



St Cuthbert's RCVA Primary

Staff Wellbeing

OUR CATHOLIC ETHOS

Our Gospel values are based on living out Christ's message in the Beatitudes and that begins by forging and sustaining trusting relationships between staff built on our shared vision and purpose and showing love, trust and empathy for one another.

We want to ensure that staff are supported and encouraged to develop personally and professionally so they can best manage demands in their lives, are happy and driven in their role and provide the best possible learning environment for our pupils.

AIMS

- a) To develop a healthy, motivated workforce who deliver a high-standard of education to pupils.
- b) To ensure that our school promotes the health and wellbeing of all staff members, recognising the impact work can have on employees' stress levels, mental and physical health.
- c) To recognise that excessive hours of work can be detrimental to staff health and effectiveness and to agree on flexible working practices where possible without damaging opportunities for pupils to succeed.
- d) To communicate the importance of a work-life balance to all staff, and to ensure that all policy updates are communicated regularly.
- e) To respond sensitively to external pressures which affect the lives of staff members.
- f) To provide staff with training to deal positively with stressful incidents, and provide them with a sense of confidence to deal with emergencies via training.
- g) To improve staff development, co-operation and teamwork by creating effective leaders.
- h) To make staff members aware of the channels which can be used to manage and deal with stress or work related health and wellbeing issues.

ROLES

1. THE GOVERNING BODY

- a) Will take overall responsibility for implementing this policy and ensuring that staff enjoy a reasonable work-life balance.
- b) Will adopt appropriate policies in respect of 'family friendly' employment including consideration of part-time working, flexible working patterns and requests for family leave where this can be implemented without detriment to the operational requirements of the school
- c) Will ensure clear procedures are in place to minimise levels of stress caused to staff in the case of following formal procedures such as capability or disciplinary measures.
- d) Will review demands on staff and seek practical solutions wherever possible.

2. THE HEADTEACHER

- a) Will ensure that all staff enjoy a reasonable work-life balance and lead by example in this regard
- b) Will support the governing body in ensuring policies and procedures are managed
- c) Will adopt school policies and provide clear guidance regarding time off for public or trade union duties or for personal reasons
- d) Will ensure clear communication between staff and management
- e) Will create reasonable opportunities for staff to reflect on practice in school, discuss concerns and work together to reduce stress
- f) Will ensure that all staff are aware of school's development priorities and are offered opportunities for development
- g) Will take responsibility for any individual interventions, including return to work plans, liaising with occupational therapists and HR etc.
- h) Will ensure that staff are aware of Staff Handbook
- i) Will ensure that directed time is timetabled and safeguarded
- j) Will ensure that a culture of support is promoted and maintained in school where staff know they can ask for time or support if needed.

3. STAFF MEMBERS

- a) Will ensure that they are aware of staff handbook which details ongoing practice in school as well as feedback policy
- b) Will assist in the development of good practice and ensure that they do not, through their actions or omissions, create unnecessary work for themselves or others
- c) Will ask a member of SLT for help or support if required.
- d) Will identify opportunities for development and take advantage of those offered by school
- e) Will share their views and ideas about all issues concerning school at formal meetings and informal discussions.

PROCEDURES TO SUPPORT NEW STAFF

- School orientation and discussion of handbook and safety / safeguarding procedures with a member of SLT
- Staff are directed to the location of all planning, resources, communication and policies by the Network Manager in timetabled time
- A mentor is appointed to new members of staff and at times to staff new to a year group
- Performance Management to include establishing relationships and routines in first year as a priority and regular reviews / informal chats to support this.

PROCEDURES TO PROMOTE STAFF WELLBEING

- We value our staff. We all appreciate praise and thanks for our hard work and this should not be meaningless gestures. If staff have given their own time, we try to make sure that time is repaid.
- Our staff have families and responsibilities and we support them in this e.g. by encouraging staff to see their own children in productions, assemblies, sports days and graduations.
- The safeguarding and wellbeing of pupils and staff is always the main priority of the Senior Leadership Team – we have an open door policy.
- The governing body hold Senior Leaders to account when promoting wellbeing.

- Directed time is carefully managed to ensure it is within the 1,265 hours specified – staff are trusted to carry out other duties as they see fit and as fits in with their circumstances.
- No messaging about school related issues after 6pm.
- No expectation to answer emails out of directed hours or during the holidays.
- We are constantly looking at ways to streamline workload whilst maintaining high expectations.
- Staff briefings and Google Calendar ensure everyone is briefed about upcoming events
- We enjoy out of school social events together as a staff

TEACHING, LEARNING, PLANNING AND CURRICULUM:

- PPA time is safeguarded and staff are encouraged to work offsite if they prefer.
- We work together in directed staff meeting time on any curriculum changes so that our Long and Medium Term Planning is consistent and we understand the bigger picture – this reduces the need for planning scrutinise which are time consuming.
- Staff are trusted to plan lessons as they see fit – there is no onerous set format.
- We encourage staff to learn from one another e.g. in Spanish as a new subject this year; through high quality sports teachers and coaches providing regular team teaching opportunities; through joint or supported planning where needed; through use of a skilled network manager to support computing lessons.
- Network Manager provides technical support including creating resources.
- All subject leaders get release time at least once per term

BEHAVIOUR

- High expectations of behaviour from all staff, not just teaching staff.
- Clear expectations in line with Team Teach training that promotes the use of green behaviours and sanctions red behaviours – this is displayed in all classrooms and referred to regularly along with clear sanctions so all staff know what to do and pupils can see consistency.

- Senior Leadership deal with all persistent or serious cases of behaviour and are involved in dealings with parents
- Senior Leadership ensure that as much support is given as possible in cases of challenging behaviour e.g. through arranging for additional staff presence.

ASSESSMENT AND FEEDBACK

- No 'marking' policy – we have a feedback policy which states that feedback is for the benefit of the pupil NOT for book scrutinies.
- Feedback is best when it is personal and usually face to face – this reduces the need for copious marking.
- Teachers and Teaching Assistants are trusted to work together to check understanding to move pupils on in their learning.
- Reduction in maths marking through effective use of a 'split' lesson 3 times a week so that teachers and TAs can check understanding while pupils are in liturgy then address misconceptions or move pupils on quickly in their learning with a challenge.
- Extended writing is completed when there are a minimum of two adults working in the classroom so that at least 12 pupils will have had conferencing throughout the session. These books then do not need to be marked.
- Use of apps such as SeeSaw and Explain Everything to provide audio / video feedback to children
- Data entries reduced to 3 times per year and directed staff meeting time is given for this and for discussing how to support or extend pupils who teachers identify. This is shared improvement practice and is not a judgement on teachers.

REPORTING TO PARENTS

- Reduced length in reports from 2018-9
- Parent's meetings begin in the afternoon – classes are covered – so that the number of evenings staff spend in school are reduced to two per year.
- Whilst staff may need to answer phone calls, emails or have ad hoc meetings with parents throughout the year, any ongoing issues are dealt with by Senior Leadership and staff should not reply to emails or phone calls out of directed hours.

PERFORMANCE MANAGEMENT AND PROFESSIONAL DEVELOPMENT

- Performance Management targets are based on whole school improvement and are not data driven or judged.
- Professional Development is personal to need and can be requested.
- Opportunities for developing leadership are built into Performance Management targets from RQT year. We are a small primary school and we all lead. There are things a senior leader can learn from an RQT and vice versa.
- Targeted support plans – with support as the emphasis – for teachers who are struggling and a shared investment in its success.
- Twilight CPDs, when occurring, are repaid in time owed
- Staff meetings are timetabled and last one hour