

Shropshire Gateway Educational Trust

Well Being Policy

December 2018

Next review December 2021

The emotional and physical wellbeing of all staff is important to us. In the Shropshire Gateway Educational Trust not only does every child matter but we also believe every person matters. We know that teaching is exhilarating and rewarding, but recognise that it can also be exhausting. We understand that time is precious and that tired teachers do not make 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.

"Work-life balance is about adjusting working patterns and policies so that everyone - regardless of age, race or gender, can find a rhythm that enables them more easily to combine work with their other responsibilities or aspirations." Creating work-life balance, DfES

As a Trust, we promote work life balance. We have policies and procedures to deal with bullying, harassment and issues of personal safety. We seek opportunities to care for the staff through initiatives and through discussions within performance and development reviews. We value the opinions of our staff and have regular staff surveys which may vary from Academy to Academy (see Appendix 1 for an example). Staff surveys are an opportunity to reflect upon current practice and make improvements for the future. Not only does it provide comprehensive data to explore and review but - more importantly- they send a clear message that staff's opinions matter and are valued.

At our SGET day in November 2018, the focus was on staff wellbeing and included strategies to staff to try to improve wellbeing whilst surrounded by team members from all 4 academies. Activities included: Active Education Programme at a climbing wall, a Local Yoga specialist, a religions, spiritual and wellbeing talk and workshop, key speakers from Willodene rehabilitation and Mental Health perspective (substance abuse), drama meditation and relation, active play with storytelling (and football), staff and wellbeing management, music stress relief and a local ramble.

Although we work closely together as a Trust, The Shropshire Gateway Educational Trust also appreciates the importance of autonomy. Each Academy is different and therefore different strategies are need to monitor and support staff wellbeing. (see Appendix 2-5)

The main part of this policy is based around the Health and Safety Executive Management Standards. Each section responds to a standard and how the Trust carries out its duty of care. <http://www.hse.gov.uk/stress/standards/>

Demands: The Standard states that *"Employees indicate that they are able to cope with the demands of their jobs and systems are in place locally to respond to any individual concerns"*.

Within Shropshire Gateway Educational Trust every member of staff is given adequate and achievable tasks which suit the agreed hours of work. Individuals have a job description which details the job demands and this is part of the recruitment procedure before agreed contracts are signed. Appointments are made to match the skills of the person with the job and adjustments are made with the agreement of all. No member of staff will be expected to carry out duties which are beyond their capabilities unless these are agreed as a development strategy. Concerns about the work environment and its impact upon an employee's ability to satisfactorily complete duties are shared with either a line manager or senior member of staff. Every attempt is made to rectify the issue.

Control: The Standard states that *"Employees indicate that they are able to have a say about the way they do their work and systems are in place locally to respond to any individual concerns"*.

Initiative is actively encouraged and as a Trust we welcome staff to be free thinkers and extend practice beyond the expected. The Trust supports Continuing Professional Development and all staff are encouraged to extend their skills and knowledge. Formal access to courses and training is through individual performance reviews and through audits of subject needs. Other courses may be available but they are more closely related to budget availability. As a Trust we are open to the changing face of employment structure and the relationship between home and work life. We make every effort to ensure that an employees working pattern suits their needs.

Support: The Standard states that *"Employees indicate that they receive adequate information and support from their colleagues and superiors and systems are in place locally to respond to any individual concerns"*.

Within Shropshire Gateway Educational Trust we have an active support structure within the staff which has no formal basis but is generated from mutual respect. However, should this structure break down, the management structure has a wide base and a member of the SLT are always available to support staff and attempt to rectify situations. The Trust is able to provide a confidential counselling service for staff when required. This service is confidential and appointments are made by individuals when they need support.

Relationships: The Standard states that *"Employees indicate that they are not subjected to unacceptable behaviours, e.g. bullying at work, and systems are in place locally to respond to any individual concerns"*.

Within Shropshire Gateway Educational Trust we promote positive relationships within the staff and we adhere to the principles of growth mindset, which is applicable to adults and children alike. We encourage everyone to report any incidents of bullying or unacceptable behaviour.

These will then be fully investigated by an appropriate member of the SLT and a governor, if required.

Role: The Standard states that *"Employees indicate that they understand their role and responsibilities and systems are in place locally to respond to any individual concerns"*.

The Shropshire Gateway Educational Trust has a clear organisational hierarchy both across the Trust and within each Academy showing the role and responsibilities including Trust directors, Academy governors, Headteachers/Senior Management and staff.

Upon appointment, staff have a job description which outlines the key roles and expectations of the job. New staff are provided with an appropriate mentor. The staff mentors may or may not be the line manager or performance review manager. Should there be any doubts about the role, or role expectations, the Headteacher should be consulted.

Change: The Standard states that *"Employees indicate that the organisation engages them frequently when undergoing an organisational change and systems are in place locally to respond to any individual concerns"*.

Within Shropshire Gateway Educational Trust we seek to involve all appropriate staff in consultations regarding change. We provide information as soon as possible and will call staff meetings if they are relevant. Staff are always aware that consultations are a means by which we gather views and are not always a mechanism for changing policy or decision. When changes do take place, timescales will be published and details will be available showing the impact upon the working lives of the staff.

More information regarding 'Reducing Stress at Work' can be found on the HSE website.
<http://www.hse.gov.uk/pubns/wbk01.htm>

Appendix 1

Please circle a number for each statement, according to the following key: 1 – being low and 5 – being high	
I enjoy working at this school	1 2 3 4 5
Would you refer someone to work at this school	1 2 3 4 5
I feel supported by leaders at this school	1 2 3 4 5
My professional development is well supported	1 2 3 4 5
Do you feel valued at work	1 2 3 4 5
My 'well being' at work is taken seriously	1 2 3 4 5
Does the School Development Plan focus on the right issues	1 2 3 4 5
The school consistently aims to improve the education provided for all students	1 2 3 4 5
Teaching in the subject I work in is at least good	1 2 3 4 5
Staff members' focus is on the improvement of teaching	1 2 3 4 5
Leaders focus on the improvement of teaching and learning	1 2 3 4 5
There has been an improvement in members of staff applying policies more consistently	1 2 3 4 5
Behaviour concerns in the school are dealt with effectively	1 2 3 4 5
Behaviour is well-managed by staff	1 2 3 4 5
The school does all it can to make sure that students at this school feel safe	1 2 3 4 5

There are opportunities for staff to observe others in the classroom with development of teaching in mind.	1 2 3 4 5
Bullying, at all levels, is dealt with effectively when brought to our attention	1 2 3 4 5
Do you have fun at work	1 2 3 4 5

What are the school's greatest strengths?

What could the school improve?

What are the three most important issues that the school should address in the next year?

If you have scored any question 3 or less, please add any further comments that you feel would be helpful in changing this perception

Appendix 1: Clee Hill Community Academy

It is important to recognise that different individuals are more productive at certain times of the day. At Clee Hill Community Academy, we allow for a personalised workload management allowing for staff to complete tasks alongside other commitments they may have outside of work. We believe that this flexibility gives staff more freedom to manage their time effectively and therefore reduce stress.

Teaching and learning, planning and curriculum

- We trust teachers to decide the best approaches for their pupils.
- Lesson observation focus on strengths and areas of development (No lesson gradings)
- A culture of open classrooms and supportive learning both from leadership and peer to peer
- A creative curriculum that combines subject coverage
- Clear purpose to learning and not recording for the sake of recording.
- Reasonable allocation of time/ cover time in support of additional responsibilities/ tasks
- 10% of timetabled teaching to be used as preparation, planning and assessment (PPA)

Behaviour

- Everyone has the highest expectations of behaviour, with all staff (not just teaching staff) reinforcing those expectations.
- A culture of caring for others is instilled and embedded across the school
- Headteacher is visible especially before and after school, break and lunchtimes.
- Senior Leadership run lunch duty
- Headteacher supports positive behaviour strategies and is actively involved in the positive behaviour culture (spotted being fantastic etc.)

Assessment and reporting to parents

- Pink/ green marking reduces the amount of written comments required
- Marking is for one audience and one audience only: pupils. Never tick and flick or do anything else for observers/parents/carers.
- Less detailed written reports to parents/carers.
- Online data recording system is fast and easy to use
- Class dojo reduces parental meetings and phone calls
- Parents Evening have clear purpose (targets and next steps/ support for parents etc)

Professional Development

- CPD tailored specifically to staff needs
- Time/ support for staff who wish to trail new initiatives
- Staff meetings finish at 5:00pm and leadership encourage timings are prompt
- Non-hierarchical approach to professional development - there are things a senior leader can learn from an NQT and vice versa.
- Targeted support plans for teachers who are struggling.
- Performance Management is tailored to faculty and individual needs.

We work hard, play hard

- There are no prizes for looking busy or staying late - work in a way that suits you and make sure you make time for yourself and your family.
- No expectation of answering email outside school hours.
- We are constantly streamlining all systems and processes so they take less time.
- No tick box culture - never do anything if it's not going to make a difference.
- We regularly survey staff to get their honest opinions about how to improve.
- A culture of peer-to-peer praise (thank you cards, letters, verbal appreciation of hard work).
- Staff show an awareness of the wellbeing of others and share concerns with senior leaders to ensure that all staff can be supported appropriately.
- Open-door Senior Leadership - no concern is ever too small.
- Seasonal events for everyone to show their less serious sides (for example, World Book Day, Christmas jumpers, CHCA's got talent, themed non-uniform days, etc).

Appendix 2: Cleobury Mortimer Primary School

Appendix 3: Lacon Childe School

Appendix 4: Stottesdon Primary School