsibilities and staff being consulted before any changes are made
- 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
- 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

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

Links with other policies

Please refer to the policies below which provide further information related to Staff Wellbeing:

- Communications Policy
- Feedback for Success Policy
- Behaviour for Learning
- Whistleblowing Policy
- Feedback and Complaints Policy
- Teaching and Learning Policy
- Staff Handbook