

**St John's C of E Primary School**



**Staff Wellbeing  
Policy**

January 2022

At St John's Primary School, our staff and their wellbeing is extremely important. We want our school to be a happy place to work and to demonstrate our commitment to this have signed up to the DfE Education Staff Wellbeing Charter.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1034039/DfE\\_Edu-Work\\_Welbeing\\_Charter\\_WeHaveSignedUp\\_A3\\_Poster\\_WEB.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1034039/DfE_Edu-Work_Welbeing_Charter_WeHaveSignedUp_A3_Poster_WEB.pdf)

We consider staff mental health, wellbeing and workload in all decisions taken. We are aware that mental health and wellbeing needs are not always 'seen' and can be masked by staff.

The senior leadership team aim to be an approachable friendly face for staff. The senior leadership team give consideration to staff's personal circumstances. Staff are trusted and supported to do a good job.

### Staff Workload

Staff should only be asked to complete tasks that directly correlate with impact on pupils.

Staff work in year group teams and where possible take PPA at the same time. Planning and preparation of resources can be shared between staff.

Marking expectations have been vastly reduced. Staff are encouraged to give verbal feedback to children in class and to mark alongside children in lessons.

All class teachers have their own ipad to allow assessments to be easily recorded.

### Positive Staff Relationships

Many of our staff chose to socialise together out of school. Staff have chosen to organise holidays and days out as groups.

### Communication Between Staff

We encourage staff to speak to each other in person where possible but understand that electronic communication is useful too.

Where possible, messages should be given through staff meetings and briefings rather than email to be mindful of workload for staff.

Where emails are used, there is no expectation for staff to check and reply to emails outside of their working pattern.

Where staff choose to work in the evenings, they should consider using the send later function if emails are low priority.

Many staff are part of Whatsapp groups. These bring many benefits of staff feeling part of the team and knowing what is going on. There is no expectation of staff reading or replying outside of their working pattern.

We ask staff to consider when and what time Whatsapp messages and text messages are sent and whether they are necessary. They can give helpful notice in emergency situations. Staff should be mindful that receiving a message late in the evening or very early can switch people back into 'work mode' and make it hard to separate work and home life.

### Communication with Pupils' Families

We encourage staff to communicate with families. Part of this communication is through Class Dojo. Posting whole class messages can

be an effective and quick way to communicate with all families. We are aware that too much private messaging can place demands on staff. Staff do not have to reply instantly. Appropriate use of Dojo will be shared with families joining the school.

We encourage all staff on Dojo to use the 'quiet hours' function. This is where a reply flashes up to a parent or carer who messages explaining that it is quiet hours and not to expect a reply.

### Creating a Good Behaviour Culture.

There is shared responsibility for the behaviour of all children in school which is encouraged by our open plan nature. We recognise that challenging behaviour can cause stress for staff.

The Relationships, Reparation and Restoration policy outlines in detail how children's behaviour is managed in school.

We encourage staff to use the various rewards available and build on the positives.

Where behaviour is repeatedly challenging, we will support class teachers to set up bespoke reward charts or parent/carer communication systems. Individual behaviour plans and meetings between school staff and families can also be lead by the SENCO or another member of the SLT.

### Staff Development

We encourage all staff to progress in their careers. All staff are inducted and access CPD in school. All teaching learning and office staff are part of a supportive appraisal process.

Early Career Stage teachers have a mentor and are given equivalent to a day each week of non-contact time. ECTs follow a comprehensive training program with their mentor.

As staff progress through school, we encourage staff to access bespoke training and speak to their appraiser about this. A number of staff have already accessed the National Professional Qualifications and we support this.

Staff wishing to move to a different year groups or lead a different subject may like to opportunity to observe or work alongside a colleague. We encourage them to ask for these opportunities and every effort will be made to accommodate.

### Staff Meetings

Staff meetings are open to all staff who wish to attend. Teachers attend as part of their directed time. Meetings take place on Wednesdays which is a working day for all staff. Where possible, INSET days take place on Wednesdays too to make them accessible for all. (Sometimes this may not be possible when we share with another school.)

### Staff Briefings

These take place on Monday mornings and act as a diary meeting. Staff have told us that they find this meetings helpful and all staff are welcome to attend.

### Support for All Staff

External support is available from Education Support <https://www.educationsupport.org.uk>

Education support offer a free helpline to all educational staff: 08000 562 561. They also offer grants to educational staff experiencing short term money worries.

We have a trained mental health staff first aider, Sue Causier, that staff are able to speak to confidentially.

Leaders in school are available to speak to about mental health and wellbeing at anytime. We encourage staff to speak to us if they feel concerned about colleagues.

Many staff work flexibly. This includes working part time or reorganising working hours. Staff sometimes work from home where this is appropriate and possible.

We are committed to measuring staff wellbeing in a supportive way.

### Support for School Leaders

Head teacher networks in the local area offer ongoing peer support. These networks are encouraged and supported.

Our Chair of Governors and Vice Chair of Governors offer a supportive, listening ear to senior staff in school who can speak with them confidentially.

External support for school leaders is funded by the DfE and available in the form of 6 sessions of peer to peer support or individual support from

Education Support. <https://www.educationsupport.org.uk/get-help/help-for-your-staff/wellbeing-services/school-leaders-support/>

See also the Staff Health and Safety Handbook