



## Wellbeing Policy

Reviewed: Jan 2022 (To be reviewed every 2 years)

### Policy Statement

At Cherwell school, we value the wellbeing of our staff and aim to support colleagues throughout their working lives, recognising the impact work can have on stress levels, mental and physical health. This policy, alongside our [RLT Staff Charter](#) and the national [Education Staff Wellbeing Charter](#) set a standard which we all seek to follow; great schools thrive because of the people in them.

### We aim to:

Provide a supportive work environment for all staff; establishing a culture where the wellbeing and mental health of staff is valued and supported through promoting a nurturing culture, healthy lifestyles and positive mental health

- Understand the needs of staff, and how these change over time
- Encourage staff to balance their working lives with their personal needs and responsibilities
- Promote the roles of self-efficacy and personal responsibility in establishing positive wellbeing and mental health
- Support staff with any specific wellbeing issues they experience
- Ensure that staff understand their role in working towards the above aims
- Actively encourage open and clear communication from School and Trust leaders

**To demonstrate our commitment to staff wellbeing and mental health we have the following in place:**

### At a Trust Level

- A Wellbeing Champion and a trained Mental Health First Aider within every school.
- Annual wellbeing surveys to hold ourselves accountable and follow up from the surveys with school leadership teams and support and challenge partners.
- Access to a range of wellbeing resources through our staff members site.
- Free, confidential support through the Employee Assistance Programme for any staff member, or close family member.
- Occupational Health Support for all employees as required and a policy to support emergency and special leave when you need it.
- Employee centred and family friendly policies and practices that support you in and beyond your workplace.
- Training and Professional Development to help embed wellbeing into school culture.

- A support network for Wellbeing Champions prioritising the sharing of successful practice, training and network meetings to refresh skills in maintaining staff wellbeing and the collation of relevant support resources.
- A team of Wellbeing Network Coordinators supporting wellbeing champions, leadership and management across schools.
- A review of our Staff Charter and Wellbeing offer every two years to ensure we continue to protect, promote and enhance the wellbeing of our staff.

## **At a School Level**

### **Culture and Ethos**

- CPD opportunities for staff to reflect on skills for 'listening' to others.
- A shared understanding of challenges surrounded mental health with regular opportunities for staff to have Mental Health First Aid Training.
- Large, strong team of cover supervisors to ensure quality learning takes place when teachers are absent
- Close links to OTT SCITT programme which encourages rich pedagogical dialogue.
- Several professional learning support units throughout the school to support staff in caring for students with a variety of needs.
- Easy accessible staff photos to support networking in such a large school
- Additional inset day once a year in July to focus on priorities
- Ongoing staff wellbeing feedback forms available to keep senior leaders alert to staff concerns
- A variety of staff activities to enhance wellbeing;- appreciation cards, end of year quiz parties and online wellbeing check-ins during lockdown

### **Seeking Support**

- Decompression opportunities for staff to talk about concerns with trained Mental Health First Aider.
- Senior team member responsible for professional development and staff wellbeing.
- Appointed wellbeing champion to raise awareness of good wellbeing, support and signpost staff when necessary.
- Subscription to Employee Assistance Programme.
- Referrals to occupational health therapists
- Individual meetings between senior link and staff members in times of personal crisis to support and plan bespoke work load strategy

### **Workload and Work-Life Balance**

- Well designed, sequenced and resourced curricula, assessments, feedback and marking are all considered for impact and workload
- Very clear and centralised Behaviour for Learning system - Teaching staff are not expected to provide their own sanctions (centralised detention system managed by middle and senior leaders)
- Designated staff rooms and team rooms furnished with drink making facilities.
- Quiet staff work spaces.
- Reduced amount of data collection at calendared intervals.
- Assessment policies produced at faculty level with key priority of manageable workload.

- Careful consideration of calendar to avoid bottlenecks in workload. 2022 review by working party to consider structural changes to made to support staff wellbeing
- Considered location of resources to support COVID social distancing eg photocopiers, microwaves and kettles.
- Support and challenge dialogue between senior and middle leaders to ensure appropriate workload at faculty level.
- Generous non-teaching time relative to other schools.
- Staff to student contact ratios are significantly lower than typical at KS3 and 4
- Use of stress risk assessments and HSE docs to support OH work

### **Communication**

- Weekly briefing from head teacher for updates of upcoming events
- Parents are aware of the communication processes
- Assistant heads of year teams triage calls from parents/carers to avoid extra administration for tutors
- Use of daily notice board to reduce pastoral organisational emails and staff administration
- Use of google classroom reduces unnecessary email communication with students.

### **Leadership and Management**

- A shared developmental not judgemental approach.
- Rigorous, supportive induction package for new staff
- Wide range of CPD opportunities both internally and externally with partners.
- Clear line management structure that outlines appropriate channels of support for staff.
- Culture of openness and support from senior and middle leaders.
- Professional support for ECTs and recently qualified teachers in the form of extensive mentoring and coaching.
- Carefully considered approaches to school routine to adapt to the fluid COVID pandemic restrictions.
- Yearly opportunities to join the extended leadership team and wider extended safeguarding team.
- Senior Leadership training from RLT to support staff and leadership in school.
- Middle leadership training focussed on leadership skills, self awareness, committed conversations and effective management
- Regular opportunities advertised for career development within the school.

### **Flexible Working and Diversity**

- Part time work is supported at all levels across the school.
- Headteacher always looks to support personal requests for absence in special circumstances where possible.
- Examples of staff that work at all levels and across all teams that work in flexible roles.
- Encouragement from head teacher during pandemic to work from home when realistically possible - and retained beyond pandemic for roles that lend themselves to homeworking.
- A richly diverse staff body which promotes positive British Values to students
- An adaptable approach to whole school curriculum which raises students' awareness to current affairs and at the same time supports staff to further develop their understanding of the same topics empowering them to aid effective learning.