Newchurch Community Primary

Staff Wellbeing Policy

Mission Statement

Newchurch will give every child a flying start by working in partnership with parents, staff and the community to develop well-rounded citizens who will contribute in a positive way to society.

Statement of intent

Newchurch Community Primary School is committed to protecting the health, safety and welfare of our employees. Preventing stress is a major factor in maintaining the wellbeing of the school's staff, which remains a key priority. In light of this, the school understands the importance of trying to reduce and deal with stress, and the factors that may cause our employees to become stressed.

The purpose of this policy is to outline the responsibilities of the school and staff members in supporting wellbeing and promoting mental health, and to advise employees on how to deal with mental health issues and prevent stress.

Signed by:

Jayne Narraway	Headteacher	Date:	26th June 2024
Vicky Beddall	Chair of governors	Date:	26th June 2024

Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:
- Health and Safety at Work etc. Act 1974
- Employment Rights Act 1996
- Employment Relations Act 1999
- Equality Act 2010
- The Management of Health and Safety at Work Regulations 1999
- DfE (2024) 'Education staff wellbeing charter'
- DfE (2024) 'Improve workload and wellbeing for school staff'

This policy operates in conjunction with the following school policies:
- Health and Safety Policy
- Staff Attendance and Absence Policy
- Data Protection Policy
- Grievance Policy
- Flexible Working Policy

Roles and responsibilities

The **governing board** is responsible for:

- Ensuring the effective implementation of this policy.
- Ensuring the school's ethos reflects its commitment to reducing workload and creating a working environment that is focussed, purposeful and considers individuals' wellbeing.
- Ensuring staff roles and responsibilities are clearly defined and monitored.
- Ensuring that all school policies are assessed for workload impact.
- Encouraging stress awareness throughout the school – promoting stress as a serious issue rather than a weakness.
- Consulting the headteacher on managing staff stress and promoting wellbeing, including them in any decisions that need to be made.
- Ensuring the headteacher puts measures in place to support staff wellbeing.
- Actively trying to eliminate stressors in the school, e.g. by considering the format and quantity of information it requests from the Senior Leadership Team.
- Ensuring monitoring visits are strategic, focussed and reflective of its monitoring plan, and being clear with staff ahead of the visit about what the focus will be and the information that will be required from them.
- Recognising mental health issues and appointing a mental health and wellbeing governor who will oversee managing and supporting staff mental health.
- Establishing a wellbeing committee (the Personnel Committee) to ensure staff are supported in their roles and that actions are taken to mitigate overbearing stress in the workplace.
- Ensuring all committee meetings are purposeful, focussed, structured and relevant to the school development priorities.
- Developing an annual schedule of work and ensuring work is not duplicated between meetings of committees and the full governing body.

The **mental health and wellbeing governor** is responsible for:

- Influencing the setting of a school vision which creates a positive wellbeing culture and is underpinned by equality values, a system of accountability, and robust policies and procedures.
- Ensuring the school's strategic plan includes objectives linked to improving, supporting and responding to the mental health of staff.
- Ensuring the school has appropriate policies in place that include objectives focussed on meeting staff needs.
- Ensuring there is a whole-school approach to mental health and wellbeing embedded within leadership practice, the curriculum, the school's values and ethos, and the social and physical environment.
- Ensuring two senior members of staff are identified as wellbeing officers to oversee the provision and support of mental health and wellbeing in school, and to ensure effective links exist with local mental health support.
- Meeting with wellbeing officers on a regular basis to monitor and review the impact of provision and interventions. This will be through the termly personnel committee meetings.
- Working with the headteacher to ensure that appropriate training is put in place to support staff.
- Reporting to the governing body on the successes and areas of improvement in planned interventions, and the resources that are in place.

The **headteacher** is responsible for:

- Creating and promoting a positive and supportive atmosphere throughout the school.
- Implementing CPD which equips staff with the tools needed to effectively manage stress.
- Developing a sensitive performance management process that is linked to clear job specifications.
- Including all staff in the school's decision-making processes, where possible.
- Organising extra support for staff at times of increased stress, e.g. during Ofsted inspections.
- Encouraging staff to take advantage of any initiatives introduced to promote wellbeing and effective working, e.g. an employee assistance programme.
- Ensuring that all policies that affect staff wellbeing are properly adhered to and reviewed.
- Authorising any staff absences related to stress and/or mental health issues, as well as granting extended leave.
- Monitoring employees' workloads and holiday entitlement, ensuring they are not overworked, and providing regular updates regarding absence to the governing board whilst maintaining staff confidentiality in line with the Data Protection Policy.
- Attending all necessary training, keeping skills current and setting a good example for staff.
- Regularly communicating with staff, encouraging them to be open when discussing stress.
- Conducting and implementing the recommendations of risk assessments, considering the causes of stress.
- Ensuring all staff have read and understood this policy.
- Organising thorough inductions for new employees, explaining the school's policies and code of conduct.
- Making reasonable adjustments for members of staff who are struggling with long-term mental health issues.

The **School Business Manager** is responsible for:
- Encouraging all staff to attend events and training opportunities that promote wellbeing and health.
- Providing information that helps staff to manage stress effectively.

- Ensuring that regular contact is maintained with members of staff who are absent for long periods of time.
- Ensuring new members of staff have received all the relevant information they require, including the procedures for raising concerns about wellbeing.
- Gathering information in any cases that allow monitoring of this policy, such as, but not limited to, the following:
  - Sickness and absence data
  - Staff turnover
  - Exit interviews
  - Referrals to the counselling service
  - Referrals to other mental health services
  - Grievance cases
  - Harassment cases
- Monitoring all staff absences and reporting this information to the headteacher.

All **staff members** are responsible for:

- Being able to recognise the early signs of stress or mental health issues in themselves and their colleagues.
- Supporting co-workers if they become stressed, which may include practical assistance or emotional reassurance.
- Maintaining a healthy work-life balance.
- Promoting a positive, supportive atmosphere throughout the school.
- Being open to discussing stress.
- Reporting honestly about their wellbeing and any incidents of stress, e.g. being overworked.
- Where possible, asking for help when they feel under pressure or stressed.
- Attending events and training opportunities which promote wellbeing and health.
- Not acting in a manner which endangers themselves or others.
- Undertaking additional training and personal development opportunities.
- Reporting any concerns they have about their co-workers' stress and/or mental health to the headteacher.

Identifying warning signs

The school recognises that individuals will react differently to stressful situations and become stressed by different situations and stimuli throughout their working lives. Because of this, it is important that staff understand the different factors that may cause themselves or their colleagues stress.

The following sources of stress can often be attributed to work:
- Overworking or undertaking work that does not match the employee's skills and abilities
- Fear of change and trying to cope with change, e.g. advancements in technology, changes in year group
- Insufficient workload or not being able to use skills
- Lack of job security
- Poor relationships with colleagues and a lack of involvement

- Harassment or bullying
- Crisis management
- Not having a long-term plan in place

The school recognises that home and personal lives can also prove stressful for staff; bereavement, separation, financial and family problems make people more vulnerable to stress at work. It is common that a combination of stress at home and work can make people particularly stressed.

The school will strive to identify and deal with symptoms of stress quickly in order to maintain a healthy workplace.

The school has a legal requirement to actively respond where any employee displays symptoms of work-related stress.

All members of staff will be aware of the warning signs that can indicate that a person may be having trouble managing stress.

All members of staff will look out for the following indicators when identifying stress in themselves or others:

Behavioural indicators	Physical indicators	Mental indicators	Emotional indicators
Difficulty sleeping Changes in eating habits Increased smoking or drinking Isolation from friends and family	Tiredness Indigestion and nausea Headaches Aching muscles Heart palpitations	Indecisiveness Difficulty concentrating Memory loss Feelings of inadequacy Low self-esteem	Anger or irritability Anxiety Hypersensitivity Feeling drained and lethargic

Actions to support staff

To positively impact levels of stress in the school, the headteacher and governing body will make changes to the whole school.

To help manage stress, the headteacher will:
- Lead by example and encourage staff to be open if they feel stressed, to take breaks and to have a full life outside of work.
- Make the most of team bonding; using INSET days to build relationships, as feeling comfortable amongst colleagues will make discussing stress easier.
- Assist with work and help to manage employees' workloads.
- Reach out to staff during difficult points in their personal lives, e.g. bereavement, allowing sufficient time off and supporting them when they return to work.
- Arrange a meeting with all members of staff in which the current working times and practices will be discussed.
- Research and implement an employee assistance programme relevant to the needs of all staff, regularly monitoring its effectiveness and impact on wellbeing.
- When implementing change, organising school events and developing the school vision the headteacher will consider the impact on staff wellbeing.

To effectively address workload issues and support staff wellbeing, the headteacher, working with the Senior Leadership Team, will take the following actions:

- Measure staff wellbeing and identify workload issues by:
- Commissioning staff surveys (appendix 1) on a termly basis and organising structured conversations about workload with staff.
- Arranging workshops and drawing together a summary of outcomes from staff surveys and questionnaires.
- Analysing staff time management and identifying which members of staff are spending too much time on certain aspects of the job.
- Conducting impact graphing exercises to visually assess where workload issues lie and identify key areas of focus.
- Review the areas of workload that have been identified using an impact assessment matrix (appendix 2) and producing an evaluation of the school's current workload to highlight the actions that will be taken.
- Address the workload issues that have been identified, e.g. by undertaking a data audit (appendix 3) and developing an action plan.
- Implement a Staff Workload Charter (appendix 4) to outline the commitment and expectations between the governing body, SLT and school staff.
- Evaluate the impact of the actions taken on a termly basis, measuring staff wellbeing and identifying new workload issues to address during the next term.

The headteacher will ensure that all changes proposed as a result of the actions outlined in 4.3 are communicated to all members of staff.

A mental health and wellbeing governor (Chair of Personnel Committee) will be appointed by the governing body who will be responsible for monitoring the wellbeing of staff.

A wellbeing committee (Personnel Committee) will also be appointed by the governing body to ensure all staff are supported in their roles and that actions are implemented to mitigate stress in the workplace.

All new members of staff will be provided with a comprehensive induction and their duties will be made clear. (see staff handbook)

The school will adopt a sickness plan in line with the Managing Staff Absence Policy which will promote a positive, caring strategy for staff who are returning to work following sick leave.

The governing body will be open to suggestions to promote staff wellbeing – all members of staff are welcome to make suggestions. The headteacher will have the final say as to what strategies will be used but will make clear the rationale behind the decisions.

The school will ensure wellbeing is promoted and stress is prevented through good management practices, including the following:
- Recruitment and selection procedures
- Clear job descriptions and person specifications to ensure the right candidates are recruited
- CPD procedures to ensure all members of staff have the necessary skills and abilities to undertake the duties required
- Performance management/appraisal procedures
- Capability and absence management – return to work procedures will ensure that individuals are supported back into work following illness

- Suitable adaptations for disability
- Harassment and anti-bullying resources
- Annual surveys to better understand the areas of work that have a negative effect on staff wellbeing

The headteacher will receive supervision to support their wellbeing.

The school recognises that the Education Staff Wellbeing Charter can be used as an effective tool to foster positive wellbeing in the education sector. The school has shown its commitment to actively promoting mental health by signing up to the charter to create an enriching culture of mental wellbeing.

Self-management

Staff can also make changes to avoid and prevent stress, as it is a problem that should be tackled and not ignored.

Staff should be prepared to speak to their colleagues and senior staff if they are feeling stressed in their personal lives or at work.

Staff are encouraged to take action to manage their own stress, these actions will include, but are not limited to, the following:
- Keeping active as a way of releasing emotional intensity and any negative feelings, exercise will also help to clear thoughts and deal with problems more calmly;
- Managing their workload and establishing and maintaining a healthy balance between work and life;
- Prioritising work, leaving the least important tasks until the end of the day and concentrating on the work that will make the biggest difference;
- Avoiding unhealthy habits, such as drinking and smoking;
- Taking advantage of the wellbeing initiatives and support offered by the school.

Reporting procedures

The following two senior members of staff will be designated as wellbeing officers; this is in the event that one of the wellbeing officers is the subject of the complaint:
  – John Duckett

  – Rachel Sizer

If any member of staff wishes to raise a concern about wellbeing, one of the two wellbeing officers will be notified.

The wellbeing officer will provide the member of staff with information about the support that is available to them; this includes both within the school and outside sources.

The wellbeing officer will treat all cases confidentially. Real names of staff will not be used when wellbeing officers are reporting to the headteacher.

In some cases, such as those that directly impact day-to-day activities, confidentiality will not be guaranteed. If this is the case, staff will be made aware of the situation.

The wellbeing officer in receipt of the complaint will investigate and report this to the headteacher.

The headteacher will decide whether any further action will be taken.

Response actions

Where problems with wellbeing arise, the necessary support and appropriate actions will be considered. This may include support from HR advisers and/or external services, e.g. occupational health.

The school will continue to support staff when external services are involved.

Support will be provided to staff who are experiencing challenging circumstances outside of the workplace. The school will direct staff to support, both internal and external, and consider a plan of work and duties that can be managed differently during challenging periods.

Support for staff who are experiencing difficulties within the school will be provided following the procedures.

Monitoring and review

This policy will be reviewed annually by the governing board and the headteacher.

Any changes made to this policy will be communicated to all members of staff.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is June 2025.

Appendix 1

Teacher workload survey

It is not uncommon for teachers to work well beyond their contracted hours undertaking additional duties, or to undertake other activities during working hours which leaves them with less time to focus on the important tasks. Our school's aim is to reduce any unnecessary workload for teachers so that they can focus on teaching and their own development.

The aim of this survey is to gauge your views on your current workload, where it can be reduced and what else may need to be in place to support an effective work-life balance. All answers to this survey will remain anonymous – we will use your completed survey to analyse the current systems in place and make amendments wherever possible.

Section 1 of this survey requires you to answer questions based on the amount of time you spend on certain tasks. You should use a scale rating of 1-5 (1 being too little and 5 being too much) – where a task is not applicable, simply write 'N/A' in the scale rating column. Space is provided for you to detail any additional comments you may have or where you are required to specify further information. At the end of each section, your scores will be totaled by the headteacher to provide an overall rating. Any tasks indicated as 'N/A' will be removed from the overall score, e.g. if one question in the first section was indicated as 'N/A' your overall score would be calculated out of 40 rather than 45.

Section 2 of this survey requires you to answer questions relating to marking, planning and preparation, and data management. You should use a scale rating of 1-5 (1 being strongly disagree and 5 being strongly agree). Space is provided for you to detail any additional comments you may have or where you are required to specify further. At the end of each section, total up your scores and provide an overall rating.

Section 3 includes a few final questions relating to your workload which require you to provide written answers as well as a scale rating – please provide as much information as possible.

Section 1

Please answer the following questions on a scale of **1-5** (1 being too little and 5 being too much) and provide any additional comments where necessary. It is important these questions are answered as honestly as possible for the school to take effective steps to reduce teacher workload – please remember, your answers will remain anonymous.

Task	Scale rating (1-5)	Additional comments
Additional teaching and contact time with pupils or parents		
Covering for absent colleagues during the timetabled school day		
Other teaching activities, such as assisting other teachers with their lessons and outside of the classroom – not just supervision		
Covering for absent colleagues, when cover takes the form of supervising pre-set work		
Supervising pupils at any time, e.g. lunch, break, assemblies or sports activities		
Providing pupil discipline, including detentions		
Organising registration, general classroom management or pastoral care with individual pupils		
Coaching sport, rehearsing drama or music, or organising pupil clubs or societies		
Contacting parents and families, including contact with individual parents, PTA and parents' evenings		
Other contact activities relating to particular pupils or parents, e.g. examination-related activities and pupil counselling		
Total out of 45:		

Planning, preparation and assessment		
Planning and preparing lessons, practical tests or assessments, including preparing resources and joint planning sessions with other members of staff		
Marking/correcting pupils' work		

Organising resources and the premises, including setting up/removing displays or setting up/ tidying classrooms		
Assessing and marking pupils' work and writing reports on pupil progress, including examinations/tests or assessing pupils more generally and discussions with other staff members		
Any other activities relating to lesson planning, preparation or assessment (please specify)		
Total out of 25:		
Staff and self-management		
Attending staff or management meetings, including preparation, writing minutes, etc.		
Appraising, monitoring, coaching, mentoring and training other staff members		
Undertaking teamwork and dialogue with colleagues		
Any other contact/interaction with teaching and support staff in the school (please specify)		
Developing school policies and financial planning		
Contacting staff outside of school, including governors, educational bodies, local education providers and the community, other than parents or pupils		
Other management activities, including publicity/marketing, arranging teaching duties, timetables, pupil allocation, TAs or supply		
Training or development activities, including INSET, peer observation or being mentored, and studying/background reading		
Any other individual professional activities (please specify)		
Total out of 45:		
Data management		
Maintaining records, including those relating to pupil performance and departmental records – this includes recording, inputting, monitoring and analysing data		

Undertaking general administration tasks, such as paperwork, photocopying and other clerical duties		
Total out of 10:		

Section 2

Please answer the following questions on a scale of **1-5** (1 being strongly disagree and 5 strongly agree) and provide additional comments wherever possible to support your answers. It is important these questions are answered as honestly as possible for the school to take effective steps to reduce teacher workload – please remember, your answers will remain anonymous.

Task	Scale rating (1-5)	Additional comments
Marking		
The school's marking policy places reasonable demands on staff		
The school's marking policy primarily responds to pupils' needs and focusses on advancing pupil progress and outcomes		
The school's marking practices are meaningful, manageable and motivating		
Variations in marking practice are encouraged to suit the specific subject and task		
Teachers spend the right amount of time marking pupils' work, compared with the time pupils spend on creating their work		
A full range of feedback is used, including spoken, peer-marking and self-assessment		
Marking practice is consulted upon as part of the assessment policy in partnership with teachers		
Total out of 35:		
Planning and preparation		
Teachers' lesson plans focus on improving pupils' outcomes		
Teachers are able to choose the best format to suit them for their lesson plans		
Teachers have access to high-quality schemes of work and resources, such as text books, which can support teaching and reduce workload		

Opportunities are available for collaborative planning with other teaching staff		
Lesson planning focuses on a sequence of lessons rather than individual lessons	13	
Lesson plans are only prepared for, and shared with, necessary individuals such as middle leaders		
Blocks of time are assigned for planning purposes		
High-quality training and CPD is available for teachers to support their planning and preparation		
Total out of 40:		
Data management		
The processes in place for inputting, recording, monitoring and reporting on data are effective		
It is clear which data is needed and the purposes for which it is needed for		
Data management clearly improves outcomes for pupils and provides a reliable measure of educational attainment		
Data management is not time-consuming		
Only necessary data is used and is provided to the correct people		
Total out of 25:		

Section 3

Please answer the following questions using the same scale of 1-5 (1 being strongly disagree and 5 being strongly agree), providing as much detail as possible for your answer.

To what extend do you believe you have an acceptable workload? Why? Why not? What else could be done to improve this?	Scale rating

To what extent do you believe that, overall, you achieve a good work-life balance? Why? Why not? What else could be done to improve this?	Scale rating
14	

To what extent do you believe the school could do more to reduce unnecessary workload? What could the school do to help your workload?	Scale rating

Appendix 2:

Workload impact assessment matrix

Using this template

Separate matrixes are provided for marking and assessment, planning and data management; however, you can adapt these matrixes for any workload issues your school faces. Work through each of the tables, identifying each activity you undertake, and score the amount of workload the activity creates using a scale of **1-5** (1 being low and 5 being high), followed by the impact the activity has on pupils' learning – again using the same scale rating of **1-5** (1 being low and 5 being high). A table is provided below to help you evaluate the impact of the activity based on the scores you have provided – it may be useful to highlight the 'Overall value' boxes in different colours (such as red, amber and green, similar to the diagram below), so you can easily identify where there are concerns. Outline any current or potential issues for each activity, followed by the actions you will take to make changes – be sure to outline who is responsible for making the changes and a date for these to be completed so you can hold individuals accountable for the actions. Copy and paste tables as necessary for more activities.

W o r k l o a d	1	2	3	4	5	6
	2	3	4	5	6	7
	3	4	5	6	7	8
	4	5	6	7	8	9
	5	6	7	8	9	10
		1	2	3	4	5
	Pupils' learning					

Marking and assessment

Activity 1					
Name of activity:	Homework				
Purpose of activity:	To consolidate pupils' learning				
Workload impact:	4	Pupils' learning impact:	3	Overall value:	7	High workload impact, medium impact on pupils' learning
Current issues:	Homework is effective for pupils' learning, but the workload for teachers is high				
Potential issues:	Reducing workload may have an adverse effect on pupils' learning				
Actions to take:	Review feedback structures for homework to see if teachers can make use of less burdensome methods, e.g. oral feedback				
Name of responsible individual:	Joe Bloggs	Date for actions to be completed:	1/9/2018	Completed? ( )	

Activity 2					
Name of activity:					
Purpose of activity:					
Workload impact:		Pupils' learning impact:		Overall value:	
Current issues:					
Potential issues:					
Actions to take:					
Name of responsible individual:		Date for actions to be completed:		Completed? ( )	

Planning

Activity 1					
Name of activity:	17				
Purpose of activity:					
Workload impact:		Pupils' learning impact:		Overall value:	
Current issues:					
Potential issues:					
Actions to take:					
Name of responsible individual:		Date for actions to be completed:		Completed? ( )	

Activity 2					
Name of activity:					
Purpose of activity:					
Workload impact:		Pupils' learning impact:		Overall value:	
Current issues:					
Potential issues:					
Actions to take:					
Name of responsible individual:		Date for actions to be completed:		Completed? ( )	

Data management

Activity 1						
Name of activity:						
Purpose of activity:						
Workload impact:		Pupils' learning impact:		Overall value:		
Current issues:						
Potential issues:						
Actions to take:						
Name of responsible individual:		Date for actions to be completed:			Completed? ( )	

Activity 2						
Name of activity:						
Purpose of activity:						
Workload impact:		Pupils' learning impact:		Overall value:		
Current issues:						
Potential issues:						
Actions to take:						
Name of responsible individual:		Date for actions to be completed:			Completed? ( )	

Appendix 3:

Data collection audit and action plan

The independent review report 'Eliminating unnecessary workload associated with data management', published in 2016, sets out the following principles for data management:
- **Be streamlined** – eliminate duplication, i.e. 'collect once, use many times'.
- **Be ruthless** – only collect what is needed to support outcomes for pupils. The amount of data collected should be proportionate to its usefulness. Always ask why the data is needed.
- **Be prepared to stop activity** – do not assume that collection of analysis must continue just because it always has.
- **Be aware of workload issues** – consider not just how long it will take, but whether that time could be better spent on other tasks.[1]

This template is split into three sections:
- **Section 1** – use this section to detail the data you collect and your purpose for collecting it. You should assess the usefulness of the practice and the amount of workload it generates, and the impact there would be if you were to stop collecting the data. You should consider all data relating to progress and attainment, as well as non-attainment data (e.g. behaviour and attendance data).
- **Section 2** – analyse the information you have collected in section 1 to decide which practices you will continue, which need further investigation, and which practices you will stop – remember to take the principles for data management into account when making your decisions. You can note down your decisions using the table provided in section 2.
- **Section 3** – use this section to outline the actions you will take to investigate certain data practices further and to stop those that are inefficient, ineffective or unreliable.

Working through each section will provide a comprehensive data audit and action plan. You can complete this activity in a number of different ways, such as part of a whole-staff INSET day or staff meeting.

---

[1] Independent Teacher Workload Review Group (2016) 'Eliminating unnecessary workload association with data management' p.5

Section 1 – what data is collected and how

Data collected	Purpose	Collection method	Usefulness (low, medium or high)	Impact on workload (low, medium or high)	Impact if data was not collected
[Use this column to note down the data you collect – you should consider progress and attainment data, alongside non-attainment data.]	[In this box, outline your school's reasons for collecting and using this data.]	[Note the collection method you use for the data here. Make sure you outline the process for collection and how often the data is collected.]	[Here, state if the usefulness for pupils, staff (including senior leaders), parents and others is low, medium or high.]	[Here, state the impact the practice has on workload.]	[Outline what the impact would be if the data was not collected. Make sure your assessment of the impact is fair, i.e. outline both the negatives and positives where applicable.]

Section 2 – making decisions about data

Practices to continue	Practices to investigate further	Practices to stop
[The practices you continue should be efficient, effective and reliable.]	[The practices requiring investigation should be those that are possibly inefficient, ineffective or unreliable.]	[The practices you choose to stop should be those that are inefficient, ineffective or unreliable.]

Section 3 – actions to take
[Complete the tables below, highlighting the actions your school will take to investigate or stop certain practices – you should add rows to each table as necessary.]

Practices requiring further investigation		
Practice	**Person(s) responsible**	**Review date**
[Here, state the practice that requires further investigation – as identified in section 2.]	[Outline which person(s) will be responsible for undertaking the investigation of the practice here.]	[State the date on which the practice will be reviewed, in line with the findings from the investigation.]

		22		

Practices to stop				
Practice	Action to stop	Person(s) responsible	How change will be communicated	Review date
[Here, state the practice that you will stop – as identified in section 2.]	[Outline the actions that will be taken to stop the practice and to ensure this is adopted by the whole school.]	[State which person(s) will be responsible for stopping the practice.]	[Outline how any changes made as a result of stopping the practice will be communicated to the school community, e.g. a letter to parents outlining changes to your Feedback and Marking Policy.]	[State the date on which the impact of stopping the practice will be reviewed.]

Appendix 4

Newchurch Community Primary School
Staff workload charter

Our aims
Newchurch Community Primary School is committed to considering and supporting the wellbeing of all our staff. As part of this commitment, and through a coordinated effort with school staff and leaders, we aim to ensure workload can be managed and reduced.

We recognise that staff workload can become overwhelming, which in turn affects staff wellbeing and prevents a healthy work-life balance. We believe that we have a collective responsibility to ensure working at the school remains manageable, a positive experience, and, above all, enjoyable.

By providing this support, we hope that we can retain and recruit more staff and meet our core values and ethos for helping and caring for one another.

To protect staff wellbeing, we will:
● Ensure staff have a fair and reasonable workload, including policies on marking, planning and data management.
● Provide high-quality training and CPD opportunities that meet the needs of individual staff members.
● Continue to review staff workload and ensure it always remains manageable.

Our commitments
We have agreed the following commitments and expectations between the governing body, Senior Leadership Team and school staff, to demonstrate our support in helping to manage staff workload.

All staff working at the school can expect:
● To work within a clear code of conduct.
● To receive a robust and high-quality induction.
● To be provided with a trained mentor as part of their induction process.
● To be provided with training opportunities relevant to their role and responsibilities.
● To be allocated roles and responsibilities that are linked to their skill set and area of expertise or be provided with appropriate training to upskill and broaden areas of expertise.
● The fair and equal distribution of roles, responsibilities and tasks.

- If required, to collect data using streamlined processes that are beneficial to their work and receive robust training on using the school's data management systems.
- The support of the SLT to provide guidance and advice, and simplify school processes where possible.
- A consistent and fair behaviour policy which allows staff to work effectively and be provided with support from the SLT to manage behaviour effectively.
- An agreed communication protocol which outlines the expected response times from colleagues and external communications, e.g. from parents.
- The use of technology to ensure effective and efficient communication, document and data management, and access to information.
- To be provided with access to external support, such as an occupational health or a confidential listening service, if needed.
- To work within an environment where their wellbeing is prioritised and valued.
- All changes to school processes to be communicated clearly and the SLT to provide support with implementation.

In addition to the above, teaching staff at the school can expect:
- A clear curriculum design that provides flexibility, is fully resourced with high-quality materials and is planned over well-defined blocks of time.
- An agreed policy that ensures all marking undertaken is purposeful and focusses on quality feedback and the impact on pupil outcomes.

The headteacher and the SLT commit to the following:
- Conducting regular activities, e.g. staff surveys, to identify the areas of work that lead to high levels of workload and implementing approaches to reduce this.
- Providing staff with termly opportunities to discuss areas they feel are creating high levels of workload and how these could be managed.
- Implementing practices that allow for meaningful and useful communications to reduce workload.
- Supporting NQTs and teachers in the early stages of their careers to adopt efficient work practices and keeping this support under regular review.
- Encouraging a workplace culture that promotes a healthy work-life balance.
- Making every effort to reduce the number of meetings, ensuring that those that take place are planned effectively and flexibly, and always have a key focus.
- Providing staff with relevant training or CPD opportunities in school, including on recognising the early signs of stress.
- Ensuring staff are clear about the purpose of marking and ensuring it is meaningful, and that they understand feedback can be given in many forms.
- Ensuring the school's workload reduction initiative is included within the School Improvement Plan and that enough resources are dedicated towards achieving this aim.
- Monitoring staff absence levels, patterns and reasons, and using return to work meetings consistently and effectively.
- Regularly monitoring the progress of work practices, including curriculum planning, communications, marking and feedback, and data collection, and adapting these where necessary.
- Considering the impact of any potential changes to the school's practices before they are implemented and creating a clear implementation plan before changes are agreed.

- Communicating changes to the school's practices to all staff and the whole school community, to ensure everyone understands the reasons behind the changes.

The governing body commits to the following:
- Ensuring the school's ethos reflects its commitments to reducing workload and creating a working environment that is focussed, purposeful and considers individuals' wellbeing through the successful management of workload.
- Ensuring it receives regular updates regarding absence levels that are broken down into the cause of absence and role of staff.
- Making every effort to ensure committee meetings that school staff are expected to attend are purposeful, focussed and structured, and relevant to the school development priorities.
- Considering the nature of information requests and being clear about the information needed from the SLT and school staff.
- Providing staff with advanced notice of all monitoring visits and informing them of what the focus will be and what information is required.
- Working within any policy agreements, including those relating to using technology to reduce workload.
- Establishing the role of the mental health and wellbeing governor to support the mental health and wellbeing of both staff and pupils.
- Regularly seeking views from staff on the impact of workload and working with the headteacher and SLT to improve any identified issues.