



**BREHERTON ENDOWED CE
PRIMARY SCHOOL**

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*“Learning together, growing together, achieving together, caring together
within our Christian family”*

Staff Health and Wellbeing Planning Document 2019 2020

Bretherton Endowed CE Primary School provides a caring, supportive Christian environment in which each individual is valued and respected. This includes children, adults and families within our school community. We have high expectations for all and aspire to achieve excellence. We feel that everyone needs the foundation of positive mental health to benefit fully from all of the opportunities available to them.

Everyone experiences life challenges that can make them vulnerable. At times, anyone may need additional support to maintain or develop good mental health. The mental health of adults in schools will impact on all areas of development, learning, achievement and experiences and on their own personal life.

We seek to provide a mentally healthy environment where staff:

- Have their individual needs recognised and responded to in a holistic way
- Have a range of strategies that support their mental health
- Have recognition of their work-life balance
- Have the mental health and well-being of the staff reviewed regularly
- Feel valued and have opportunities to contribute to decision making processes
- Celebrate and recognise success
- Are able to carry out roles and responsibilities effectively
- Are provided with opportunities for CPD both personally and professionally
- Have their unique talents and skills recognised and opportunities are provided for development
- Have time to reflect
- Can access proactive strategies and systems to support them at times of emotional needs in both the short term and the long term

The key areas that we plan for are:

Workload

- Non school based inset days allocated for report writing and end of year subject leader reports
- 1 day a year is provided as collaborative subject leader time (Year 6 Take Over Day)
- Half a day a term at least is provided to support subject leader obligations
- PPA can be taken at home where timings allow and it will be protected time as much as is reasonably possible

- Teaching Assistants allocated to classrooms more fairly to support all staff and share elements of workload
- Weekly staff meetings end at 5.00 unless specifically planned and advised and care will be taken to ensure only 1 a week where possible
- Monitoring timetable provided at the start of the academic year to support planning for workload.
- Advance notification of governor meetings and visits
- Flexibility to plan and teach in the way they feel benefits all children in their class and have a starting point of high trust that they are doing the best for all children.
- Freedom to plan topics that will excite and engage children in their class and create links in learning with their own
- Feedback and marking will be appropriate and effective rather than prescriptive.
- Supervision meetings will be scheduled in this year to support mental health and wellbeing.
- Open door policy of Bretherton's school leadership team and Wellbeing Governors if workload is becoming a concern or staff member feels they are not coping.
- A 'Wellbeing Day' can be arranged where cover is possible to support staff in maintaining their mental wellbeing and finding it difficult to cope with any periods of time over the year.
- No expectation of answering emails out of school hours

Support

- A listening ear of School's leadership team of 'better ways of working' suggestions
- Coaching style observations to promote personal development led by teachers to lead their own professional development
- Coaching style appraisals to facilitate high quality improvements in practice
- Support of Wellbeing Governor in monitoring wellbeing
- Comprehensive induction programme
- Support in new roles and new subject leadership timetabled
- Access to medical and wellbeing support through 'SAS' school insurance preventative and reactive. This can include counselling, physiotherapy, GP consultations and mental health support.
- Praise and positive encouragement given regularly and appropriately to thank staff for hard work and going over and above and to value their skills and expertise.
- To encourage staff to be 'learners' and feel comfortable asking questions, changing patterns, personalising their own development in line with whole school focus areas.

Structure

- Creation of a staff handbook to support whole school cohesion
- New subject leaders offered support and CPD
- Teams created in key stages to offer collaborative planning and support
- Effective class teams created with consistent staff in classes to facilitate staff relationships
- Roles and responsibilities clearly defined
- Suite of wellbeing linked activities to be timetabled throughout the year, eg yoga sessions, eating out, theatre trips, mindfulness and massage in school
- Healthy snacks once a half term provided in staff room for community lunch
- Continued CPD for personal social and emotional development, growth mindset, emotional resilience, 5 steps to wellbeing

- Staff health checks offered through SAS insurance and outside support for staff families as required
- Empower staff through further training such as time-management, assertiveness, people-management, leadership development, self-esteem, decision-making, counselling.
- Leaders encourage and support a culture of teamwork, collaboration and information-sharing. Staff are treated equally ensuring fairness.
- Regular one-to-one informal meetings can identify any issues early so staff can get the support they need.
- Wellbeing discussions are normalised.

Control

- Staff have autonomy over their class timetable and topics within the remit of the subject coverage and national curriculum expectations
- Staff have a voice through staff meetings and open door policy to voice any concerns regarding processes or school issues.
- Supervision planned for in school offers structured support
- Coaching style observations and appraisals support self development
- Staff have access to courses and have autonomy in relation to the areas of development
- No prescribed planning format or expected teaching style. Credit is given to professional standards and teacher choice.
- Subject leaders will be given autonomy to lead their subject using their skills and expertise within a structure of monitoring and reporting consistent through school
- Staff wellbeing anonymous questionnaire each year and 1 to 1 with wellbeing governor once a year or when requested by the staff member providing a clear voice

Relationships

- Staff are assured that our anti bullying and harassment policy is robust
- Staff feel able to discuss any concerns with relationships
- Any complaints will be taken seriously
- Staff are valued as individuals, and regular opportunities to socialise away from work are planned for and 'fun' is had together in other school social situations
- Changes in personal life or areas of worry or concern supported for individuals as they need support.
- School's leadership team believe in supporting staff to maintain and build self esteem in all communications
- School's leadership team will hold our hands up if we fail in aspects of this policy
- School's leadership team and governors hold staff health and wellbeing as high priority and hope to model and promote this policy in all actions and communications
- Appointment of Wellbeing Champion offers 'independent' support (not linked to leadership of school) in order to identify or facilitate support as needed

Change

- Training and support will be offered during times of change
- Staff will be consulted and their opinions valued in planning any significant change
- Any change will be considered in terms of work life balance, confidence and staff views listened to.

This list is not exhaustive but outlines the commitment of Bretherton Endowed Primary School to support and facilitate the wellbeing of all staff. After annual staff questionnaires, specific actions will be included to ensure progression and improved wellbeing outcomes for staff.

School leaders fully acknowledge their role in ensuring Governors and themselves are mindful of their workload and wellbeing and that there is always someone to ‘talk to’.

Date reviewed : Jan 2020



Headteacher : Mrs Alison Moxham

Chair of Governors : Mr T. G. Wilson

www.brethertonschool.org.uk