Kettlethorpe
HIGH SCHOOL

Staff Wellbeing Policy

Next to be reviewed in September 2027

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1. Aims

This policy aims to:

- Support the wellbeing of all staff to avoid negative impacts on their mental and physical health
- Provide a supportive work environment for all staff
- Acknowledge the needs of staff, and how these change over time
- Allow staff to balance their working lives with their personal needs and responsibilities
- Help staff with any specific wellbeing issues they experience
- Ensure that staff understand their role in working towards the above aims

2. Promoting wellbeing at all times

Measures to reduce workload and improve worklife balance and wellbeing

The school has done much over the last few years to reduce teachers' workload, such as removing written subject reports and reducing the number of evening events expected as part of directed time. We support the principle of 1265 hours for teaching staff, which is agreed following union consultation and shared with all staff in July each year. Where a colleague is not required to attend a particular directed event, for a reason such as not teaching a particular year group, they are not required to attend. This includes parent consultation evenings.

Meetings

Meetings are mainly held within the school day or within our Wednesday night meeting slot, which is included in the 1265 hours. In the few cases where this is not so, mainly including staff with additional responsibilities, these are shared in the whole school calendar at the beginning of the year so that staff can plan their workload around them. Where meetings have been scheduled but are no longer needed, they will be cancelled. Meetings should always have clear agendas, enabling focused discussions and tangible actions.

Lesson Planning

Productive planning is vital to strong lessons; planning is a thinking process at the heart of teaching and learning. Teachers should plan to teach effectively structured learning experiences which meet all pupils' needs. We encourage teams to take a collaborative approach to planning to reduce workload. Team Leaders are responsible for establishing and maintaining systems and processes that minimise the replication of effort across their teams through the use of shared long and medium term planning and resources. For those in leadership roles, the school also subscribes to The Key where guidance and resources and policies can be found.

Furthermore, staff are not expected to submit daily or weekly plans and we do not scrutinise planning. There is also no prescriptive planning model we expect staff to follow.

Marking and Feedback

Effective marking is an essential part of the educational process, but the quality of feedback should not be confused with quantity. All marking must focus on assessing where pupils are and providing

feedback that enables them to get where they need to be. To this end, if the marking being undertaken will have no impact on pupil progress it should not be completed.

The school does not have centrally prescribed expectations for the frequency of written feedback. This is because we trust each Team Leader to make professional decisions about the feedback required from their teams. Each subject may have a different approach developed by team members. For example, it may be beneficial to mark less in terms of number of pieces of work but with greater impact. We have delivered CPD on many different ways to reduce the workload in marking activities such as using PLCs; peer assessment; feedback at the point of learning and whole class feedback. We will continue to share good practice in these methods.

Working Practices

Where new initiatives are introduced, they will be based on evidence that they are likely to improve pupil outcomes and serious consideration will be given to what we are going to stop doing to 'make space' for what is new. We will also ensure staff receive time – within directed time – when a significant change is introduced.

Data Collection

Data collection is not an end in itself and is only used to benefit pupils and report home to parents/carers. The school continues to reduce aspects of teacher workload in data collection. School limits data collection points for all year groups to 3 per year with a clear focus on pupil outcomes and improvement. Recently, we have removed the requirement for tutors to produce an end of year written report.

2.1 Role of all staff

All staff are expected to:

- Treat each other with empathy and respect
- Keep in mind the workload and wellbeing of other members of staff
- Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance
- Report honestly about their wellbeing and let other members of staff know when they need support
- Follow the school's policy on out-of-school hours working, including guidance on when it is and isn't reasonable to respond to communications (no email after 6.00pm and before 7.30am)
- Contribute positively towards morale and team spirit
- Use shared areas respectfully, such as the staff room or offices
- Take part in training opportunities that promote their wellbeing

2.2 Role of line managers

Line managers are expected to:

- Maintain positive relationships with their staff and value them for their skills, not their working pattern
- Provide a non-judgemental and confidential support system to their staff

- Take any complaints or concerns seriously and deal with them appropriately using the school's policies
- Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance
- Make sure new staff are properly and thoroughly inducted and feel able to ask for help
- Understand that personal issues and pressures at work may have a temporary effect on work performance, and take that into account during any appraisal or capability procedures
- Promote information about, and access to, external support services
- Help to arrange personal and professional development training where appropriate
- Keep in touch with staff if they're absent for long periods (under the guidance of HR)
- Monitor staff sickness absence, and have support meetings with them if any patterns emerge
- Conduct return to work interviews to support staff back into work

2.3 Role of senior staff

Senior staff are expected to:

- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
- Manage a non-judgemental and confidential support system for staff
- Monitor the wellbeing of staff through regular surveys and structured conversations
- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
- Make sure job descriptions are kept up to date, with clearly identified responsibilities and staff being consulted before any changes are made
- Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives
- Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school
- Establish a clear policy on out-of-school hours working, including on when it is and isn't reasonable for staff to respond to communications, and provide clear guidance to all stakeholders
- Make sure that the efforts and successes of staff are recognised and celebrated
- Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
- Provide resources to promote staff wellbeing, such as training opportunities
- Promote information about, and access to, external support services, and make sure that there are clear routes in place to escalate a concern in order to access further support
- Organise extra support during times of stress, such as Ofsted inspections

2.4 Role of the governing board

The governing board is expected to:

- Make sure the school is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment
- Monitor and support the wellbeing of the headteacher
- Ensure that resources and support services are in place to promote staff wellbeing
- Make decisions and review policies with staff wellbeing in mind, particularly in regards to workload
- Be reasonable about the format and quantity of information asked for from staff as part of monitoring work
- Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them

3. Managing specific wellbeing issues

The school will support and discuss options with any staff that raise wellbeing issues, such as if they are experiencing significant stress at school or in their personal lives.

Where possible, support will be given by line managers or senior staff. This could be through:

- Giving staff time off to deal with a personal crisis
- Arranging external support, such as counselling or occupational health services
- Completing a risk assessment and following through with any actions identified
- Reassessing their workload and deciding what tasks to prioritise

At all times, the confidentiality and dignity of staff will be maintained.

4. Monitoring arrangements

This policy will be reviewed every two years by Deputy Headteacher/HR Manager. At every review, it will be approved by the Resources Sub Committee of the Governing Body,

5. Links with other policies

This policy is linked to our:

- Appraisal policy
- Behaviour policy
- Capability procedure
- Staff code of conduct
- Menopause policy

Advice and Support

We encourage staff to take responsibility for their own mental health and to seek support from our HR Manager when required. Where possible, leaders are watchful of any indication of changes of behaviour in colleagues and promote sympathetic alertness to colleagues who show signs of stress. The school subscribes to Employee Assistance Programme. This provides a range of counselling options, dedicated coaching for leaders/line managers and financial, legal, and practical support from qualified professionals. There are more details below.

Wakefield Council's Employee Assistance Programme
Available 24 hours a day, 365 days a year
Further information available on Wakefield Council's intranet for service-based employees or School Traded Services site for schools-based employees.
Alternatively contact our provider directly - Spectrum Life
Free phone: 0808 196 2016
WhatsApp: Text 'Hi' to 07700 185685

https://wakefieldeap123.spectrum.life/login?org=wakewell