

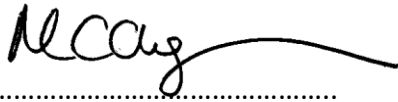



ST ALBANS GIRLS' SCHOOL

	STAFF WELLBEING POLICY		
	GB sub-committee: Personnel and Student Wellbeing		
	Co-ordinator: Miss K Thomas		
	Last Reviewed: Spring 2022	Next Review: Spring 2023	

Signed by 
Margaret Chapman (Head Teacher)

Signed by 
Margaret Chapman (Head Teacher)

1	RATIONALE
	<ul style="list-style-type: none"> St Albans Girls' School understands that happy, well-motivated and well trained teachers make the most effective teachers Working in education is a demanding and pressured job and we are always striving to remove barriers and find ways to make life that little bit easier Ensuring that you have access to the best professional development – it all contributes to our positive wellbeing.
2	AIMS
	<ul style="list-style-type: none"> The quality of our staffs'/employees' experience of working here is a priority for all of us. We want all colleagues to enjoy their time at school and thrive professionally. We recognise the importance of being heard and feeling valued and are relentless in our quest to ensure that our staff/employees are supported during their time at STAGS and in the ATLAS Multi Academy Trust.
3	PROCEDURES
	<ul style="list-style-type: none"> Here are some of the ways, already established, recently introduced or planned, which makes STAGS an excellent place to work.
3.1	Helping you through the Day <ul style="list-style-type: none"> Coffee and tea making facilities are available in the staffroom Food is always provided on training days, Parents' Evenings, and at other evening events Part days and early closures give staff a rest before special evening events or an early start to breaks A highly visible Senior Leadership Team is on hand to support you before, during and after the school day
3.2	Safeguarding your Time <ul style="list-style-type: none"> Removal of 'potential cover' from timetables except for staff who are under their allocated number of lessons No time wasted on routine admin tasks for teachers: departments such as resources, finance and data are all on hand to support teachers as well as additional help in organising enrichment Administration support for Middle Leaders Automated rewards and simple recording system of achievement points Use Schoolcomms and Gateway to ensure that tutors are not required to collect money or reply slips Staff break duties are scheduled on days where they are either free before or after break

	<ul style="list-style-type: none"> • There is no expectation for staff to answer out of hours emails. Guidance has been issued to support staff in dealing with communication via e-mail. The use of personal mobile phones to pick up e-mails is discouraged
3.3	<p>Emotional Support</p> <ul style="list-style-type: none"> • Designated members of the Senior Leadership Team oversee both staff wellbeing and workload • A half termly Staff Voice so that colleagues can highlight issues and concerns and we can move the school forward together. No issue is too small! • We offer an employee assistance programme for times when you need access to counselling and other support services (Appendices 1 and 2) • Attendance at funerals and graduations is always authorised • Regular support is offered to staff who are dealing with challenging safeguarding issues • Flowers to mothers of newborns and very poorly staff • Identification of pinch points during the year and consideration of this when creating the yearly calendar • Staff Wellbeing weeks – see Appendix 3 for example week
3.4	<p>Other</p> <ul style="list-style-type: none"> • Flu jabs are offered annually • Recognition of birthdays • Pre-planned and published calendar so that staff can plan in advance • Planners and diaries provided free of charge • There are no prizes for looking busy or staying late – work in a way that suits you and make sure you make time for yourself and your family • Pay portability when arriving from other schools • Staff long service recognised • Annual medical checks with a nurse • Wellbeing webinars that offer health advice and support in a variety of areas, ie men’s health, menopause • Financial wellbeing advice covering insurance, investments, savings and pensions • Ride to work scheme
3.5	<p>Tackling Workload to Improve Wellbeing</p> <p>At St Albans Girls’ School, we know that working in education is exhilarating, and that tired staff do not make happy staff. We ensure every member of staff has time to focus on what is important within their roles. Our vision for workload is to enable every teacher to become highly effective by:</p> <ul style="list-style-type: none"> • Reading information on reducing workload within the Assessment, Marking and Feedback Policy • Ensuring every teacher has time to focus on what is important - planning, teaching and feedback • Believing in simplicity, always taking the shortest route and aiming for maximum impact on student learning with minimal workload for staff • Continuously reviewing and evaluating our systems in order to support all staff to achieve a healthy work life balance • Please see Appendices 4 and 5 for resources and help
3.6	<p>Teaching and Learning, Planning and Curriculum (Teaching staff)</p> <ul style="list-style-type: none"> • Collaborative planning enables teachers to discuss and share best practice rather than everyone busily planning the same lessons in their individual classrooms. We accept that collaborative planning will lead to less autonomy in the classroom but the trade-off is much less work to do at home • Better quality schemes of learning that specify the sequence of key knowledge, deliberate practice to develop skills, a clear progression model, alongside Home

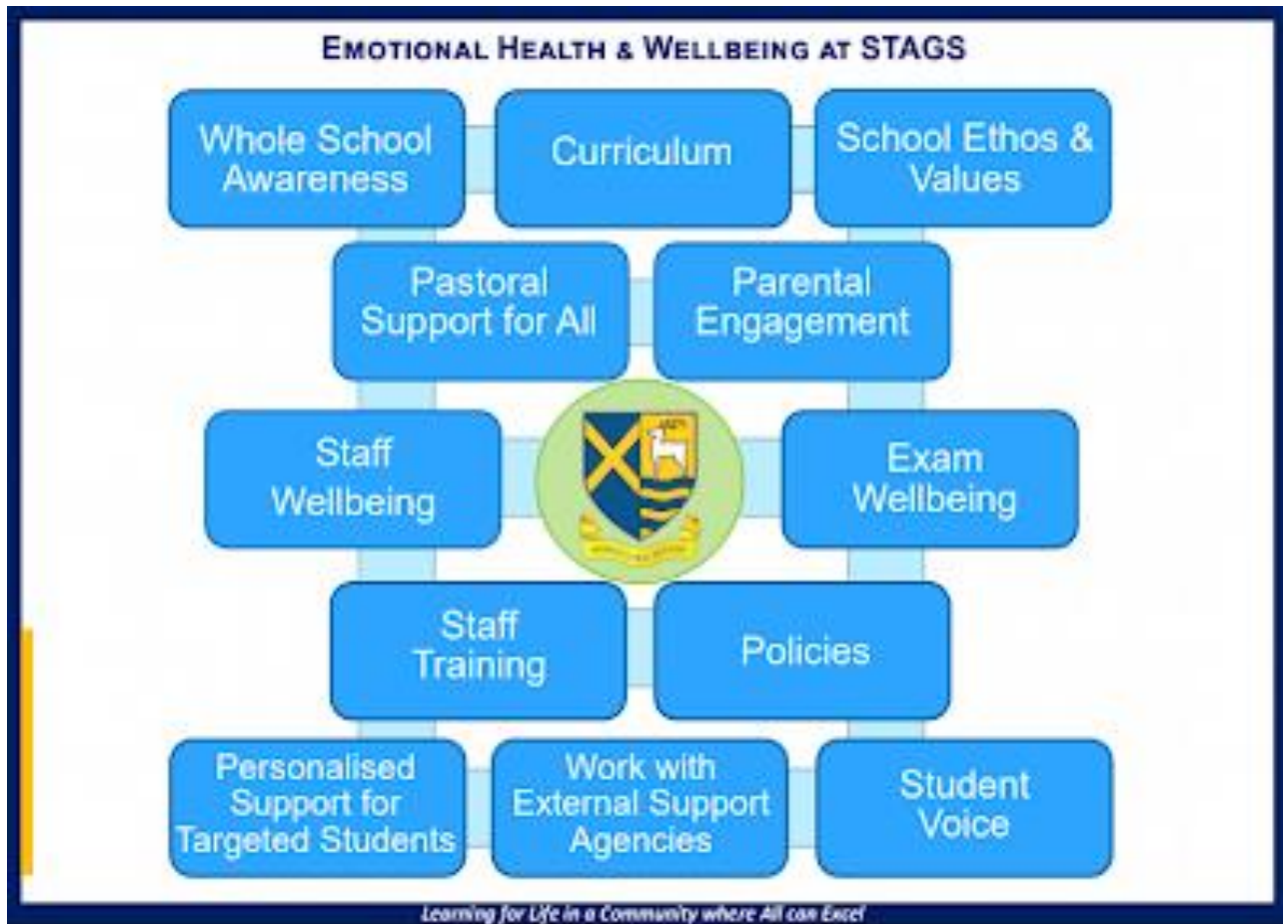
	<p>Learning tasks and resources to be used in lessons; no endless searching/trawling online resources for single activities, Home Learning tasks and lesson ideas</p> <ul style="list-style-type: none"> • All departmental resources are shared centrally so as to mitigate against repeated lesson preparation • Although schemes of work and resources are provided, they are not prescriptive - teachers can adapt them however they like • The PPA allocation for teachers is more than the requirements set out in the School Teachers' Pay and Conditions Document and amounts to 12% of a teacher's timetabled teaching hours • We have increased the amount of PPAs for ECTs • There is no pressure to 'put on a show' in lessons: a culture of typicality is reinforced • The number of lesson observations per year is at a minimal • There is no requesting or completing of lesson plans apart from formal lesson observations • There is no requirement to run lunch time or after school revision sessions - we focus on what is going on in lessons • There is no extra cover, except in rare instances of an emergency or on <i>red days</i> • There is no requirement to implement revision intervention between July and January • Students are invited to Study Support on Fridays to minimise the requirement of lunchtime or after school academic clubs • There are no prizes for looking busy or staying late – colleagues should work in a way that suits them and make sure that they have time for themselves and their families • We constantly analyse practice, procedures and interventions to ensure student impact – we don't just do something because we have always done it
<p>3.7</p>	<p>Behaviour</p> <ul style="list-style-type: none"> • Everyone has the highest expectations of behaviour, with all colleagues (not just teaching staff, MLT or SLT) reinforcing those expectations • A clear system is in place which is applied consistently so staff do not have battles with students: there is a simple and efficient logging of consequences and expectations of conduct are made clear to all students and colleagues through 'LEARN' and 'TEACH' • Clear and robust behaviour systems that underpin impeccable behaviour, so teachers are free to teach • The Senior Leadership Team are very visible and all staff are encouraged to 'own' their corridors • Staff do not need to do any lunch duties. If they want to do one, then we will pay them or pay for their lunch
<p>3.8</p>	<p>Assessment, Feedback and Reporting to Parents</p> <ul style="list-style-type: none"> • There is more whole group feedback and quizzes to monitor in place of individual summative assessment responses: quizzes set for Home Learning in Years 7 and 8 have substantially reduced planning and setting of tasks and require no marking, only checking • Home Learning tasks in Years 9 to 11 include quizzing. Other tasks are based on key revision strategies, which can be self/peer marked in class and require minimal teacher marking • No setting of Home Learning for Years 7, 8 and 9 and only reading/revision for Years 10 to 13 during the week before a holiday to ensure staff do not return to a pile of marking • The use of online packages for Home Learning is encouraged to further reduce planning, setting and marking such as <i>My Maths</i> • The preparation tasks for Year 12 do not require marking • Data is only entered once for captures and tracking and is never asked for twice – colleagues never have to input data that will not be used • There are comment banks for <i>Aspect Worthy of Praise</i> and <i>Target for Improvement</i>

	<ul style="list-style-type: none"> • The whole school assessment calendar is created alongside Middle Leaders to ensure the best possible timings of exams and moderation and to avoid pinch points • The use of tests and exams that clearly indicate <i>what students do and do not know</i> and <i>can and cannot do</i> in order to inform future planning and help students progress • No onerous or impossible marking policy. Instead, we have a feedback policy that focuses on whole class feedback, verbal feedback and quizzes. We have reviewed the Assessment, Feedback and Marking Policy with departments identifying expectations of feedback across all years • Marking is only for students: never tick and flick or do anything else for observers/parents/ carers • There are no detailed written reports to parents/carers • The expectations for Marking, Presentation and Success Tracking are clearly identified at the start of the academic year
3.9	<p>Professional Development</p> <ul style="list-style-type: none"> • A commitment to your professional development and growth whether you are in your first few years of teaching or have been teaching for 20 years or longer • Regular planned CPD sessions • Access to recognised training and leadership courses such as the National Professional Qualifications in Leadership and other accredited courses with travel expenses covered • Part payment fees towards further qualifications such as Masters and Doctorate programmes • Opportunities for promotion: we are always looking for different ways and opportunities to promote colleagues within our schools • Opportunities to work at other schools within the MAT • Cross-school working for at least two training days a year to share best practice • Opportunities to work as an SLE and as part of our School to School support team • CPD is tailored specifically to colleagues' needs based on feedback there is a flexible approach to planned CPD • Time is always given for staff to put new things into action • Staff training on effective and ineffective feedback so that teachers are fully aware of what has the greatest impact on student progress and do not waste their time on needless activities • After school meetings and events have been rationalised. Gained time allocation has been given to departments to support collaborative planning, subject specific CPD and preparation • Training for Middle and Senior Leaders to ensure meeting time is used as productively as possible in addition to a common agenda • Comprehensive support for ECTs, with dedicated mentors and regular meetings • When CPD is delivered as Twilights, it never finishes after 4:15pm • There are in-house experts on all aspects of educational practice • There are targeted support plans for teachers who are struggling • There is never more than one meeting in a week as part of directed time • Subject briefings are kept succinct • Leadership is developed at all levels with Middle Leaders shadowing Senior Leaders • Performance Management is tailored to Curriculum and individual needs. Success Trackers are not used punitively but aspirationally beginning from the assumption that everybody will receive their incremental allowance unless it is evident that pupil outcomes could have been improved • STAGS colleagues constantly streamline all systems and processes so that they take less time • There is a no tick-box culture in the school's ethos; nothing is ever undertaken unless it is going to make a difference

	<ul style="list-style-type: none"> • We regularly hold Staff-Voice, union meetings and positive workload group reviews to ensure we value colleagues' opinions about how to improve • We encourage a culture of peer-to-peer praise • There are ongoing wellbeing opportunities for all colleagues • There is open-door Senior Leadership – no concern is ever too small • Staff social events run in addition to staff wellbeing weeks • There are countless opportunities to get involved with the wider life of the school such as Duke of Edinburgh, expeditions, performance events and preparation, enrichment and many more
3.10	<p>E-Mail Guidance</p> <p>At St Albans Girls' School we value face to face communication and we feel that these interactions between staff are the most effective and productive. Despite the ease at which emails can be sent, the workload and pressure associated with reading and responding to emails can quickly become a workload issue that we are very keen to avoid. In order to negate this potential workload issue, we expect all staff to follow the guidance set out as follows:</p> <ul style="list-style-type: none"> • In order to reduce the number of e-mails sent, a staff bulletin is sent out once a week on a Friday. All staff read this bulletin and replace the need to send all staff e-mails. Where possible, please use this, if applicable, or a departmental bulletin instead of e-mailing. There are live online student bulletins that can be used to communicate with students directly as well as via their form tutors. As a tutor, it is vital that the student bulletin is shared with students during registration • Use an 'out of office' e-mail during the Christmas, Easter, half term and summer holidays to help mitigate against an expectation that e-mails are replied to during this period • Twice weekly briefings are used to relay important messages and speak to colleagues face to face. The minutes of these briefings are shared. Briefing should be seen as another way of communicating with colleagues and further reducing the need to send e-mails • Staff are free to read and respond to e-mails when they would like. However, there is no expectation for staff to read and respond to e-mails sent out of working hours or during holidays. Out of working hours e-mails are classed as: <ul style="list-style-type: none"> • Monday to Friday: e-mails sent after 6.00pm and before 8.00am • Weekend: e-mails sent after 6.00pm on Friday evening and before 8.00am on Monday morning • We ask that e-mails from parents/carers are replied to within two working days and this does not include e-mails sent by parents/carers out of hours. For example, there is no expectation for an e-mail sent by a parent/carer on a Saturday to be read or responded to until Monday morning at the earliest. In fact, staff would have until 6.00pm on the Tuesday to respond to the parent/carer. If an issue cannot be resolved satisfactorily within a two e-mail exchange (four in total), then a face to face meeting in school should be convened. The following guidance is on our website: <i>"E-mail enquires to the school at admin@staqs.herts.sch.uk or directly to the relevant member of staff. We would be grateful if e-mails were only sent to one member of staff. To ensure that this method of communication is used as efficiently and purposefully as possible, we will use the following protocols:</i> <ul style="list-style-type: none"> • <i>All e-mails will be responded to during working hours and within two working days, dependent upon the level of concern/nature of concern. However, staff are not expected to respond to e-mails sent out of working hours. Out of working hours e-mails are classed as e-mails sent after 6.00pm and before 8.00am during the week or e-mails sent after 6.00pm on Friday evening and before 8.00am Monday morning</i> • <i>If an issue cannot be resolved satisfactorily within a two e-mail exchange (four in total) then a face to face meeting in school should be convened</i>

	<ul style="list-style-type: none"> • <i>Staff are not expected to respond to an e-mail deemed/perceived to be abusive or aggressive</i> • <i>In some instances, a parent/carer may feel that an issue has not been resolved satisfactorily. However, the school retains the right to deem the matter closed where it feels due diligence has been afforded to the concern.</i> <p>If you have any concerns about the content of a parental e-mail, please discuss it with your line manager in advance of any reply. If in doubt about any other external contact, speak to your line manager/a member of the Senior Leadership Team. A paper copy of the emails should be placed on the student’s file if it involves a complaint or notification of illness or medical condition</p> <ul style="list-style-type: none"> • There are some occasions when e-mails should be sent to more than one person – e.g. a newsletter or important information for a group of staff. However, the majority of e-mails should only be directed to one person. Staff should always consider using the bulletin rather than including lots of staff in one e-mail • If staff wish to access their e-mails using a personal mobile device (such as their mobile phone or tablet), they should go through the school website and log in using the ‘School email’ link. Use of the Google e-mail app or any other alternative e-mail app is not permitted. This is to ensure no-one other than a member of staff can gain access to school emails • ‘All staff’ e-mails will be sent infrequently and this facility is restricted to SLT; MLT; the Head’s PA/HR Manager and HR Assistant; the Office Manager; the PA to Deputy Heads and Sixth Form/Careers/MLT Administrator or should be undertaken with the approval of somebody on this list. If staff wish to communicate a message to all staff it should be done via briefing • Please support your colleagues to reduce excessive and unnecessary workload caused by e-mails, by considering the following: <ul style="list-style-type: none"> • Can the message be sent via a student or departmental Bulletin? • Can the message go out in Briefing? • Would the message be better discussed face to face? • Please remember that e-mails should not contain any personal or sensitive information about students, their families or staff <u>including replying to an e-mail that contains personal or sensitive information</u>. For further guidance on keeping information safe, please refer to the GDPR Policy • E-mails should never be used to communicate Safeguarding concerns; All Safeguarding concerns should be relayed to the DSL (KTS), the Deputy-DSL (VBN), PKW, MCN or a member of SLT in person and as soon as possible
4	MONITORING
	This policy should be reviewed yearly by the Personnel and Student Wellbeing Committee.

Staff Support



NHS Wellbeing Team Staff workshops
- helping to deal with stress



Recognising teacher stress

1 in 4 people will experience stress, anxiety or low mood at some stage

Every year we help over 19,000 people in Hertfordshire

Teen mental health is a high priority, with many charitable and government initiatives intended to address escalating rates of depression and anxiety in this population. Whilst this is to be welcomed, what's less well publicised is the prevalence of similar challenges amongst teachers.

Repeated surveys show anywhere between 50% and 75% of teachers are experiencing stress, anxiety, depression and overwhelm, creating a cycle of reduced performance, guilt, low mood and low self-esteem.

Are you...

feeling stressed?

unable to sleep?

struggling with the pressures of being a teacher?

worrying all the time?

fed up and tearful?

unable to cope with work?

Then you might benefit from free support offered by the **Wellbeing Team**.

The Wellbeing Service is a free NHS service in Hertfordshire, offering structured support to adults experiencing these types of mental health problem.

We work with a range of groups and provide flexible, short-term interventions. If you're a teacher registered with a Hertfordshire GP, we can help you manage boundaries, increase assertiveness, develop coping strategies and find a way forward.

To refer, simply visit www.talkwellbeing.co.uk

Our  values

Welcoming Kind Positive Respectful Professional

Staff Wellbeing Week

DAY	ACTIVITY	TIME
MONDAY	<ul style="list-style-type: none"> Car Valeting from Chris – leave your keys in reception and your car will be valeted 	All Day
TUESDAY	<ul style="list-style-type: none"> Salsa with Mish - Mish runs Salsa Mish in Chiswell Green. Jewellery making workshop with Alice - Design your own jewellery, create clay colours, roll, cut and mould the clay, bake it and assemble your item! 	3.45-4.45pm 3.30-5.30pm
WEDNESDAY	<ul style="list-style-type: none"> Beauty Treatments with Holly Massage and Ear Candling with Dawn Step Workout with Jacqui 	10.00am-4.00pm 10.00am-4.00pm 3.45pm-4.45pm
THURSDAY	<ul style="list-style-type: none"> Beauty Treatments with Holly Tropics - come and enjoy a lunch time pamper experience 	10.00am-4.00pm 1.15pm-1.45pm
FRIDAY	<ul style="list-style-type: none"> Seated Acupressure with Laurel - An old form of Japanese acupressure which works on over 100 specific stress release points on the head, neck, shoulders and arms 	10.00am-1.00pm

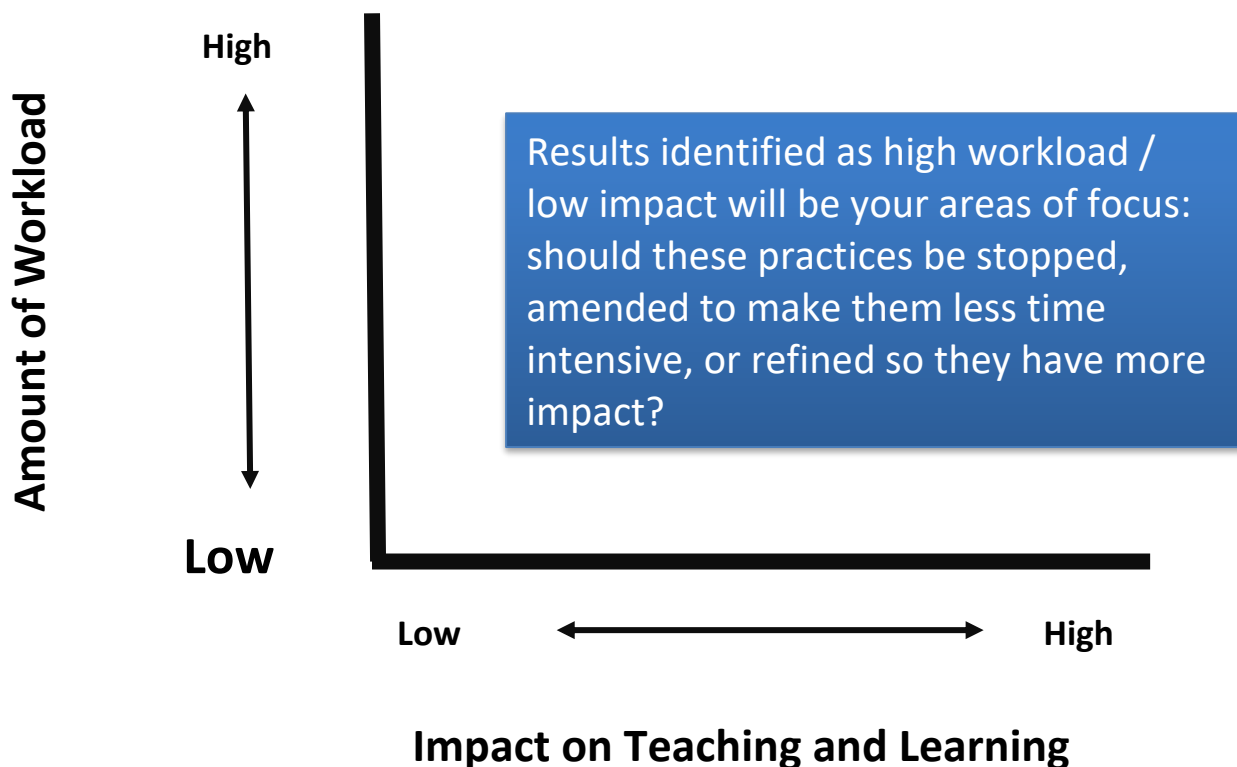


Workload Survey

Consider how long you spent on the following activities other than teaching in your most recent full working week, including activities that took place during weekends, evenings or other out of classroom hours. Was the time spent on each activity too little, about right or too much *when considering your job description and the impact it had on pupil outcomes?*

	Too little	About right	Too much	n/a
Individual planning or preparation of lessons either at school or out of school				
Team work and dialogue with colleagues within this school				
Marking/correcting students work				
Pupil counselling (including career guidance)				
Pupil supervision and tuition outside of timetabled lessons (including lunch supervision)				
Pupil discipline including detentions				
Participation in school leadership and management				
General administrative work (including communication, paperwork, work emails and other clerical duties you undertake in your job)				
Communication and co-operation with parents/carers				
Engaging in extracurricular activities (e.g. sports and cultural activities after school)				
Cover for absent colleagues within school's timetabled day				
Appraising, monitoring, coaching, mentoring and training other staff				
Contact with people or organisations outside of school other than parents				
Organising resources and premises, setting up displays, setting up/tidying classrooms				
Non-timetabled tutor time and related activities (secondary only)				
Staff meetings				
School policy development and financial planning				
Recording, inputting, monitoring and analysing data in relation to pupil performance and for other purposes				
Planning, administering and reporting on pupil assessments				
Other activities (you may wish to specify)				

Prioritising change through Impact Graphs



Reflection - Reducing workload whilst still maintaining Standards

What do you feel are the biggest workload issues that have limited impact on teaching and learning?

What would you change which you believe would have a positive impact on reducing workload whilst maintaining standards? How would you change this?

If you could stop doing one thing which would lessen your workload what would your priority be? If you stopped this, what would the impact on teaching and learning be? How could you reduce any negative impact?

Any other ideas?