



The Island Learning Trust

Staff Wellbeing Policy & Charter

Introduction

The Island Learning Trust has a duty of care for all employees. It also has a moral imperative to support all employees **'to be the best they can be,'** we fully embrace this. Our vision demonstrates our commitment to staff. We recognise that staff are our greatest resource & we invest in them. We are determined that no member of staff should leave to gain promotion; **we invest in our teams to enhance their wellbeing, effectiveness & to retain them.** We work hard to:

- Attract & retain high quality staff.
- Support staff to achieve their best.
- Create opportunities for professional growth & development.
- Promote equality of opportunity & diversity.
- Develop leadership/ management skills at all levels including succession planning

TILT schools are committed to fostering a culture of cooperation, trust & mutual respect, where all individuals are treated with dignity, & can work at their optimum level.

TILT will promote the well-being of employees by:

- Creating a working environment where potential triggers of work-related stress are avoided, minimised or mitigated, as far as practicable, through good management practices, effective HR policies and staff development.
- Increasing SLT and employees' awareness of the causes and effects of stress.
- Developing a culture that is supportive of people experiencing stress or other forms of mental ill-health.
- Developing the competence of SLT so that they manage staff effectively and fairly.
- Engaging with staff to create constructive & effective working partnerships both within teams and across the School.
- Establishing working practices to enable employees to maintain an appropriate work life balance.
- Offering a comprehensive Employee Support program & a confidential counselling service for all employees.
- Encouraging staff to take responsibility for their own health & well-being through effective health promotion programmes and initiatives.
- Encouraging staff to take responsibility for their own work & effectiveness as a means of reducing their own stress & that of their colleagues.

Responsibility for implementing the Staff Well-being policy

The Headteacher & SLT will:

- Support steps taken to develop a culture of co-operation, trust and mutual respect within the School.
- Champion good management practices & the establishment of a work ethos which discourages assumptions about long-term commitment to working hours of a kind likely to cause stress & which enables employees to maintain a reasonable “work life balance”.
- Promote effective communication, ensuring there are procedures in place for consulting/supporting employees on changes in the organisation, to management structures & working arrangements.
- Encourage staff to be fully involved in the decisions of the school through staff forums in which staff can talk freely about any issues which impact on their ability to carry out their jobs.
- Encourage initiatives & events that promote health and well-being.
- Treat individuals reporting to them with consideration and dignity & will promote a culture of mutual respect in the teams they manage. They will not permit unacceptable behaviour & will take decisive action when issues are brought to their attention.
- Attend training as appropriate to increase their awareness of the causes & effects of work-related stress.
- Encourage their staff to participate in events and initiatives undertaken by the School to promote well-being and more effective working.
- Take action in the interests of all their colleagues where performance by a member of staff may cause stress to their colleagues.

Employees will:

- Treat colleagues & all persons with whom they interact during their work with consideration, respect & dignity.
- Co-operate with the School’s efforts to implement the Well-being Policy, attending briefings & raise their own awareness of the causes and effects of stress on health.
- Raise concerns with their line manager if they feel there are work issues causing them stress & having a negative impact on their well-being.
- Take responsibility for their own health & well-being by adopting healthy lifestyles & sharing ongoing issues with their line manager if likely to impact on their effectiveness.
- Take responsibility for their own development as one of the means to enable them to work effectively in their team and so reduce of the risk of stress.
- Take responsibility for working effectively in their assigned roles, thus helping to avoid causing stress to their colleagues.

HT and HR manager will:

- Ensure there are arrangements in place to support individuals experiencing stress, referring them to the School’s Occupational Health advisers where appropriate and signposting them to Westfield Health and/or to Education Support- our Employee Assistance Program.
- Enable the School to measure its performance in relation to stress management and employee well-being, such as: sickness absence data, staff turnover, exit interviews, number of referrals to Occupational Health, numbers of grievance and harassment cases.
- Seek the views of employees on the effectiveness of the School’s Well-being Policy & stress management arrangements using staff surveys.

The Trust Board will:

- Monitor the implementation of the Well-being Policy and the operation of associated arrangements such as the staff counselling service.
- Review the policy every three years following feedback from staff surveys.

Wellbeing & Workload Reduction Charter

- ✓ Our core aim is to help students & staff to be the best they can be
- ✓ We trust our staff to deliver high quality lessons & to provide high quality care, support & guidance for all of our learners
- ✓ Teachers are professionals & we have a duty to provide quality CPD & feedback to enhance their practice
- ✓ We support staff to use time efficiently so that it has real impact on pupil learning
- ✓ Workload reduction & wellbeing is high profile: a constant consideration

Time Matters	CPD Matters	School Foci Matters	Culture & Ethos Matters
Email embargos: Leaders will not send emails after 6.00pm, or during the weekend or holidays. No expectation that emails will be answered outside the working day. Reduced approach to data: only 3 data drops per year. All data is analysed leaving teacher time for identifying key actions to be initiated. Reduced approach to planning: We provide planning that can be adapted & shared across the year team. Rationalised approach to marking: all schools are moving to a position of feedback for purpose. Comments should only be written to extend learning, then should be short & to the point. Marking is for pupils. Reporting to parents: 2 parents' evenings per year & 2 reports to write: one mini, one other shortened & focused. The FLO, PSL, office & SLT will support teachers with parental phone calls.	Personalised CPD: Every teacher has a quality CPD program matched to their needs. This stems from self-review, an appraisal with the HoS & takes account of other monitoring, their stage of career, their aspirations & ambition. Mentors from the SLT are provided & a coaching culture established. Succession Planning & Talent Spotting: We are determined that no member of staff should leave to gain promotion; we invest in our teams to enhance their wellbeing, their effectiveness & to retain them. Comprehensive programs: NQTs, AHT, HoS have access to TILT training, this allows networking outside of own setting.	SIP: is an open document, known by all. Staff know what the core challenges are each year, with no surprises. Effective use of staff meetings: all focused on training, or sharing of KEY messages. CTs/TAs attend if relevant. Resisting fads: TILT schools are strategic & considered in innovation. Change happens in a planned/measured way with appropriate support & training. All change is grounded in evidence-based research. Clarity & transparency in all messages: staff are clear about expectations: we minimise the need for briefings, texts, emails.	Trust: no prizes for looking busy, staying late. Work in the way that suits you. Support: SLT are visible, available to support with professional & personal issues. Employee Assistance Program & Westfield Health are services available to all staff. Happiness: Everyone has the highest expectations of student & staff behaviour, all staff members reinforce this. Staff form respectful & supportive relationships. Staff social events are commonplace. Seasonal events to promote fun. Care: Where possible we aim to meet the needs of family life (Sports day attendance etc.) ensuring emotional & family wellbeing. We recognise that at times, wellbeing can dip: let us know about your circumstances, we will adjust expectations if possible. We invite & welcome feedback. Wellbeing check ins: Termly wellbeing check ins will be scheduled for all staff to allow for the sharing of concerns/issues.
We constantly review systems and processes to improve efficiency, reduce workload.			

Staff Wellbeing Charter

Trust: We trust you

Support: We will support you

Care: We care about you

Guidance: We offer guidance

Interest: We are interested in you

Happiness: We want you to be happy

Balance: We want you to make time for yourself and family.



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Rationale for Looking After Teacher Wellbeing

Good staff wellbeing is essential for cultivating a mentally healthy school, for retaining & motivating staff & for promoting pupil wellbeing, attainment.

Wellbeing is about holistic health: physical and emotional. When we have high levels of wellbeing we feel that life is in balance and that we can generally cope well. We feel motivated & engaged, we are resilient and able to deal effectively with daily troubles & 'bounce back' from life's challenges. As school staff juggle a multitude of different tasks & demands, it is important that everyone is given the right emotional & practical support so that they can, in turn, support their pupils. In addition to having a positive impact on colleagues & children, staff wellbeing can improve performance & job satisfaction, which can lead to reduced staff turnover. It can also help to reduce absence (both short & long term), increase productivity & promote staff engagement.

Research has shown that having a good teacher has a big difference on student progress & attainment. Higher levels of teacher health & wellbeing result in improved student educational outcomes. A teacher with high job satisfaction, positive morale, who is healthy, is more likely to teach creative, challenging and effective lessons leading to students achieving more highly & indeed enjoying their learning experience.

The education sector is currently facing a recruitment and retention crisis. Many teachers feel overworked, under-appreciated and stressed. A recent survey by *The Guardian* newspaper found that teachers regularly work 60 hour weeks. Many teachers' work-life balance is non-existent, their relationships outside of work are suffering, and their passion for the profession is waning. It has therefore never been more important to focus on and ensure the wellbeing of teaching staff.

What Impacts on Wellbeing?

A school's ethos & environment will have a major impact on the wellbeing of its staff & pupils. It is important for leaders to define that culture and vision, making it clear what behaviours, values and beliefs underpin it. It is important too for the school leadership team (SLT) to lead with integrity to build a culture of trust where staff feel valued, where they can be open about their health, wellbeing & know how to access support if they need it. For all of this to happen, it is essential for the head teacher & the school leadership team (including governors) to model good mental health & wellbeing behaviour & practice. It is also important for head teachers to remember to look after their own mental health & wellbeing alongside that of their staff.

Research has identified six aspects of work, which, if managed poorly, could create stress in the workplace:

- ✓ **Demands** – such as workload & work environment
- ✓ **Control** – a person's own influence over how their job is carried out
- ✓ **Support** – from colleagues, line-manager & organisation
- ✓ **Relationships** – to reduce conflict & deal with unacceptable behaviour
- ✓ **Role** – understanding of the job content & expectations
- ✓ **Change** – how change is managed in the organisation

An employer's attitude to workplace health is likely to depend on the culture of the organisation and their motivation. Evidence has shown that being in good quality work is good for your physical & mental health, resulting in better self-esteem & quality of life.

The main factors influencing good quality of work are:

- Leaders who support employees & see where they fit into the bigger organisational picture
- Effective line managers who respect, develop & reward their staff
- Consultation that values the voice of employees & listens to their views
- Concerns & relationships based on trust and shared values

Measuring Staff Wellbeing

All schools undertake an annual Welbee survey to measure staff wellbeing, supplemented with periodic use of the Ofsted staff survey. The purpose of the survey will be explained to seek employee support for the process. Questions such as those below will be used to gather views/ information. Staff will be asked to scale how happy they are on a scale of 1-5 (where appropriate). Using a scale helps make subjective results quantifiable:

- ✓ Do you feel stressed at work?
- ✓ Do you feel adequately supported at work?
- ✓ Do you feel equipped to manage your workload?
- ✓ Where/who do you turn to if there is something wrong?
- ✓ Would you like the opportunity to have counselling?
- ✓ What do you enjoy about your job?
- ✓ What do you not like?

In addition to the survey, staff will be consulted about routine changes to policy or practice ahead of changes & reviews will be conducted following changes to evaluate the impact on workload & wellbeing.

Presenting Findings & Making Changes

The results of the survey will be shared with staff & trustees. Anonymity will be maintained, but staff should be consulted on the findings and given the chance to suggest improvements to the school culture and environment.

Workload

If workload has been highlighted as an issue, consider:

- Rescheduling activities such as report writing to times that are not already busy
- Limiting after-school meetings
- Allow staff to take a real break at lunch time
- Commitment to consideration & consultation around workload impact before a new initiative is introduced

Support

If staff have expressed that they do not feel supported, it may help to ask:

- Is there a better way that good work and effort can be acknowledged by the management team?
- How can the practice of lesson observation be improved so it is a positive process?
- Is there more administrative or technical support that can be offered?
- Is there an effective induction schedule in place for new and supply staff?
- Are there any flexible working arrangements that can be put in place, eg do staff know how to ask for time off when it is needed?
- Are staff aware of the health & welfare support that is available?

Structure

Do staff understand their role within the organisation and what is expected of them?

- Are staff provided with a revised job description when promoted or moved within the school?
- Is there a school handbook that clearly explains the roles of all staff?

Control

All staff should be satisfied that they have some say in the way that they work. Consider:

- Do staff feel that they have autonomy, or do they feel micromanaged?
- Do they have control over their own lesson plans?
- Are staff encouraged and have opportunities to go on training courses to develop subject knowledge & professional development?
- Can they access mentoring and coaching?

Relationships

Creating a positive workplace means that professional relationships & conflict management need to be addressed:

- The school behaviour policy should be robust & evidently live. Are there any concerns?
- Are staff satisfied that where bullying or harassment is taking place, leaders take steps to stop the behaviour?

- Do staff feel encouraged to report violent incidents, including verbal abuse & are victims offered support?
- Are complaints taken seriously? investigated?

Change

If there are changes happening at the school, leaders need to engage staff during this period.

- Is/are there opportunity to consult with staff before any organisational change occurs?
- Training & equipment provided to deal with new systems?
- Suitable resources to support the change?
- Reflection on how this will affect work-life balance?



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Going Home Checklist

- ✓ Take a moment to think about today
- ✓ Acknowledge **the most difficult thing** at work today, then let it go
- ✓ **Be proud** of what you did at work today
- ✓ Consider **three things that went well**
- ✓ Check on your colleagues before you leave, **are they ok?**
- ✓ **Are you ok?** Your colleagues are here to listen and support you too
- ✓ Now switch your attention to home. **Rest and recharge**



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