



Diocese of Bristol Academies Trust

Staff Well-being Policy

Level: 1

Date Adopted:

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1) Purpose

The DBAT Vision is to be a collaboration of excellent academies where young people achieve their best and flourish in their communities. This is important work. The Trust is strongest when all staff in all school and central settings work together to succeed in the vision, with the Trust values defining relationships and ways of working. The staff in DBAT are its biggest asset and must be valued.

The purpose of this policy is to maintain a Trust ethos which supports staff health and wellbeing by making sure that all employees are treated fairly and consistently.

DBAT wants to ensure that staff are supported and encouraged to develop personally and professionally. We recognise that staff wellbeing is important to pupil achievement and the performance of academies across the Trust. DBAT is committed to making sure that the DBAT Wellbeing and Workload Charter which summarises this policy, is implemented so that each individual is able to cope successfully with the demands in their professional lives, whatever the cause of stress.

2) Expectation for all in the Trust

DBAT aims to recruit and retain highly motivated staff by:

- ensuring staff have fair and equitable working conditions and workload
- providing high quality induction and professional development
- offering competitive pay, rewards and wellbeing packages
- ensuring a voice for staff to work alongside Trustees to build a stronger Trust
- a collaborative working ethos in academies, the support team and across the Trust, underpinned by Christian values.

3) Workload

It is clear from national surveys, that a focus on staff wellbeing benefits the whole school community. Excessive workload is a major contributor to a lack of wellbeing and an obstacle to schools being able to successfully recruit and retain the best staff. Three national working parties established by the Secretary of State have reported on the national picture and indicated how excessive workloads might be reduced:

On marking¹, the working party said:

'marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop.'

On planning², the working party said:

'school leadership teams should be reviewing the effectiveness of how the time set aside for planning is allocated. If planning is to be effective, schools should look to allocate blocks of time to allow proper collaborative planning, which offers excellent opportunities for professional development.'

On pupil performance data³, the working party said:

'Summative data should not normally be collected more than three times a year per pupil.'

¹ 'Eliminating unnecessary workload around marking', DfE March 2016

² 'Eliminating unnecessary workload around planning and teaching resources', DfE March 2016

³ 'Eliminating unnecessary workload associated with data management', DfE March 2016

4) Aims of the policy:

Staff working for DBAT can expect:

4.1 a fair and reasonable workload ensured by:

- encouraging team working to promote shared planning, innovation and enabling access to high quality schemes of work
- a marking policy clarifying what will and won't be marked, based on research evidencing practices that have demonstrated raising achievement.
- a workload impact assessment being carried out when policies are reviewed.
- for teachers, workload requirements of all policies to be deliverable within reasonable additional time to directed time, unless other contractual arrangements apply. For those with additional leadership responsibilities, further time may be required.
- for staff other than teachers, the requirements of policies should be reasonably deliverable within contracted hours.
- providing a time budget in June each year with timetables, meeting and event dates, setting out how a fair and reasonable workload will be implemented in the following year
- DBAT exercising its duty of care to all employees with regard to workload and wellbeing, including for headteachers
- planned management of the quantity and quality of Trust and school communications, including email, finding ways to minimise excessive traffic
- overall data from schools shared openly across the Trust

4.2 high quality training and professional development opportunities that meet the needs of individual staff by:

- providing a comprehensive induction programme at school and Trust level
- ensuring all staff are well trained and appropriately qualified
- enabling all staff to access appropriate professional development
- supporting staff to access leadership expertise and development from across the Trust

4.3 a collaborative working ethos across the Trust through:

- scheduled opportunities for all staff to have a voice in the future strategy, policies and practices of the Trust, discussing their ideas and concerns openly 'without fear or favour'
- annual review of school workload, terms, timetables and meeting schedules to consider new models for staff wellbeing and professional development
- establishing a Trust Wellbeing and Workload forum with representatives from all schools alongside professional associations to review policy and practice
- shared expertise and joint practice development in Trust wide, hub, and specialist groups.

4.4 an attractive pay and rewards package including:

- the DBAT Support Staff minimum wage which is significantly higher than the national minimum
- competitive salaries for teachers and senior leaders
- Child Care vouchers
- Employee Assistance Programme and Health Care cash plan

4.5 a wellbeing package to include:

- counselling service
- occupational health provision
- pastoral and spiritual support
- coaching

5) Roles

5.1 DBAT Main Board

- The DBAT HR and Remunerations Committee of the Main Board will take overall responsibility for implementing this policy and ensuring that staff enjoy a reasonable work-life balance.
- Will respect and use the voice of the Wellbeing and Workload forum with officer, school staff and professional association representation to improve practice

5.2 Academy Local Boards

- Will work with the Senior School leaders and Forum representative to ensure that the above expectations are adopted at school level in a reasonable manner

5.3 Headteachers

- Will seek to develop a healthy, motivated workforce who are able to deliver a high-standard of education to pupils, through developing and monitoring bespoke school based practices regarding the expectations above,

recognising the impact work can have on employees' stress levels, mental and physical health.

- Will appoint a staff wellbeing co-ordinator to represent the school at the Trust Wellbeing and Workload forum, having a good understanding of the views and issues of staff members in their community

5.4 SLT

- The Senior Leadership Team (Headteacher, Deputy Head, and other managers) must encourage the creation and maintenance of an atmosphere where all staff members feel comfortable asking for help or raising concerns. The Senior Leadership Team should be sensitive to any problems which may cause the employee stress-related issues and should act in a professional, fair, consistent and timely manner when a concern arises.

5.5 All Staff members

- Will assist in the development of good practice and ensure that they do not, through their actions or omissions, create unnecessary work for themselves or their colleagues.
- Will ask their Line Manager for help or support if required. This includes understanding that a good relationship requires communication from both parties and so it's important that issues are raised at the earliest possible moment so that effective strategies can be put in place to manage workloads.
- Will identify opportunities for development and take advantage of those offered by the school.

6) Consultation and Review

October 2017 Charter presented to Staff at Trust wide INSET day for consultation and action planning at school level

Nov 2017 Policy to HR Committee for review

Jan 2017 Charter finalised

July 2018 Review through Wellbeing and Workload forum

This policy and the summary Charter were drawn up with representatives from DBAT schools, the support team and professional associations. It will be regularly reviewed within the Trust policy review cycle with the HR committee and Trust Wellbeing and Workload forum. The charter was initially based on the Nottinghamshire LA Workload Charter.