

Wellbeing for Education
LEICESTERSHIRE



Staff Wellbeing

Audit and Action Plan Workshop

Mon-13-Mar 2023 | 12.15PM to 3.00PM

Introductions!

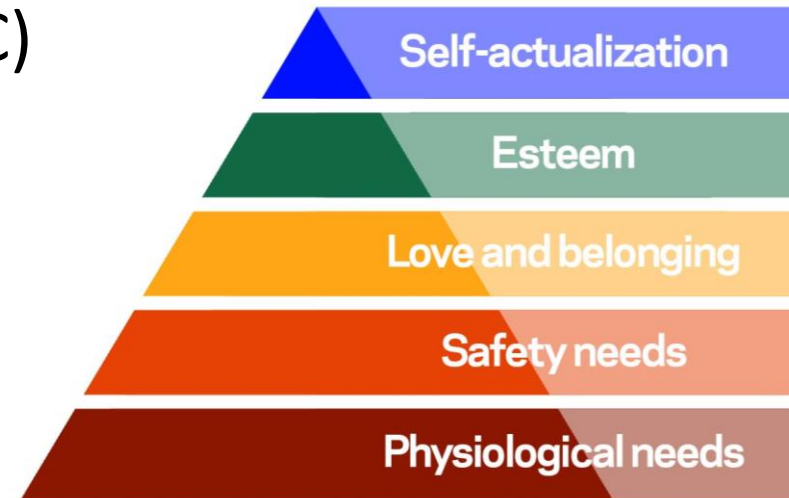
Who are you?
Where do you work?
Why are you here?



Mental Health and Wellbeing

“Feeling good and functioning well” (DHSC)
Subjective and objective wellbeing

What do we mean by staff wellbeing?
What are we responsible for?



Benefits of Workplace Wellbeing

- Improved motivation, productivity, performance
- Reduced absenteeism / presenteeism
- Reduced staff turnover and higher retention rates
- Helps to develop a positive culture



Teacher Wellbeing Index 2021



<https://www.educationsupport.org.uk/media/qzna4gxb/twix-2021.pdf>

77%

experienced symptoms of poor mental health due to their work

72%

are stressed (rising to 84% for senior leaders)

46%

always go into work when unwell (rising to 54% for senior leaders)

42%

think their organisation's culture has a negative impact on their wellbeing

54%

have considered leaving the sector in the past two years due to pressures on their mental health

Causes of Poor Workplace Wellbeing

- Excessive workload
- Poor work / life balance
- Presenteeism (feel compelled to come to work when unwell)
- Negative impact of organisational culture
- Lack of trust from management
- ITT courses left them ill-prepared to manage their own wellbeing
- ITT courses left them ill-prepared to manage their students' wellbeing
- Lost sense of purpose
- Covid-19 pandemic
- Personal reasons (e.g., family issues / health concerns / financial worries)

Key Principles

“Never discourage anyone who continually makes progress, no matter how slow ... even if that someone is yourself.”

- It's about progress (the Chinese bamboo tree)
- Meaningful improvement takes time
- Work smarter not harder
- Wisdom comes from silence
- You are the expert in your setting (Japanese radio calisthenics)
- It's all about the application
- Do not ignore the root cause(s)



Energy Vampires



- Refers to people whose influence leaves a person feeling
- exhausted, unfocused, and depressed
- American comedy horror television series *What We Do in the Shadows* include the character Colin Robinson, a metaphorical and literal “energy vampire” who drains people’s life forces by being boring or frustrating
- Could also be a substantial piece of work or ongoing process that saps energy

Audit

- Measure your setting against a series of good practice prompts
- Audit at regular intervals
- Validate your knowledge and assumptions
- If you don't know the answer, the action becomes
'How can I find out?'



Action Plan

- Helps you focus and make decisions
- SMART acronym
- Use a format that works for you
- Kanban Board
- OKR Table

Example Kanban Board https://miro.com/app/board/uXivOnoQu8s=?share_link_id=952666961216

Example OKR Table https://miro.com/app/board/uXivOnoQu_k=?share_link_id=774694288465



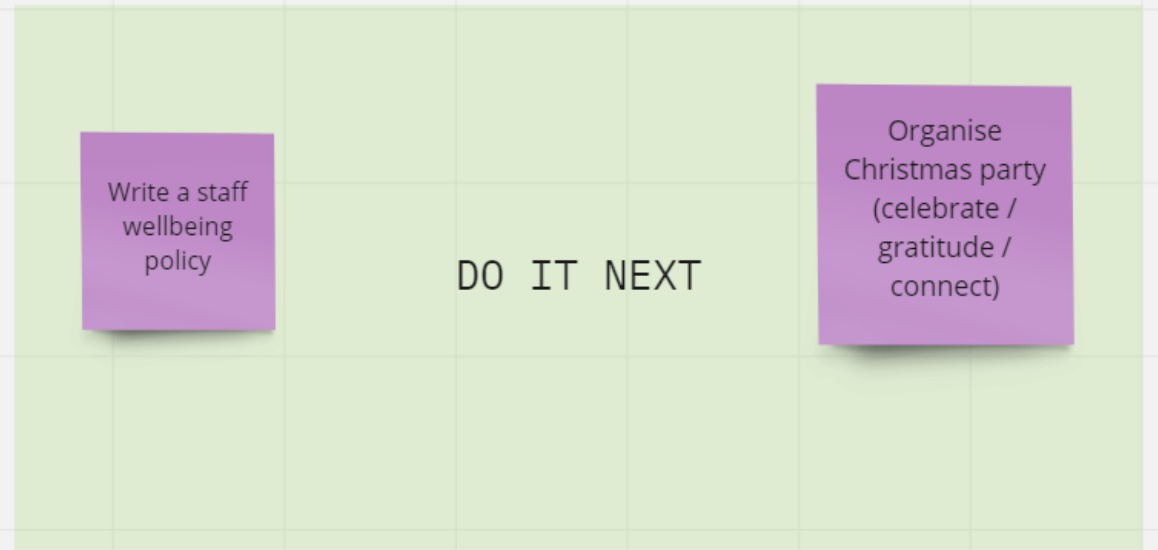
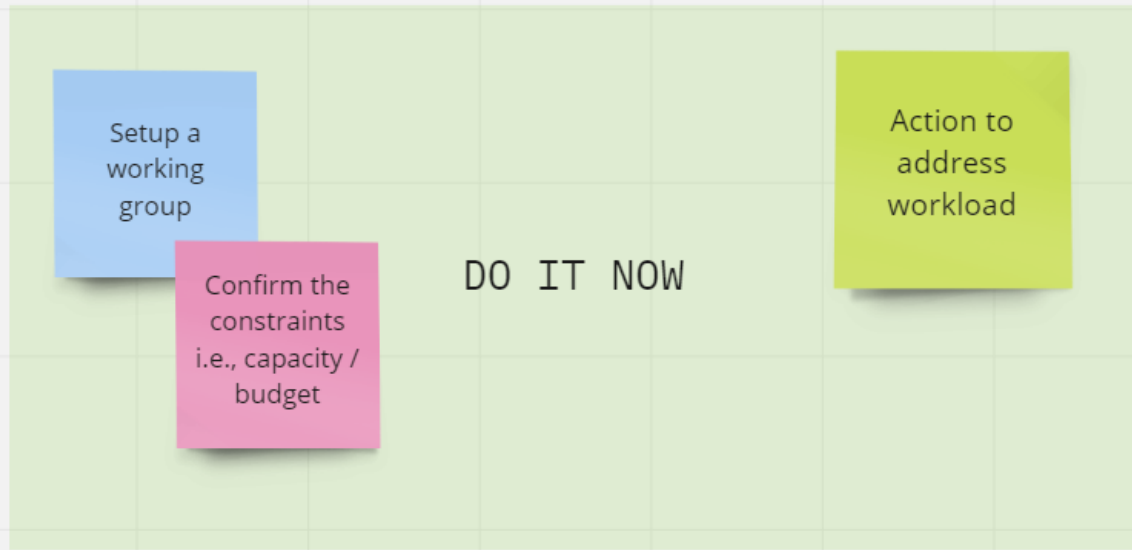
Action Plan – Top Tips

**“Start by doing what is necessary; then do what’s possible;
and suddenly you are doing the impossible.”**

- Involve others
- Add your own goals / prompts
- Have scalable goals
- Focus on the next action
- Test, learn, and build
- Own it and keep the plan alive
- Prioritise your actions



HIGH IMPACT



LOW IMPACT



LOW EFFORT

HIGH EFFORT

Whole School Approach – Staff Wellbeing

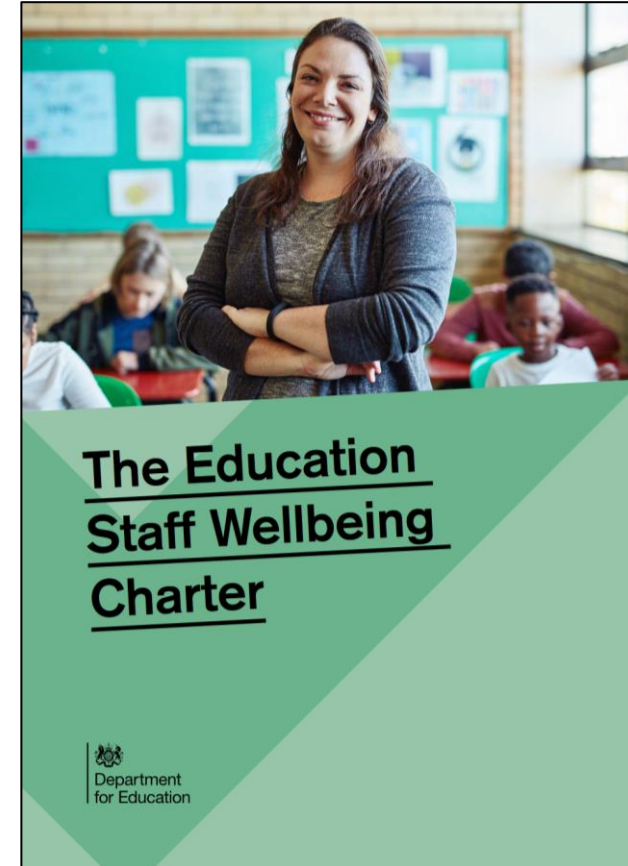
- Leadership and management demonstrate a commitment to staff wellbeing
- Leadership and management ensure changes are supported and embedded
- The mental health and wellbeing needs of staff are appropriately assessed
- Actions are taken to enhance staff wellbeing
- Staff should be able to access training to increase their knowledge of MH&W



1. Leadership and Management - Commitment

- Clear values and long-term objectives
- Staff wellbeing policy
- Workplace wellbeing charter
- Investment (capacity and / or financial)
- Culture and practice

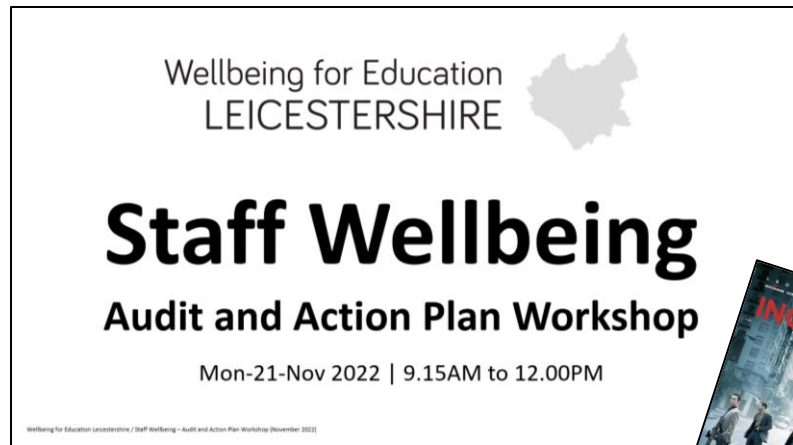
<https://www.gov.uk/guidance/education-staff-wellbeing-charter>



2. Leadership and Management – Support

- Governor for staff wellbeing
- Designated staff wellbeing lead
- Staff wellbeing working group
- Staff wellbeing audit and action plan
- You Said, We Did

[No link needed because this is us. now!](#)



3. Assessing Staff Wellbeing

- Staff wellbeing measures / tools
- 1-2-1 conversations
- Group conversations
- Ad-hoc / responsive



Measures / Tools

- Use a questionnaire to identify feelings and concerns
- Validated questionnaires are ‘reliable’ and ‘valid’ (i.e., evidence-based)
- Measures should be repeated at regular intervals
- Some suggestions include:

Teacher Wellbeing Index

<https://www.educationsupport.org.uk/resources/for-organisations/research/teacher-wellbeing-index/>

Anna Freud ‘Wellbeing Measurement for Schools Staff Survey’

<https://www.annafreud.org/media/13448/wellbeing-measurement-for-schools-staff-survey-final-version-290321.pdf>

Teacher Subjective Wellbeing Questionnaire (TSWQ)

<https://osf.io/z8rg5/>

Twinkl ‘COVID-19 Staff Wellbeing Self Assessment’

<https://www.twinkl.co.uk/resource/staff-wellbeing-self-assessment-coronavirus-covid-19-school-reopening-t-slt-1185>

Statement	Answers
My work has a positive impact on my mental health and wellbeing.	<input type="radio"/> All of the time <input type="radio"/> Often <input type="radio"/> Some of the time <input type="radio"/> Not at all
In my school / college, staff are encouraged to speak openly about their mental wellbeing.	<input type="radio"/> Strongly agree <input type="radio"/> Agree <input type="radio"/> Disagree <input type="radio"/> Strongly disagree
In my school / college, we have a mental health / wellbeing policy in place, which includes the mental wellbeing of staff.	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know
Have any of the following caused you to feel stressed or unhappy at work over the last 2 weeks (select as many as apply)?	<input type="radio"/> Accountability (including performance, test scores, inspections) <input type="radio"/> Workload and work-life balance <input type="radio"/> Administrative tasks <input type="radio"/> Relationship with parents <input type="radio"/> Relationship with colleagues <input type="radio"/> Relationship with senior leadership team <input type="radio"/> Pastoral concerns relating to pupils - e.g. mental health, safeguarding and behaviour <input type="radio"/> Other <input type="radio"/> I have not felt stressed or unhappy at work over the last 2 weeks
If I felt stressed or worried at work, I would be most likely to seek help from (select as many as apply):	<input type="radio"/> Line manager <input type="radio"/> Senior leadership team <input type="radio"/> A colleague in a similar role to myself <input type="radio"/> My GP <input type="radio"/> A mental health professional (e.g. a counsellor, over the phone or face-to-face) <input type="radio"/> A friend or family member who does not work at my school/college <input type="radio"/> Nobody <input type="radio"/> Other <input type="radio"/> I have not felt stressed or unhappy at work over the last 2 weeks

If I approached my manager with concerns about my mental wellbeing, I am confident that I would be well supported.	<input type="radio"/> Strongly agree <input type="radio"/> Agree <input type="radio"/> Disagree <input type="radio"/> Strongly disagree
My school / college senior leadership team takes active steps to support the mental wellbeing of all staff.	<input type="radio"/> Strongly agree <input type="radio"/> Agree <input type="radio"/> Disagree <input type="radio"/> Strongly disagree
Which of the following types of initiative do you feel would be most valuable to improving your mental wellbeing at work?	<input type="radio"/> Increased information, training and awareness about staff mental wellbeing <input type="radio"/> Peer support <input type="radio"/> Access to occupational health/professional mental health support <input type="radio"/> Time off and flexible working schemes <input type="radio"/> Reduction in workload <input type="radio"/> Limiting working hours <input type="radio"/> More/better supervision from managers <input type="radio"/> Other

USING THE RESULTS

The results from this section could be used to identify improvement targets and develop an action plan. The responses could help identify specific steps that could be taken that could improve staff wellbeing or reduce stress.

Participant responses may also suggest how well supported staff are feeling and identify where support could be improved.

Repeating the questions in this section could provide evidence of progress towards targets.



Teacher Subjective Wellbeing Questionnaire

Below are some questions about your experiences as a teacher. Read each sentence and choose the one response that best describes how you felt in the past month.

	Almost Never	Some- times	Often	Almost Always
1. I feel like I belong at this school.	1	2	3	4
2. I am a successful teacher.	1	2	3	4
3. I can really be myself at this school.	1	2	3	4
4. I am good at helping students learn new things.	1	2	3	4
5. I feel like people at this school care about me.	1	2	3	4
6. I have accomplished a lot as a teacher.	1	2	3	4
7. I am treated with respect at this school.	1	2	3	4
8. I feel like my teaching is effective and helpful.	1	2	3	4

4. Actions that Improve Staff Wellbeing

Recovery, Re-introduction and Renewal:
Safe and Successful Returns to School

A Handbook for Schools and Education Settings following Critical Incidents

Supplemented by online resources <https://www.aep.org.uk/recovery-re-introduction-renewal/>

'It is possible to prepare for the future without knowing what it will be. The primary way to prepare for the unknown is to attend to the quality of our relationships, to how well we know and trust one another.'

Margaret Wheatley, 2004

School Planning Tool for Staff Wellbeing

Promoting staff wellbeing in your school

Questions to prompt reflection and action

1 PROMOTING WELLBEING AWARENESS

Does your school have a policy specific to staff wellbeing?
Are policies and processes implemented clearly and equitably?
Is there a designated staff member who leads on promoting staff wellbeing?
Is there a working group/network, with a representative range of staff members, who are focusing upon promoting staff wellbeing?
Is staff wellbeing on your weekly staff meeting agenda and your weekly SLT meeting agenda?
Do you have systems in place to gather views of all staff?
How do you support your staff's understanding of mental health and wellbeing?
What support is available for staff members to check-in and access support around their mental health and wellbeing, if and when needed?
Is there clear communication to staff about both internal and external pathways to support?
Does your school have a staff member peer support or buddy system in place?

2 DEVELOPING POSITIVE RELATIONSHIPS

How do you support positive staff-staff relationships in school?
How do you support positive staff-children and young people relationships in school?
How do you support positive children and young people-children and young people relationships in school?
How do you support positive parent-parent relationships in school?
How do you support positive staff-parent relationships in school?
How do you support positive children and young people-parent relationships in school?
In what ways do you involve parents in the school community?

3 MEETING HUMAN NEEDS

Is there a space for staff members that is dedicated and protected?
Is this space appealing and comfortable?
Are basic toiletries available in the staff toilets?
Are there inspirational quotes or artwork where staff members spend their time?
Is the dishwasher loaded/unloaded or washing up carried out?
Is there tea, coffee, cakes, biscuits or fruit available in the staffroom?
Is it free? Is there an opportunity to offer a weekly hot lunch for staff members?
Is there an opportunity to provide food when school commitments lead to missing meals?
Is there a way of protecting lunchtimes and break times, as 'breaks' i.e. no working time?
Could lunch be provided on training days?
Are staff members offered any reflection time as part of their school day?

16 • Recovery, Re-introduction and Renewal: Safe and Successful Returns to School

4 ENCOURAGING A WORK-LIFE BALANCE

Is there an expectation that all staff members run after school clubs?
Can staff members request to or do you offer additional leave for family commitments?
Is there a work e-mail curfew (particularly relating to sending e-mails to parents)?
Do staff members' e-mail signatures note the days that they do not work?
Are there inclusive social gatherings arranged and times when staff members can socialise?
Does the school offer flexibility in working during PPA time, which may include working from home? Do discussions take place about how to manage workload?
Are there opportunities to negotiate workload?
How much autonomy do staff members have or feel they have over their workload?

5 SHOWING APPRECIATION

How are work achievements of all staff members celebrated in the school?
Are additional tasks, that go above and beyond, acknowledged and by whom?
In what way is appreciation encouraged between staff members (e.g. silent stars)?

6 DEVELOPING A POSITIVE ETHOS AND VALUES

What are the signs that your school is a trusting and caring environment?
How would others, who are part of your school community (staff, children and young people, parents), describe the culture and identity of the school?
What does respect mean to you within your school?
Are Restorative Principles embedded within your school?
How does the school value its employees and invest in them?
Is there permission and time for humour and fun (adult to adult; adult to children and young people; children and young people to children and young people)? Does the language being heard reflect the ethos of the school (adult to adult; adult to children and young people; children and young people to children and young people)?
How does the culture and ethos of the school encourage open communication, particularly when it comes to talking about concerns?
How have visitors coming into school talked about their first impressions and atmosphere of the school?
Are staff given permission to think about their wellbeing and is this given priority?

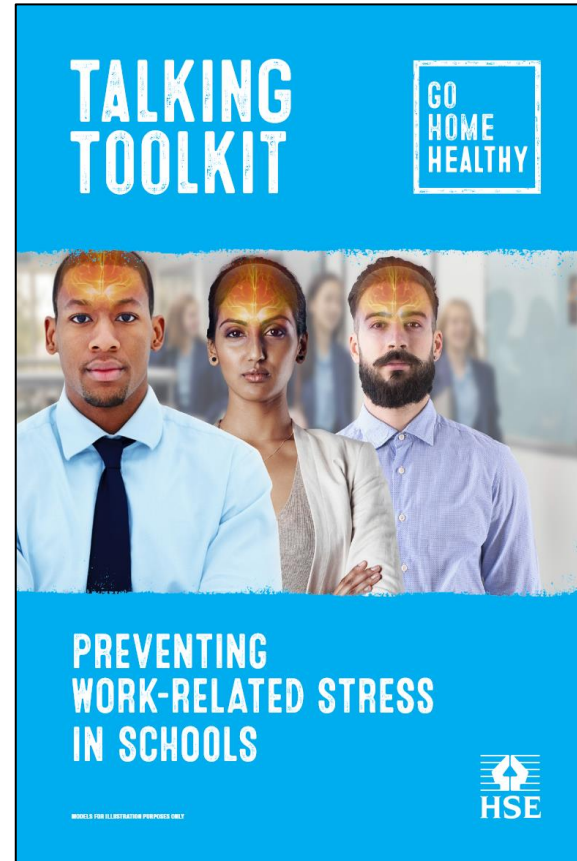
Questions derived from what has worked well in Nottinghamshire schools.

Recovery, Re-introduction and Renewal: Safe and Successful Returns to School • 17


<https://www.aep.org.uk/recovery-re-introduction-renewal/>

5. Mental Health and Wellbeing Training

- MH&W Awareness Training
- Targeted Training
- Psychological First Aid
HSE Talking Toolkit - <https://www.hse.gov.uk/gohomehealthy/assets/docs/educationTalkingToolkit.pdf>
- MindEd
<https://www.futurelearn.com/>
- MindEd
<https://www.minded.org.uk/>
- System to monitor / prompt



Online Courses / Psychology & Mental Health


UK Health
Security
Agency

Psychological First Aid: Supporting Children and Young People

★★★★☆ 4.5 (1265 reviews)

Get Psychological First Aid training to support children and young people's mental health during emergencies and crisis situations

[Join course](#)

79,676 enrolled on this course

What are you going to prioritise?
Workshop reflections? Any questions?

Book your 1-2-1s (Spring Term and Summer Term)

<https://doodle.com/bp/adambillson/wfel-staff-wellbeing-workshop-121s>

Wellbeing for Education Leicestershire

Dr Pooky Knightsmith | Self-care for exhausted educators Webinar

<https://youtu.be/pPzBYkXkDxk>

Adam Billson | Tel. 07921 841 004 | Email. adam@billsonconsultingltd.com