

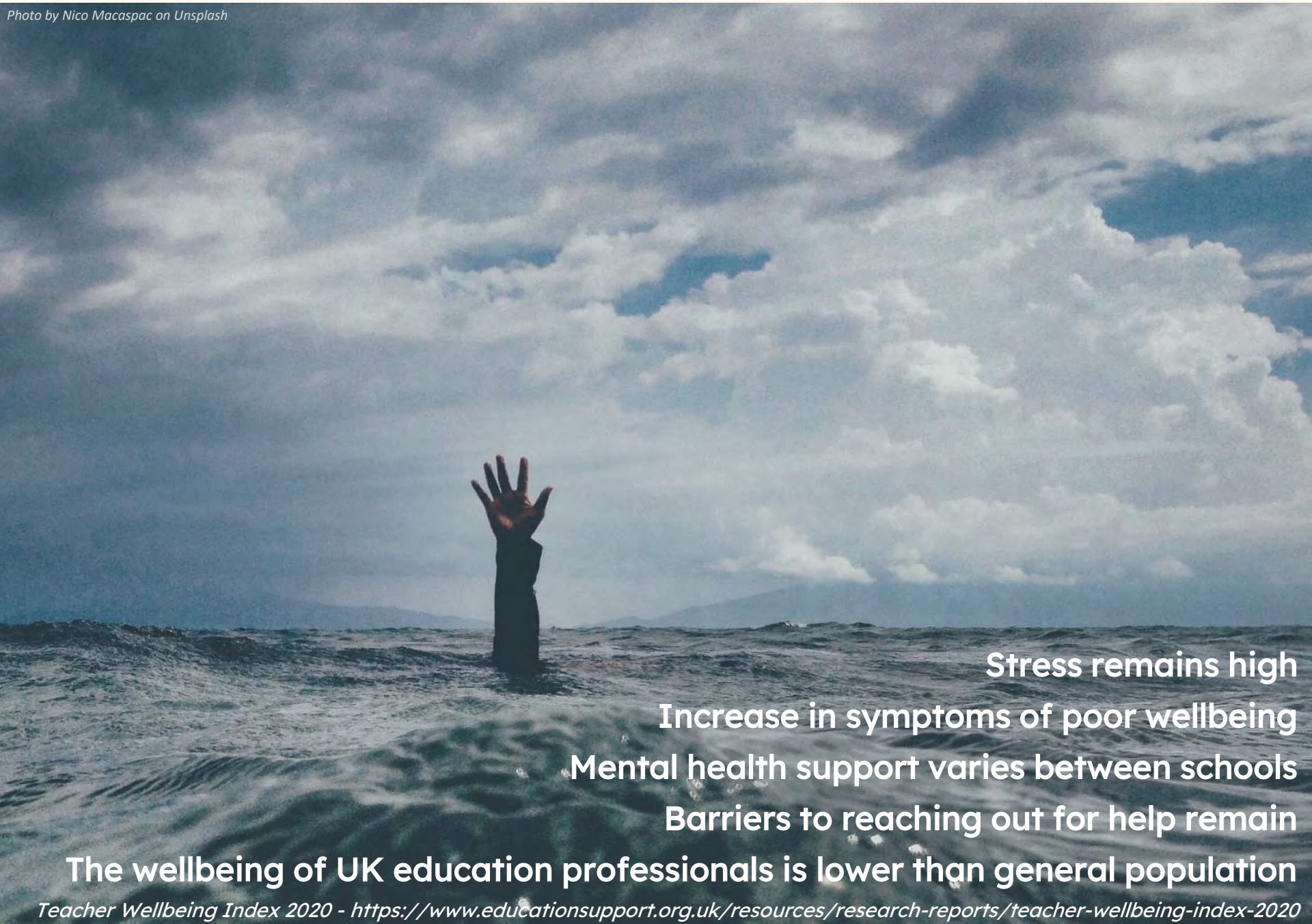
Webinar keynote *Governors for Schools*



Supporting staff wellbeing & mental health

28 January 2021

Photo by Nico Macaspac on Unsplash



Stress remains high
Increase in symptoms of poor wellbeing
Mental health support varies between schools
Barriers to reaching out for help remain

The wellbeing of UK education professionals is lower than general population

Teacher Wellbeing Index 2020 - <https://www.educationsupport.org.uk/resources/research-reports/teacher-wellbeing-index-2020>



Volume of workload

Not feeling valued

Seeking better work/life balance

Unnecessary paperwork

Target driven culture

Unreasonable demands from managers

Lack of resources

Learning from first lockdown

Photo by Andy Falconer on Unsplash



Decline in mental health
Appreciation
Work completion, Government guidance, workload
Health & safety; learning priorities; assessment
Pupil mental health

Helpline 08000 562 561
Independent, confidential, free

Access to grants, information, resources
www.educationsupport.org.uk

Twitter @EdSupportUK @McBreartySinead

sinead.mcbrearty@edsupport.org.uk

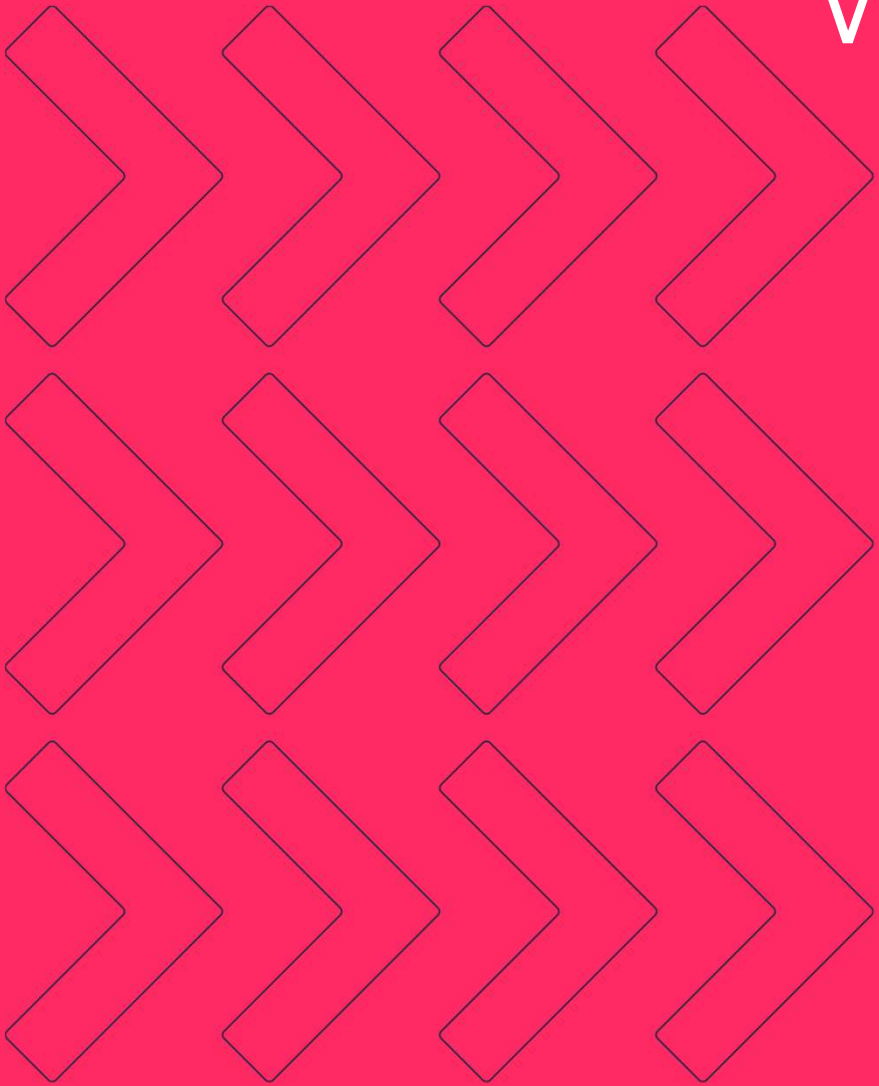
The governing board

Your role in supporting staff wellbeing



We'll be discussing:

- What wellbeing isn't
- The 3 key considerations when thinking about wellbeing in your school
- What strategic wellbeing looks like





But first -
thank you

 The Key

The board has a duty to support staff wellbeing



The 2020 Governance Handbook says all boards:

- “...should have regard to the work-life balance of teachers and the executive leadership of the organisations.”
- “...should have due regard for the wellbeing and mental health of the school leadership team and teaching staff more broadly. Boards may wish to consider designating a governor or academy trustee as a wellbeing champion to provide strategic support to the school leadership team as appropriate.”

The good news



**The steps you take to support your school leaders' wellbeing
will have a knock-on effect on your own**

So what is wellbeing?



The Oxford Dictionary definition:

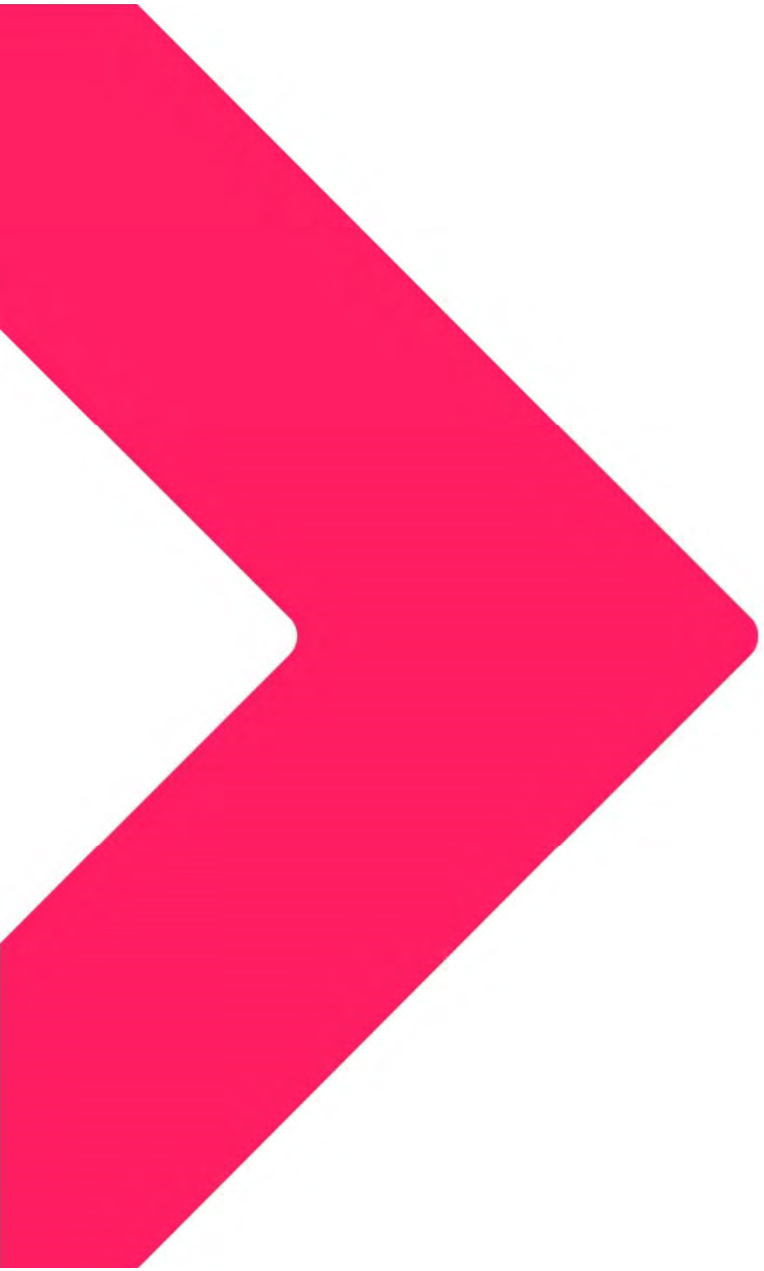
well-being

/wɛl'bi:ɪŋ/

noun

noun: **wellbeing**

1.the state of being comfortable, healthy, or happy.



The 3 key considerations for supporting wellbeing

 The Key

You support your school leaders' wellbeing by:



- Respecting their time
- Respecting their expertise and experience
- Honouring their work and commitment to children

Respecting their time



- **Watch the workload** - constantly challenge whether every task is an absolute requirement
 - Distribute meeting paperwork with plenty of time for governors to read through it in advance
 - Don't ask school leaders to create new reports or documents unless absolutely necessary
 - Make sure staff aren't doing governing board work (like setting agendas or writing minutes)
- **In meetings** - plan your agenda ahead of time. Make sure you:
 - Only put items on the agenda that further your objectives and can be actioned immediately
 - Don't ask for things you can find out yourself (like on the website)
 - Only ask those questions that lead to meaningful answers
- **In communicating** - have a clear communication tree, especially now
 - Answering emails from all 10 governors can be a significant amount of stress. Make sure that you're only communicating when necessary and streamline where you can

Respecting their expertise and experience



- **Stay in your lane** - remember that your role is *strategic* and not *operational*
- **Offer the right balance of challenge and support:**
 - Challenge school leaders by asking the hard questions, and hold them to account by making them think deeply and critically about the decisions they make; and
 - Support them by making sure they have what they need to succeed. This could be resources, training or even just a listening ear

Honoring their work and commitment



- **Recognise the work that they're doing and be genuinely appreciative** - write a note, send a card or bring some nice biscuits to the next meeting
- **Keep track of their accomplishments** - don't wait until December to think about your headteacher's performance. Keep track of things through the year, so nothing's forgotten during the performance review. Even if you can't give more time off or a more generous payrise, just knowing that the work was noted can make it feel more worthwhile
- **Attend school events and make periodic visits** - show that you value their work
- **Acknowledge their sacrifices** - even if you can't do anything about it right now



Strategic wellbeing

 The Key

So what is strategic wellbeing?



Unlike how the chair supports headteacher wellbeing, the way you support staff wellbeing is more hands-off.

As a board, you need to make sure that:

- Relevant policies and processes are in place which:
 - Facilitate a healthy work-life balance among your staff
 - Don't put undue pressure on workload
- The school adheres to the working time limits set out in the Working Time Regulations 1998
- You don't make unreasonable demands on the time of school staff, including the headteacher
- You support your headteacher and teachers to achieve a satisfactory work-life balance. This is a requirement for maintained schools, but good practice for all school types
- You provide appropriate challenge and support to the headteacher, including:
 - Asking probing questions
 - Setting targets for improvement where feedback shows there are staff wellbeing issues

What can we do to keep the focus on wellbeing?



You can:

- Appoint a sub-committee (usually the staffing committee) to take responsibility for overseeing staff health and wellbeing
- Appoint a link governor for wellbeing
- Make wellbeing a standing agenda item - not just for governing board meetings, but also during school visits
- Consider allocating a small budget for short-term counselling support or other wellbeing initiatives
- Take a look at the DfE's resources to [help governors and trustees reduce teacher workload in their school](#)

Any questions?

For more information please contact:

Linda Unternahrer

Email: linda.unternahrer@thekeysupport.com



Staff well-being

Michael Eggleton
Head of School
Charles Dickens Primary School

Twitter:
[@Michael_cdps](https://twitter.com/Michael_cdps)



Teachers want to teach



- R**ecognizing emotions in self and others
- U**nderstanding the causes and consequences of emotions
- L**abeling emotions accurately
- E**xpressing emotions appropriately
- R**egulating emotions effectively

- Creator-Dr Marc Brackett (Yale University, USA)
- 30 year longitudinal study
- Positive impact on attainment, mental health, teacher well-being, vocabulary, memory, less anxiety, less bullying.
- 1000's of schools using it across the USA and now world wide.

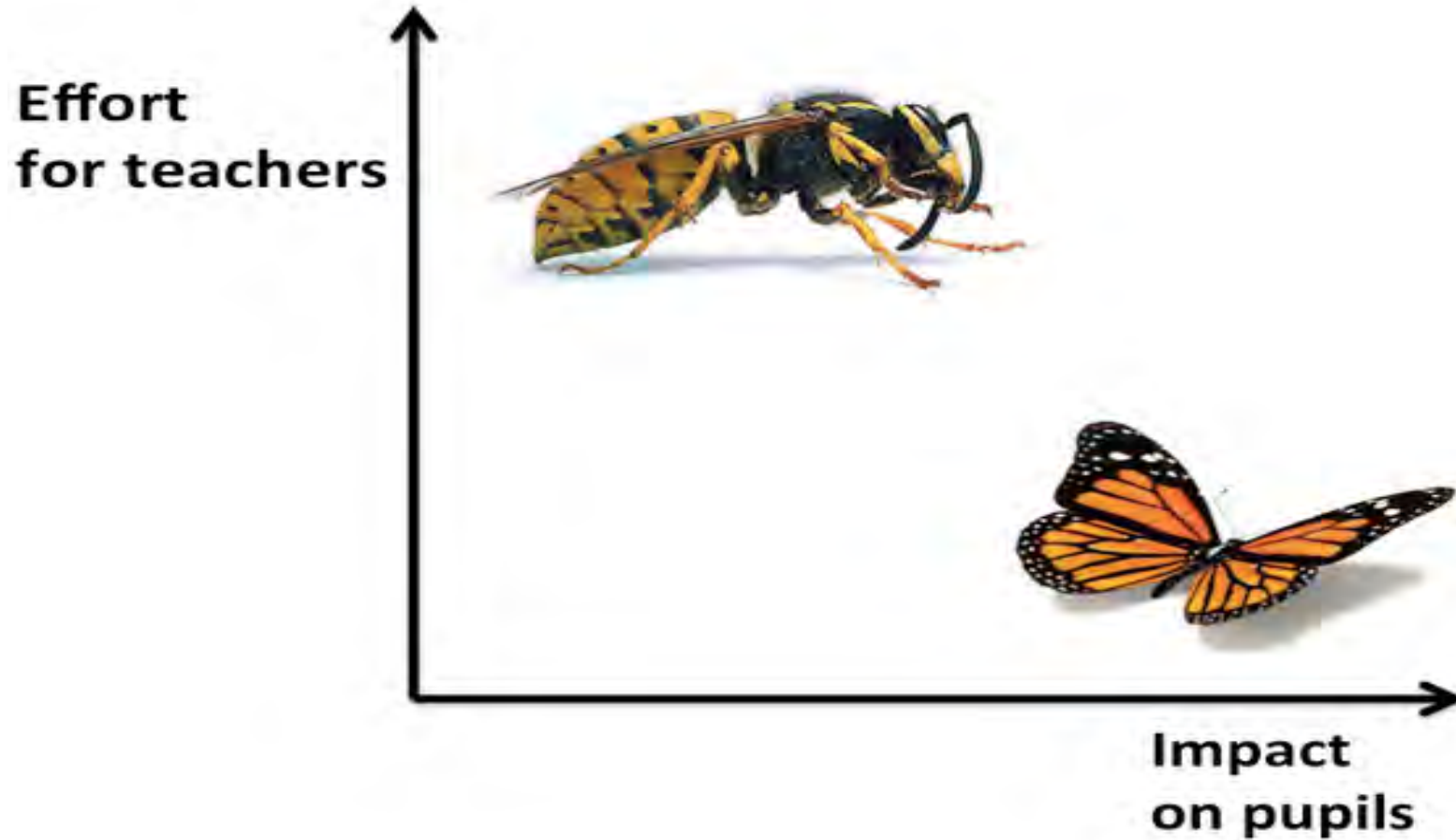


Staff Wellbeing & Workload

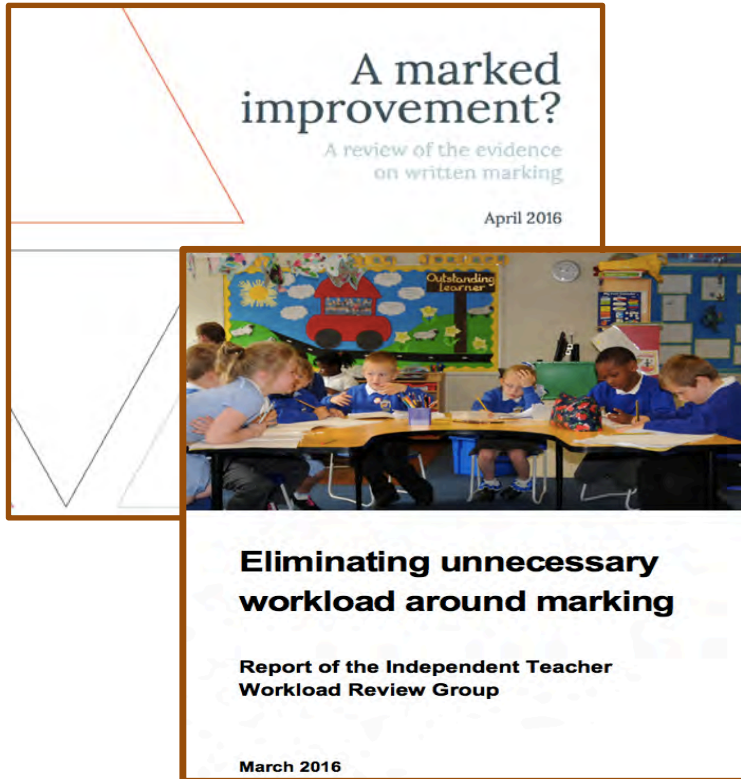
to
Reduce teacher workload ~~and~~ improve pupil outcomes



Staff Wellbeing & Workload



Staff Workload: Marking



‘The quality of existing evidence focused specifically on written marking is low’

‘Marking practice that does not have the desired impact on pupil outcomes is a **time-wasting burden for teachers that has to stop.**’

Staff Workload: Marking

- No requirement for written marking
- A range of alternative strategies:
 - Self- and peer-assessment
 - Live Marking
 - Whole-class feedback
 - Verbal feedback and conferencing



Staff Workload: Reporting to parents

	Attainment		Engagement in Learning
	Feb 2019	July 2019	
Reading	JB	OT	A
Writing	OT	OT	A
Mathematics	JB	OT	A
Science & Computing	OT	OT	A
Humanities (History, Geography & RE)	OT	OT	A
French	OT	OT	A
PSHCE	OT	OT	A
Art & DT	OT	OT	A
Music	OT	OT	A

PE	Swimming	JB
	Dance	GD

Key targets
•
•
Teacher's comment

Attainment Key		Engagement in Learning Key	
GD	Working in Greater Depth at the Expected Standard	A	Always willing to try
OT	On Track to meet the Expected Standard	B	Mostly willing to try
JB	Just Below the Expected Standard	C	Often needs encouragement to try
B	Working below the Expected Standard		

Staff Workload: Writing Assessment

The screenshot shows the homepage of the 'No More Marking' website. At the top left is the logo, which consists of three horizontal lines and a stylized 'M' shape, followed by the text 'No More Marking'. To the right of the logo is the text 'Comparative Judgement for Schools', a purple circle with a white 'M', a purple circle with a white Twitter bird, and two buttons labeled 'Sign up' and 'Login'. Below this is a dark purple navigation bar with links for 'Demo', 'Products', 'Training Events', 'Calendars', 'About us', 'Pricing', 'Blog', and 'Support'. The main content area features a large image of a hand holding a red pencil over a sheet of lined paper. Overlaid on this image is the text 'Comparative Judgement' in purple and 'Simplifying assessment for schools' in dark blue. Below the main image are three smaller purple header boxes with corresponding images: 'The Issue' with a stack of colorful papers, 'What is Comparative Judgement?' with two hands holding a red and a green apple, and 'The Solution is Simple' with two women looking at a laptop.

Staff Workload: Writing Assessment

- Increased reliability
- Reduced workload
- Improved subject knowledge
- Reclaiming what good writing looks like – no more tick boxes



Staff Workload: Displays

Illustrations of levels of Visual complexity of display



Too little



About right



Too much

Staff Workload: Displays



Visual Environment, Attention Allocation, and Learning in Young Children: When Too Much of a Good Thing May Be Bad
Anna V. Fisher, Karrie E. Godwin, Howard Seltman. Psychological Science 2014

What is in place?

Display policy-Our display policy promotes learning walls which shares key knowledge and understanding of the lessons which are being taught. Our displays are not wall paper and staff are not expected to spend substantial time making their displays look pretty. This allows staff time to focus on teaching, planning and assessing their pupils.

Whole School approach to well-being-The extensive work that we do to support the emotional, well-being and behaviour of pupils through adult mentoring, peer mentoring, ELSA, lego therapy, Educational Psychologist support and wellbeing lessons for all means that pupils are able and ready to learn within the classroom setting. This allows staff to focus on teaching!

Gift of time-All staff have the opportunity to take two afternoons a year as personal afternoons. Staff can take these days at any point in the year providing that it doesn't mean missing an important school events such as staff training, parents evening or PTA event. The staff simply need to inform their line manager of the dates they wish to take and ensure there is appropriate cover arranged from within their current team.

Mental Health First Aider-Ursula Carver is a trained Mental Health First Aider who is not only trained to look out for mental health concerns but is available for you to talk to if you have any concerns about your own mental health.

Feedback policy-Our feedback policy promotes giving children live marking within a classroom through a range of different strategies illuminating the need to spend hours after school doing distant marking. (See feedback policy)

Release Time-Each classroom based teacher is entitled to 10% release time. The school provides expert music, language and art teachers who free classroom staff for additional release time to focus on planning, assessment and management of subject areas.

CPD and Teaching School Alliance-Being part of and helping to lead the London South Teaching School Alliance offers many opportunities to staff including visits to other schools, project work,

Planning-All teaching staff are giving release time to plan lessons for their class and year group. Due to the introduction of Maths No Problem, Wellbeing booklets and booklets for history and Geography this workload is substantially reduced allow staff time to focusing on teaching, assessing and adapting lessons. Planning takes place in team to share knowledge and expertise.

Assessment-The school uses comparative judgement to assess children's writing which reduces time spent assessing and the focus can be on moderating and planning for these children. Data drops happen three times a year in which the assessment coordinator inputs the data which means staff are not expected to spend time doing administrative tasks.

New starters- If you are a new starter to the school you will be given a link person to help show you around and induct you to Charles Dickens. If you are in your first two years of teaching, you will be given a NQT or NQT plus one mentor. After this, you will be given a coach who will support you by observing lessons and provide coaching opportunities to help improve teaching and learning. All staff are given a staff handbook to help them navigate the policies and expectations of the school.

Meetings, communication and praise-Each morning we hold a 10 minute morning meeting where all important information is shared. Further to this, a staff newsletter is sent out each Friday evening with not only important dates and communication but praise to staff who have worked above and beyond throughout the week. We feel it is important to recognise everyone's hard work. Everyone in the school has the opportunity to email the Headteacher and publicly praise someone within the school. Each member of staff has a line manager and most members of staff have a phase group meeting. If you have any worries, concerns or problems you can speak to your line manager in the first instance.

Technology-The school allows staff to access the staff-share and school computers via a secure link between the school's server and your home computer. (Email JSPCC if you need information on this.) This allows for more flexible working and gives staff the opportunity to balance out the number of hours spent at school compared with home.

Interventions and support-The SEND team regularly monitor the attainment of children and any learning plans. Additional interventions are used throughout the school to help these children make as much progress as possible. This allows teachers to focus on very specific learning goals within their classroom knowing that additional needs such as speech and language, working memory, OT, phonics etc. are taken care of by additional intervention.

Reviewing staff well-being-During Autumn 2018 the senior leadership made the active decision to use the school's peer review to focus on staff and their well-being. This has allowed the leadership to improve and clarify previous strategies in place for staff and ensure this is communicated to all. The school will aim to give staff an active role in sharing their views on staff wellbeing at two different points in a year. This will be done through a staff survey.

What systems are in place to measure wellbeing?

What is the impact of the school's wellbeing offer?

Is it value for money?

Does it impact pupil outcomes?

Q and A

Twitter:
[@Michael_cdps](https://twitter.com/Michael_cdps)





welbee

We help **leaders** transform their school culture to look after the wellbeing of their staff, so they deliver the **best student** outcomes.

What we will cover.

- Key issues for Boards looking at staff wellbeing
- Benefits of making staff wellbeing a focus
- Monitoring the effectiveness of provision

Key Issues?



Understand what staff wellbeing means



Know where to start and what to focus on




Applying your knowledge and experience



Where staff wellbeing fits as a priority



Ensuring staff wellbeing has the focus it needs and deserves

A hand in a white shirt sleeve holds a small white sign with the word 'HELP' written in black marker. The sign is held up against a background of a massive, towering stack of papers that fills most of the frame. The papers are tightly packed and create a dense, textured wall of white. In the bottom right corner, the edges of two brown, patterned folders or binders are visible, each with a circular hole punch. The lighting is bright, highlighting the edges of the papers and the hand holding the sign.

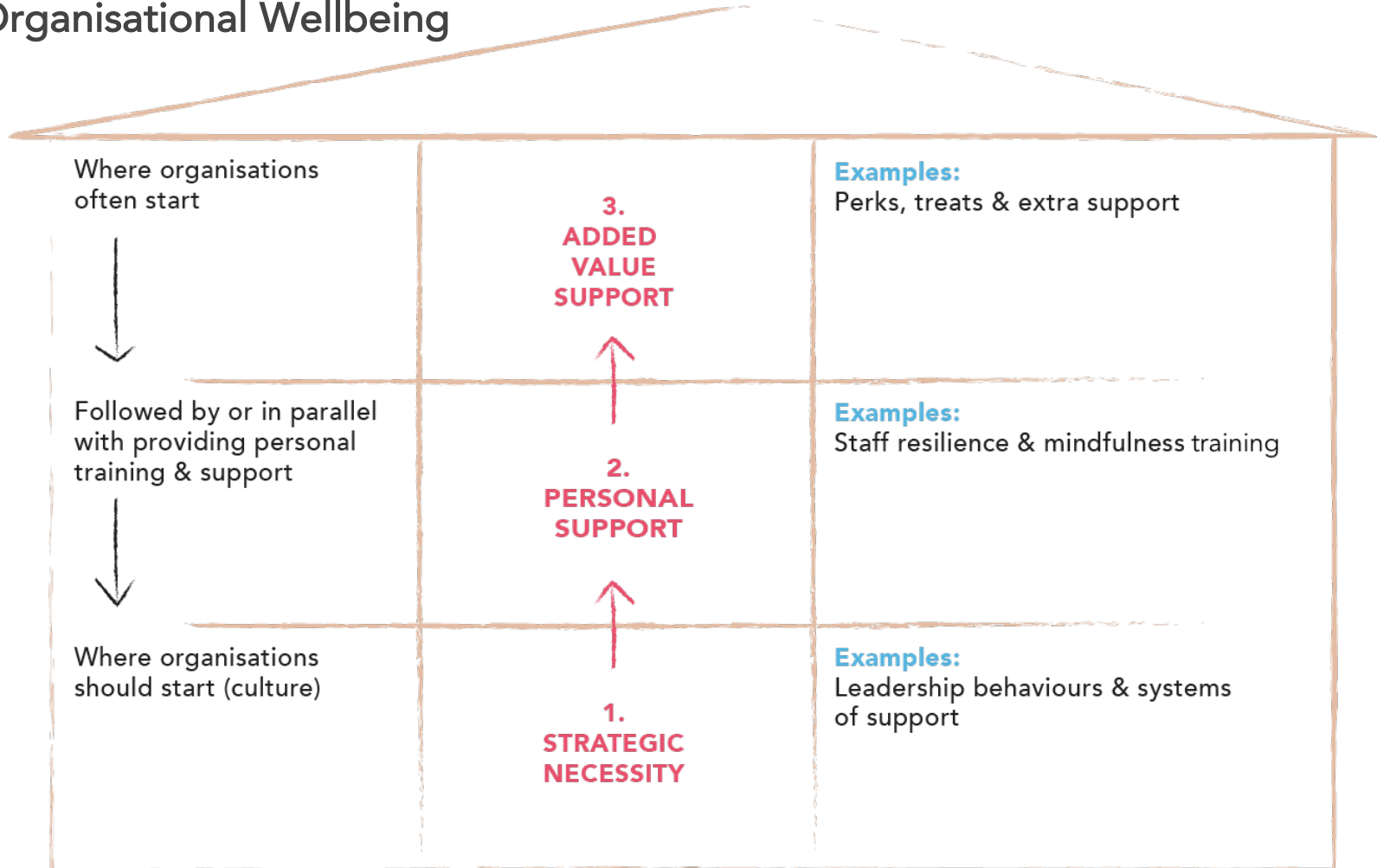
HELP

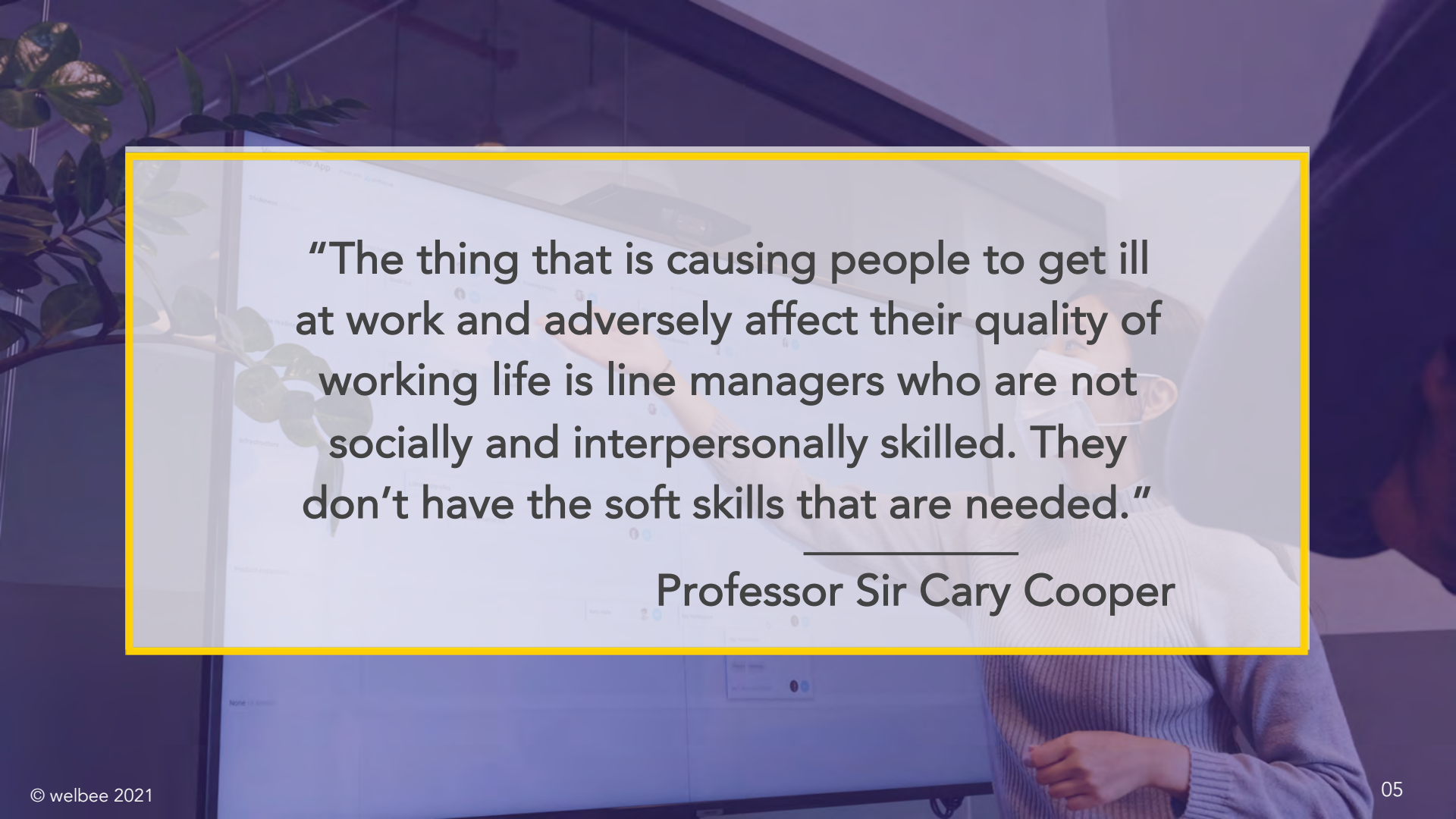


House of Organisational Wellbeing



House of Organisational Wellbeing



A woman wearing a white sweater and a white face mask is pointing her right hand towards a whiteboard. The whiteboard displays a diagram with various nodes and lines, possibly representing a process or organizational structure. The background is a blurred office setting with a plant on the left and a person's head on the right.

“The thing that is causing people to get ill at work and adversely affect their quality of working life is line managers who are not socially and interpersonally skilled. They don’t have the soft skills that are needed.”

Professor Sir Cary Cooper

welbee



You have to go to school...you're the teacher!





VISION



VALUES



BEHAVIOURS

Key Issues?



Understand what staff wellbeing means



Know where to start and what to focus on



Applying your knowledge and experience



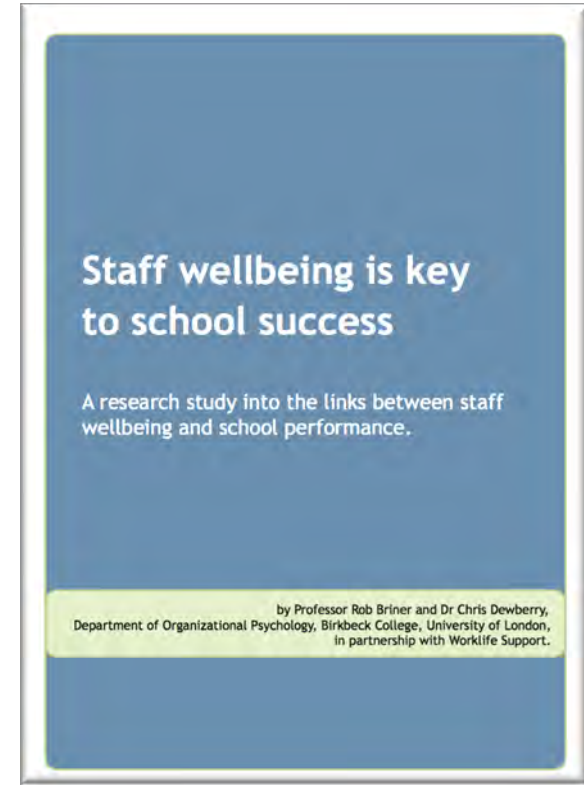
Where staff wellbeing fits as a priority



Ensuring staff wellbeing has the focus it needs and deserves

Evidence.

- Statistically significant improvement is SATs and GCSE performance.
- Improved value added progress for key stages 2 to 4.



Compelling Evidence.

- A causal link between staff wellbeing and multiple outcomes.
- That it is important to monitor employee wellbeing and target resources to areas known to be problematic.



Benefits.

- Improved student outcomes
- Reducing staff absence and the need for cover and improving the continuity of teaching.
- Improving staff attraction and retention and reducing the need for recruitment, training and development.
- Reducing management time spent on other unproductive tasks.

£20,000 to £100,000+



Ofsted Leadership and Management.

- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload.
- Leaders protect their staff from bullying and harassment.

Teachers will have better physical and mental health and role model this for students.





CONFIGURE COLUMNS

First name Last name Report

Average

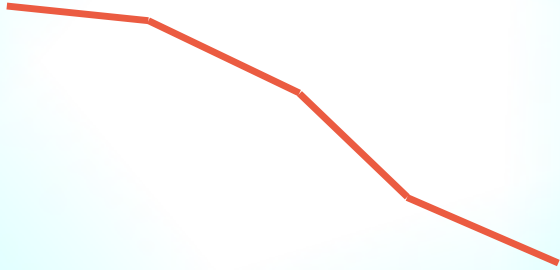
		2: Devising drama (40%)														3: Texts in pr...			MTG						
		Past Paper 1										N...		Average											
		Devising Log				Devised Performance																			
		Performance Type	1: Response to a Stim... / 20	2: Development & Coll... / 20	3: Analysis & Eval/ 20	Devising Log Total Ma... / 60	Level of theatrical skill/ 4	Range demonstrated... / 4	Contr. to the effectiveness... / 4	Inventiveness of works/ 4	Artistic intention/ 4	Devised Performance ... / 20	2: Past Paper Total Marks/ 80	2: Past Paper Grade	2: Past Paper Total Marks/ 80	2: Past Paper Grade	Average Total Marks/ 80	Current Unit Grade	Performance of extract 1/ 20	Performance of extract 2/ 20	3: Past Paper Total Marks/ 40	3: Past Paper Grade	Minimum Target Grade	P8 Value - MTG	1: Understand Drama Total ... / 80
Average		10	13	11	34	3	3	4	3	5	39	3		39	3	39	3								
Richard	Sharp		9	15	20	44	3	2	4		9	53	5		53	5	53	5					5		5
Uhtred	Bebbanburg		5	18	8	31	3	2			5	36	3		36	3	36	3					4		3
Stuart	Little		12	13	16	41	2	2		3	7	48	4		48	4	48	4					5		4
Cathrine	Earnshaw		18	14	13	45	2	2			4	49	4		49	4	49	4					6		4
Elizabeth	Gilbert		8	14	7	29	4	3			7	36	3		36	3	36	3					4		3
Jay	Gatsby		6	13	6	25	2	3			5	30	2		30	2	30	2					4		3
John	Coffey		7	12	14	33	3	3			6	39	3		39	3	39	3					5		3
Pinkie	Brown		8	13	7	28	4	2			6	34	3		34	3	34	3					6		3
Lucy	Honeychurch		6	13	8	27	2	3			5	32	2		32	2	32	2					4		3
Elizabeth	Bennett		8	12	17	37	3	3			6	43	3		43	3	43	3					5		4

School Staff Data.

- Staff sickness and absence rates
- Staff turnover
- Employee Assistance Scheme, counselling provision or occupational health usage
- Staff grievances, disputes or instances of poor behaviour
- School performance trends



Staff Wellbeing.





Exit Interviews

An important part of improving staff wellbeing is to understand why people leave and to take appropriate action to improve retention. While using a survey is one way to collect anonymous feedback, it doesn't allow for probing or asking more detailed questions. An effective exit interview means you will collect more specific and actionable information.



The interview needs to be conducted by someone with enough experience and confidence to ask the right questions and who is likely to be trusted by other staff members. It shouldn't be the headteacher or principle or the line manager of the person who is leaving.

Their role is to make the experience positive and the person leaving must feel like they have their best interests in mind (and this should be the intent of the interviewer). They have to make them feel comfortable and encourage them to give candid feedback without repercussions.

Even though this is an exit interview you never know who they will speak with or who you'll end up working with again. You can use the information to improve staff wellbeing and retention of other key staff. Treat them well, listen and show them you value their opinion.

Interview Questions

Below are a range of questions that will help you understand what steps you can take to meet staff expectations and help to create a place where people really want to work.

Why are they leaving

If it's for a new role:

- What prompted you to start looking for a new job?
- What ultimately led you to accept the new position?

General questions:

- Why are you leaving? You may know from their resignation letter and this is an opportunity to explore and confirm details.

[#welbee.co.uk](https://www.welbee.co.uk)

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or to leaving?

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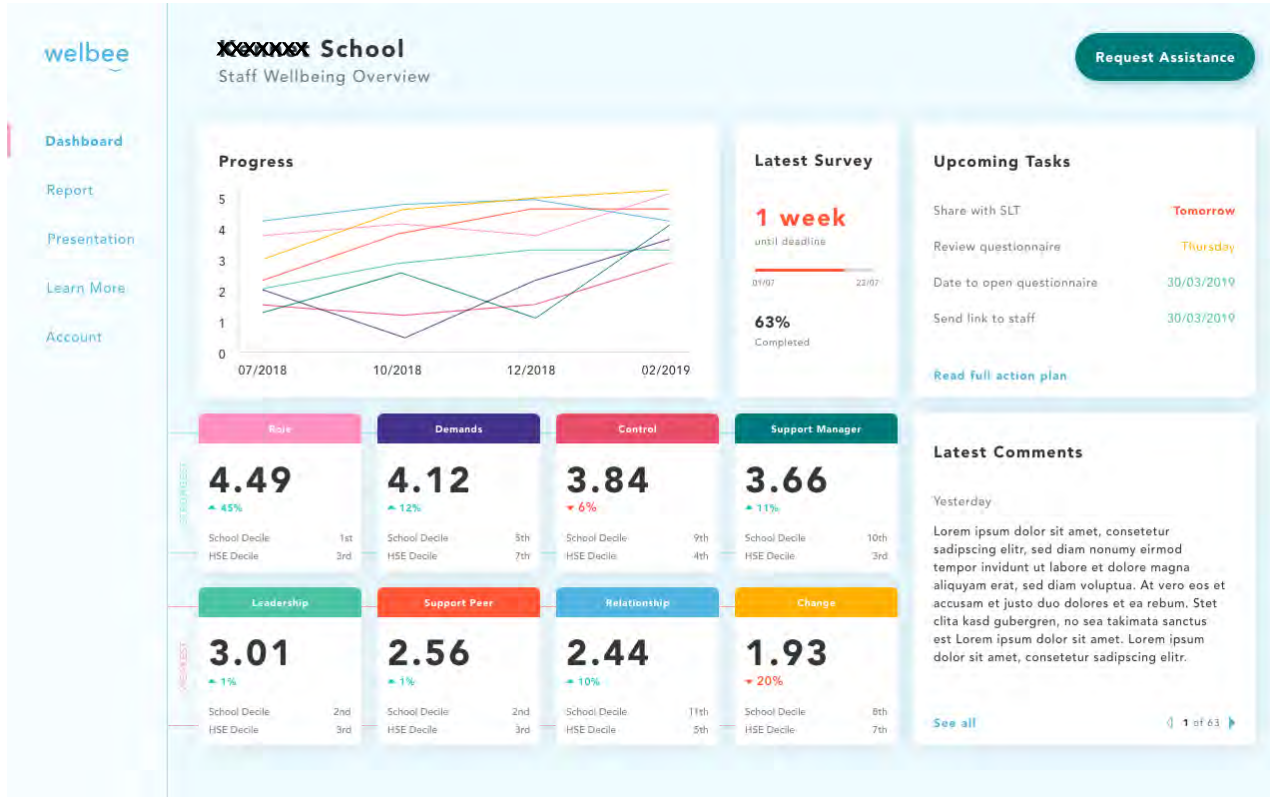
here? You can ask

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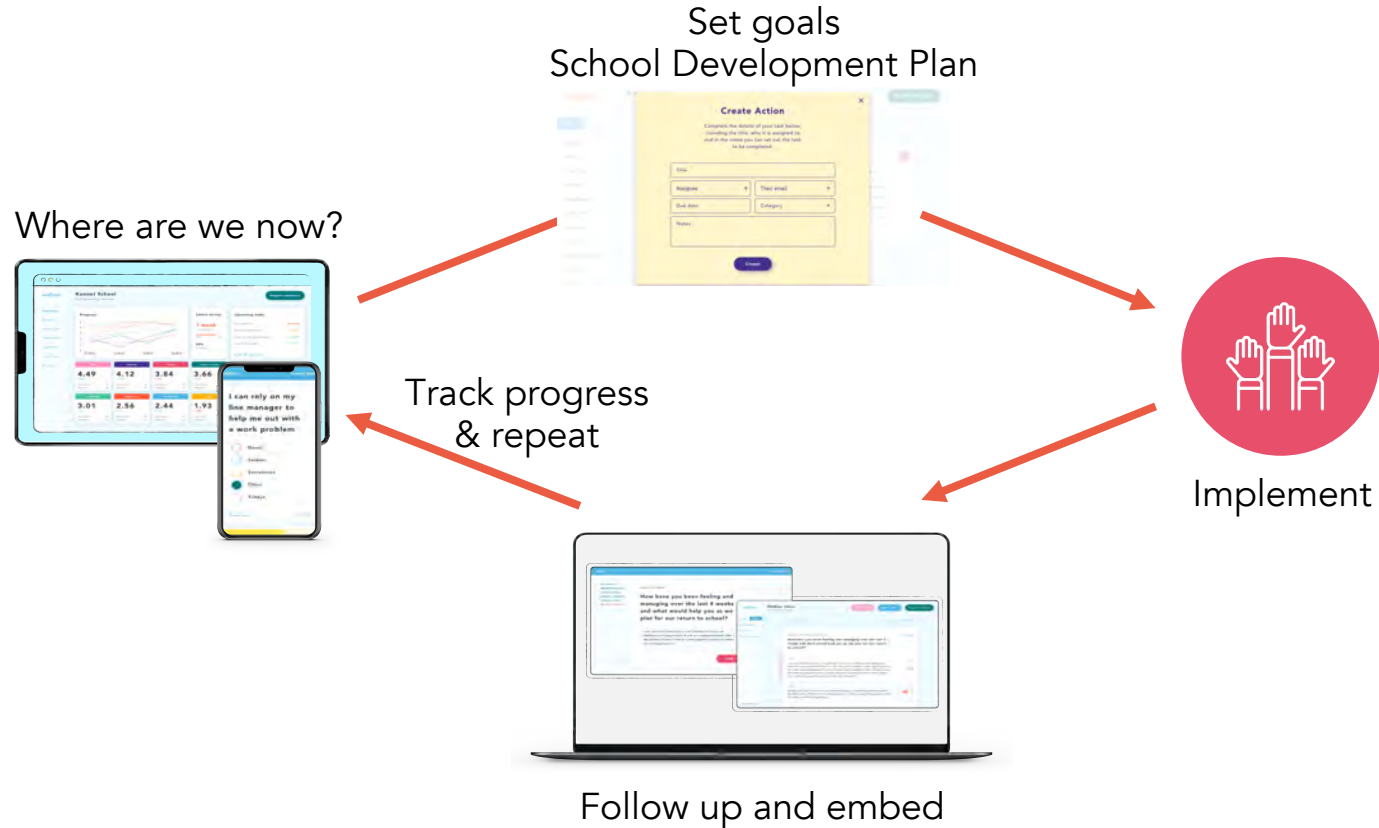
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2

Staff Survey.



Systemise Improving and Monitoring Staff Wellbeing.



GET IN TOUCH



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<https://welbee.co.uk>