



## Staff wellbeing: What we do

### Independent support for welfare and wellbeing

- The Trust provides access to an online 24/7 free-of-charge Employee Assistance Programme offering a range of advice, guidance and support, including access to up to six hours of counselling per year.

### Look after staff health and wellbeing

- We offer free flu jabs.
- We pay for staff to have eye tests if they are regular screen users.
- We allow reasonable time off work on a paid basis for attending medical appointments.
- All members of staff are able to take a certain amount of paid leave on compassionate grounds and leave for dependents (as set out in staff contracts).
- We provide supportive return-to-work meetings following instances of sickness absence, with a specific focus on staff welfare.
- Members of staff returning from maternity leave receive enhanced support and welfare checks from their line manager.
- We have a menopause support group and Teams channel for sharing helpful resources.
- We ensure that every line manager within the school receives training around staff mental health, workload and wellbeing.
- We ensure that we are fully compliant with all health and safety guidance and provide staff with regular training relating to the requirements of their role.
- We have a nominated governor responsible for staff wellbeing and workload.

### Seek staff feedback

- We ask staff to provide feedback regularly through surveys.
- Staff can talk to the senior leadership team (SLT) about any concern, no matter how small.
- Our Staff Wellbeing and Workload Committee meets each half-term, with a membership that is fully representative of the staff body.

### Protect staff time

#### We:

- do not have meetings just because they're in the calendar.
- we use meetings to talk about the curriculum and how we'll organise, plan and schedule it.
- work collaboratively within our departmental teams to create high-quality schemes of work and shared resources. This reduces planning workload for individual teachers.
- try to take something away if something new is introduced.
- allow teachers to work from home if they have a PPA at the end of the school day.
- adhere strictly to 1265 hours of directed time; a Directed Time budget is created each year and part-time teachers are provided with a personalised *pro rata* budget through discussion and agreement with their line manager.
- avoid unnecessary data entry, with just three reporting points per academic year for each cohort.
- make sure we do not record data that we will not use.
- streamline all our systems and processes where possible.
- have a 'no marking' policy; our focus is on 'in the moment' feedback as this has greater impact on learning.
- have a school email protocol, have created specific staff groups within the email address book, and use focused weekly bulletins to share information so that communications are aimed at the right audience in order to protect all staff from excessive workload.

**We do not expect teachers to:**

- write extensive written reports for parents and carers (and no subject comments at all for KS3)
- cover lessons unless in an emergency
- teach more than 43 out of 50 periods per fortnight

**Trust our teachers**

- We do not grade teachers' lessons, nor expect them to look busy or arrive especially early / stay late.
- Our teachers decide on the best approach for their pupils. They choose how to:
  - adapt schemes of work
  - give feedback to pupils
  - plan lessons (we do not ask them to write individual lesson plans)

**Reduce behaviour management workload**

- The SLT help to prevent behavioural issues coming up in class by running before-school duty, lunch duty and the Removal Room.
- We have an on-call rota system to ensure that each member of staff is able to receive urgent support for behaviour management when they need it.
- All staff reinforce our high expectations of behaviour, and we use sanctions consistently so that pupils accept them.
- We have clear, scripted routines for lesson entry and exit.
- Our daily announcement for pupils sets out our high expectations for pupils' behaviour and attitudes.

**Socialise and support one another****We:**

- organise termly staff social events both within and outside school
- have a culture of peer-to-peer praise
- provide free tea, coffee and milk in our staff room

**Support professional development****We:**

- support members of staff to complete apprenticeships and DfE-funded NPQs
- tailor professional development to staff needs
- ensure that any professional development sessions that are organised and delivered by the school finish no later than 5pm
- provide opportunities for members of staff to network with their peers from other schools within our Trust
- ensure that ECTs have comprehensive support such as regular meetups, dedicated mentors, coaching
- support employees at all levels to learn from each other. We do not have a hierarchical approach to professional development, recognising that a senior leader can learn from an early career teacher (ECT) and vice versa.

**Support teachers to progress up the pay scale**

- We support teachers to progress up the pay scale if they've done all they reasonably can to improve pupil outcomes.
- Performance management objectives are never linked to pupils' exam results.
- Double increments are given due consideration for exceptional performance.