

St Joseph's Catholic Primary School Worcester
'Following Jesus in all we do'

Staff Wellbeing Policy

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Staff Wellbeing Policy

At St Joseph's Catholic Primary School, we believe that all who work and study at our school are made in the image and likeness of God. We recognise that our staff are our biggest asset and the most important resource we have. Our staff are to be valued, supported and encouraged to develop personally and professionally within a learning and caring community.

We recognise the World Health Organisation's definition of mental health and wellbeing:

“a state of Wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.”

This policy is intended to outline the ways in which we can work together to make sure our school is a safe, caring and happy place to work. This policy recognises the many school practices that support staff health and Wellbeing. As a school we value the relationship between a healthy, positive staff body and the achievement of all our pupils.

Mental Health Champion:

A member of staff will be assigned to this role and will work alongside the Headteacher and mental health team. This specific role will be to champion mental health for the school community not to be directly responsible for it. The role will include the promotion of Wellbeing materials, being a “listening ear”, acting as a sign post for other services or professionals and relaying ideas and information to senior staff.

Our Approach:

At St Joseph's we promote a school ethos where all staff are valued and where respect, empathy and honesty are the foundations of all school relationships. To support the Wellbeing of our staff our priorities are:

Language – to be mindful of the language we use to talk about mental health.

Communication – to encourage individuals to communicate their needs and concerns.

Relationships – to promote good relationships between staff through training, social events and sporting events.

Kindness – to promote the importance of treating people as we would want to be treated ourselves.

Tolerance – of different ways people think and act.

Respect – for how a staff member may want to manage their own mental health or health providing this doesn't impact on the safeguarding of our pupils.

Equality – to ensure that all staff have an equal right to Wellbeing in the work place.

Balance – to recognise the demands of workload on staff and find ways to ensure a good balance over a school year between work that is necessary for good outcomes for pupils and time to enjoy when not at work.

Implementation:

There are many things that we do at St Joseph's to promote and enhance our staff Wellbeing.

- Provide opportunities for personal and professional development.
- Provide a non-judgemental and confidential support system e.g. through the performance management system.
- Promote information about and access to support services.
- A named Mental Health Champion will ensure the school environment continues to promote staff Wellbeing.
- Key staff trained in Mental Health First Aid.
- All staff are invited to enjoy social and sporting events throughout the school year.
- New staff are supported with the appropriate level of induction.
- Carry out a biennial Staff Wellbeing survey – appendix 2
- Successes are shared and celebrated.
- Concerns are shared with line managers through regular meetings and discussions.
- Staff have a space within each building where they can make drinks and relax.
- A staff notice board in the main staffroom with "shout outs" and key messages are displayed.
- Emails are not expected to be replied to out of normal working hours.
- PPA can be taken off site in accordance with the PPA policy.

Wellbeing Wednesday – a day when if staff want they can have a lunch from the kitchen

- At the discretion of the head teacher, time off can be arranged for family occasions such as children's sports days, performances etc.

Teacher Workload

We recognise the pressures teacher are under and strive to achieve a realistic balance. In order to help achieve this we involve all teaching staff in the review of relevant policies that contribute to workload, in particular the school marking policy and PPA policy. The Staff

Wellbeing survey will take into account issues surrounding work load and identify areas to address. This will be conducted regularly.

See appendix 1 – Reducing Teacher Workload

See appendix 2 – Staff Wellbeing Survey

When problems arise

- The school will provide support and discuss options as appropriate to the circumstances.
- Signpost staff to external support if needed.
- Support will be put in place for staff who are experiencing challenging circumstances. This might include discussing a plan of workload and duties that could be managed differently during challenging or emotional periods.

See appendix 3 - Wellbeing during coronavirus crisis 2020 – for example of wellbeing considerations during emergency planning.

Monitoring and review: This policy will be monitored by Mrs Boswell and Mrs Jackson, in liaison with the Head Teacher. The policy will be reviewed annually.

APPENDIX 1

Reducing Teacher Workload

"Marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop"

Foreword from Chair, Dawn Copping
- Marking report

"Teachers should not be spending their time on bureaucracy that does not add value. Teachers' time should be protected and used to make a difference."

Foreword from Chair, Kathryn Greenhalgh
- Planning and teaching resources report

"Protect what we hold dear about our profession, improving the life chances of our children because we are trusted to do what is best, not to collect meaningless data to prove it."

Foreword from Chair, Lauren Cookson
- Data management report

Here's a quick look at what three independent teacher-led workload review groups said in short reports on [marking](#), [planning and resources](#) and [data management](#).

Do	Don't	Remember Ofsted says
<ul style="list-style-type: none"> Remember all marking should be meaningful, manageable and motivating and should serve a single purpose - to advance pupil progress and outcomes 	<ul style="list-style-type: none"> Spending time on marking that doesn't have a commensurate impact on pupil progress. Simple message: stop it! 	Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy.
<ul style="list-style-type: none"> Remember quality of feedback should not be confused with the quantity. 	<ul style="list-style-type: none"> Give marking a disproportionate value to result in large volumes of feedback. There is no evidence that this is an effective way to reduce marking. 	Ofsted does not expect to see any written record of oral feedback provided to pupils but will consider how written and/or feedback is used to promote learning.
<ul style="list-style-type: none"> Give lesson plans the proportionate status they merit, and no more, to lesson teacher workload. 	<ul style="list-style-type: none"> Do more work than pupils. This can become a disincentive for pupils to accept challenges and take responsibility for improving their work. 	If it is necessary for inspectors to identify marking as an area for improvement for a school, inspectors will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.
<ul style="list-style-type: none"> Look to identify blocks of time to allow for proper collaborative planning. 	<ul style="list-style-type: none"> Create detailed plans that become a box-ticking exercise creating unnecessary workload for teachers and taking time away from the real business of planning. 	Ofsted does not specify how planning should be set out, the length of time it should take or the amount of detail it should contain.
<ul style="list-style-type: none"> Remember planning together needs to be accompanied by regular and professional discussion which focuses on the outcomes for pupils. 	<ul style="list-style-type: none"> Make excessively detailed daily or weekly plans a routine expectation at the expense of collaboratively produced schemes of work. 	Ofsted does not require schools to provide individual or previous lesson plans to inspectors.
<ul style="list-style-type: none"> Have high quality resources and schemes of work already in place and easily accessible. 	<ul style="list-style-type: none"> Plan to please external organisations. 	Ofsted does not expect performance and pupil-tracking information to be presented in a particular format.
<ul style="list-style-type: none"> Be clear on the purpose. Why is this data being collected, and how will it help improve the quality of provision? 	<ul style="list-style-type: none"> Collect data just because you can or the system allows it - have an appropriate sense of its validity and purpose. 	Ofsted will usually expect to see routine evidence of the monitoring of teaching and learning and its link to teachers' performance management and the teachers' standards, but this should be the information that the school uses routinely and not additional evidence generated for inspection.
<ul style="list-style-type: none"> Be aware of workload issues, consider not just how long it will take, but whether that time could be better spent on other tasks. 	<ul style="list-style-type: none"> Duplicate data for different audiences - collect once, use many times. 	

Further recommendations and practical suggestions to work towards reducing teacher workload are set out in the full reports for clarification of what Ofsted expects, watch the Ofsted inspection framework on GOV.UK

To find out more about how to reduce your workload, visit [www.ofsted.gov.uk](#) and the Department for Education's [teaching time](#) website. The reports are endorsed by the following:



1. My Gender _____

2. My Role _____

3. I am getting enough sleep? (recommendation is 7-9 hours)

Never

Not Often

Sometimes

Often

Always

4. I have the opportunity to exercise?

Never

Not Often

Sometimes

Often

Always

5. I have the opportunity to eat healthily and have a break?

Never

Not Often

Sometimes

Often

Always

6. I know what is expected of me at work?

Never

Not Often

Sometimes

Often

Always

7. I have the materials and equipment I need to do my work?

Never

Not Often

Sometimes

Often

Always

8. There is someone at work who seems to care about me as a person? Never

Not Often

Sometimes

Often

Always

9. Staff have good relationships with each other at school? Never

Not Often

Sometimes

Often

Always

10. I have opportunities to be listened to?

- Never
- Not Often
- Sometimes
- Often
- Always

11. I generally enjoy my work?

- Never
- Not Often
- Sometimes
- Often
- Always

12. I can manage my workload?

- Never
- Not Often
- Sometimes
- Often
- Always

13. I have a good work life balance?

- Never
- Not Often
- Sometimes
- Often
- Always

14. I feel happy at school?

- Never
- Not Often
- Sometimes
- Often
- Always

15. I know what to do if I feel anxious or stressed out at school?

- Never
- Not Often
- Sometimes
- Often
- Always

16. I feel like my achievements are
acknowledged? Never

- Not Often
- Sometimes
- Often
- Always

17. At work, I have opportunities to learn and grow?

- Never
- Not Often

Sometimes
Often
Always

18. I feel like I am treated equally at school?

Never
Not Often
Sometimes
Often
Always

19. There is someone at work who encourages my development?

Never
Not Often
Sometimes
Often
Always

20. Staff have a good relationship with pupils?

Never
Not Often
Sometimes
Often
Always

21. Pupils behave positively at school?

Not Often
Sometimes
Often
Always

22. If I need support in school, I know who to go to?

Never
Not Often
Sometimes
Often
Always

23. When I seek support, I feel supported?

Never
Not Often
Sometimes
Often
Always

24. I feel the school supports me spiritually?

Never
Not Often

Sometimes
Often
Always

24. Please feedback any further comments that you would like to make about Staff well-being or any ideas on how we could support Staff Well-being further in school.

Wellbeing during coronavirus crisis 2020

In these unprecedented times the leadership team at St Joseph's recognise that now, more than ever before, staff wellbeing is vital. The coronavirus crisis and the restrictive measures that many countries are taking to contain the outbreak can have a negative impact on people's mental health and well-being, the World Health Organization (WHO) has warned:

"Isolation, physical distancing, the closure of schools and workplaces are challenges that affect us, and it is natural to feel stress, anxiety, fear and loneliness at this time," the director of the European branch of the WHO, Hans Kluge, said on Thursday (26 March).

As more and more people are obliged to remain in home quarantine or isolation with possible or proven coronavirus infection, experts agree that it is important to consider the effects of this pandemic on the mental health of people:

"It is essential to address the public mental health of people during the following weeks. This is not going to be a sprint, but a marathon," he added, urging countries to prepare their medical services for the mental health of people." Hans Kluge

Team Socialising

Our biggest challenge is to ensure we continue the community feel amongst our staff, while we are not able to be altogether on the school site. The Teams conference call facility and Whatsapp will be used to enable remote meetings. The wellbeing champion will use these platforms to bring the staff team together through quizzes etc. Weekly staff meetings will be held with all teachers via Office 365 teams, to enable team planning.

The Headteacher will share a daily thought with all members of our community (children, parents and staff) to help promote positivity and community spirit throughout the school team.

Communication and Workload

To ensure all members of our staff receive regular communication and support we have put in place a Communication During Covid Closure document, which outlines how communications will be relayed through the staff team. This document will also be used by the Key Stage Leads to delegate tasks to the rest of their team during the closure. A Working from Home document has also been put in place to support those teachers who are not working on school site. For those who are still working on site, they will (where possible) only working 2 days per week. There is no expectation for teachers who are working on site to then complete school work when not on site.

Non-term time

During the pandemic, our school will still serve the community and its key workers during the school holidays. We acknowledge the importance of being able to provide childcare during this crucial time but we are also aware that we must ensure the wellbeing and health of our staff. Rotas will be carefully considered to ensure all staff have a block of 'holiday' during the normal holiday time.

Vulnerable

Those staff who are particularly vulnerable at this time have been identified by the leadership team. Designated members of the leadership team will be in regular contact with the identified staff members. Any members of staff who are vulnerable will also be delivered food parcels (the same as those offered to Pupil Premium children) if it is felt they would find this food beneficial. All staff who are working on-site will be provided with a lunch.