

# Well Being Guidance 2019

## Heacham Infant, Junior and Snettisham primary

### Let your light shine through, in all we think and say and do Rationale

*School staff retention is essential to providing consistent high quality education to pupils. Staff need to be happy, have a manageable workload and the right support at all levels in order to thrive in a school. Well thought out systems need to be in place to ensure that when the difficult times come (as they will) staff are well and resilient enough to cope and can be directed to extra support when needed. All staff need to be able to recognise signs of stress and what they can do to deal with it and how they can avoid it. As part of West Norfolk Academies Trust we make great efforts to foster a culture of happiness and wellness. We are totally committed to ensuring staff stay happy and well so that they can provide the best education for our pupils.*

#### Workload

Leaders and governors will give due consideration to the following, recognising the impact on working hours:

- Marking and feedback
- Moving year groups
- Leading in too many areas
- Workload over the year
- Data management
- Reporting to parents
- Collaborative working
- Distribution of support staff

#### Communication

Feeling out of the loop can lead to stress and can be detrimental to a staff member's wellbeing. Consideration will be given to:

- Communication systems (e.g. CPOMs) regarding events and situations in school
- School Diary
- Communication of appreciation, of school improvement plans and actions, policy consultation and general staff news (e.g staff briefings, newsletters, access to plans)

- All staff get copies of newsletter and other letters sent to parents are copied and put on board in staffroom

## Work Life Balance

Whilst expecting that all staff do their directed hours in school the governors recognise that number of hours in school is not a measure of commitment to school. They will pay careful attention to the organisation and timings of:

- PPA (Planning, preparation and assessment) time
- Curriculum release time to cope with busier periods for different areas of responsibility
- Training
- Support staff are rarely expected to attend staff meetings, if they do they are paid additionally or get time off in lieu
- Staff meetings do not happen in weeks where there is a requirement for teachers to work after school at another event. They finish promptly at 5pm.
- Extra curricula clubs -Teachers are not encouraged to do a club for more than two terms a year
- PT/FA Events –staff are not expected to attend every event. Staff take turns to help.

## Wellbeing circles

- Twice a year each member of staff will have access to two paid well being afternoons. Each afternoon will have a different focus of well being. E.g. exercise, sleep. There will also be an opportunity for staff to raise things they wish to have ideas to help with. Using coaching techniques the leader of the circle (or supervisor) will help find solutions from within the group. If there is a problem that the group agrees can be taken out of the group for help the coach can take to the headteacher. Otherwise all that is said in the group must remain confidential.
- These sessions will place in a relaxed comfortable place and drinks, fruit and biscuits/cake will be provided. If the group finishes before 3.15pm an early finish will be encouraged to go home and reflect on the afternoon.
- Wellbeing helpsheets used in these sessions will be displayed in the staffroom and kept in a wellbeing A-Z file in the PPA room.
- Each session will have a wellbeing theme to focus on initially followed by an open forum where anyone in the circle can talk about things they need help with.

- The coaches from these sessions will have their wellbeing circle led by the headteacher.
- Governors and staff are clear that these sessions sit nowhere near appraisal. Staff must feel that they can ask for help with anything without being judged.
- All safeguarding concerns raised must be dealt with according to our policies and training.

There are clear guidelines for these sessions:

Rights of the wellbeing circle members:

- To be heard
- To be uninterrupted
- To confidentiality
- To respect
- To celebrate successes
- To be valued

Responsibilities of the wellbeing circle members

- To maintain confidentiality
- To be open
- To be punctual
- To keep time
- To be respectful and not judgemental

## **Flexible Working**

Governors will give consideration to part time working when it is not judged to be detrimental to the pupils.

## **Achievement**

Governors recognise that challenge and achievement are fundamental to good wellbeing. As far as finances will afford staff will receive excellent professional development and opportunities will be made available for staff who wish to further develop their careers.

## **Other wellbeing initiatives to be used in school**

- Annual staff letter of appreciation from headteacher and

governors

- Staff Clubs on offer- choir, art, dance, netball
- Compassion and consideration for requests from staff to attend special events and family medical appointments
- Ensuring the staffroom is a pleasure to sit in as far as possible
- Having a social secretary/wellbeing rep
- Wellbeing questionnaire every two years ([Appendix A](#))

## Headteacher Wellbeing

Governors recognise that the headteacher's wellbeing is very important if he/she is to look after the wellbeing of all the staff. They also recognise that there are some things that must stay confidential.

The governing body have appointed a nominated governor to monitor headteacher wellbeing. Throughout the year they will seek information about a number of different areas which have been agreed by this governor and the headteacher. ([Appendix B](#))

The headteacher will access three professional coaching sessions a year off site.

The governing body will receive a report on staff wellbeing once a year from the headteacher and the wellbeing governor.

Further reading: <https://www.gov.uk/government/collections/workload-reduction-toolkit>

*Appendix A*

## Staff Wellbeing Survey

1 (Never) 5 (All the time)

	1	2	3	4	5
1 Understands role					
2 Resources					
3 Safety					
4 Cared for					
5 Friendships					
6 Staff relationships					
7 Positive staff					
8 Development encouraged					
9 Listened to					
10 Enjoy work					
10 Doing well					
11 Workload management					
12 Happiness					
13 Managing stress					
14 Achievements acknowledged					
15 Opportunities to grow					
16 Treated fairly					
17 Treated equally					
18 Strengths used					
19 Enjoy school					
20 Role is understood by others					

*Appendix B*

## **Headteacher wellbeing**

### **Questions wellbeing governors may wish to ask**

1. Does your HT feel that governors will challenge in a supportive way but back him/her when they need it.
2. Does your HT feel like they have enough down time to enjoy friends and family and relaxation?
3. Does your HT do tasks that could be delegated to other people?
4. Does your HT have a strong SLT to support them in the logistical running of school and keeping school's vision at the forefront?
5. Does your HT consider their own professional development?
6. Does your HT have time and opportunity to meet with other HTs to discuss strategies and ideas to support with the running of school?
7. Who tells the HT well done, thank you and when?
8. Can the HT trust you to tell them anything?
9. Does your HT enjoy coming to school and find the job rewarding?
10. Is your HT looking after their health?
11. Does your HT take time away from school to focus on big tasks? HT time. If not, why not?
12. Who can your HT offload safeguarding cases to?
13. If your HT has personal problems who would they talk to?
14. Can you think of ways to deflect any flack your HT might receive?
15. Has your HT had professional coaching? Would they benefit from it?