

Developing Our Staff Living Well Strategy for Staff

Aims:

- Living Well to help our colleagues thrive and value them as people.
- Living well to develop self-care and personal responsibility.
- Living well to help our teams develop effectiveness and mutuality.
- Living well to promote fairness, equity and responsibility to each other.
- Living well with fidelity to St George's aims and ethos.
- Living well so staff access support services available to them to sustain well being.
- Living well to prompt effectiveness and tackle unnecessary workload and ineffective practice.
- Living well to create a culture where support is always available when you need it.
- Living Well to make St George's a psychologically safe place to work. We thrive in a high challenge - low threat culture.
- Living Well to make St George's an irresistible place to learn.

'Nurturing our community to thrive through opportunities, innovation, and love.'

Living Well Strategy



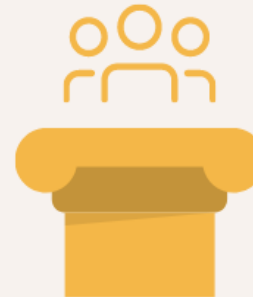
OUR SCHOOL CULTURE

Our shared Vision and Values, attitudes, and behaviours make Living Well visible in the fabric of our school community.



OUR SCHOOL SYSTEMS

Policies, processes and routines are integrated to ensure Living Well permeates our systems.



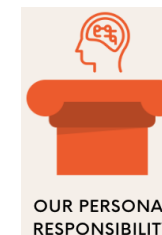
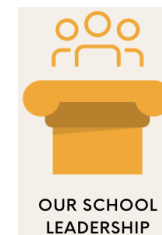
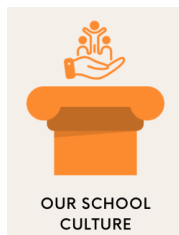
OUR SCHOOL LEADERSHIP

Leaders in all teams value, champion and model Living Well through their behaviours and expectations.



OUR PERSONAL RESPONSIBILITY

We are proactive in engaging with and promoting the Living Well philosophy.



<p>Directed Services Funded and Signposted to support staff.</p>	<ul style="list-style-type: none"> • Direct Services available and communicated to all teams. • Direct Services have a high profile and are shared and promoted in communal spaces • Access to Directed Services is considered positive and proactive • Understanding from governors and SLT that this is an essential aspect of human resources and leading people, not a 'bolt on' • HR entry to exit route for staff established to evaluate systems and culture: <ul style="list-style-type: none"> - Included in recruitment & retention strategies (e.g Work With Us section on website) - All job descriptions & role-based risk assessments to embed this 	<ul style="list-style-type: none"> • Living well and well-being focus recorded in appraisal for every member of staff. • MH lead produces Living Well Termly Sway with input from staff including promotion of direct services and case studies sent out with a bulletin • SLT and governors ensure that we commission access to MHWB services as part of SLA. • QR codes for Direct Services reviewed and updated annually. Published in bulletin, staff rooms, SWAY etc. • Directed Services included in HR processes, built into: <ul style="list-style-type: none"> - staff induction - job descriptions - absence/return to work processes - Appraisals - personal risk assessments - staff exit questionnaires. • SLT provide coaching for leaders and managers in the first instance, then curriculum staff 	<ul style="list-style-type: none"> • SLT provide resources that support staff following self-review. • SLT ensure effective signposting as part of welfare meetings, return to work etc. • SLT and governors commit to funding of directed services. • Leaders listen, are approachable when staff need support. • Leaders model and encourage use of direct services • Governors periodically (at least annually) discuss and advocate for direct services on their agenda • HR and line managers implement directed service access as part of their routine work. • Mental Health Lead/HT periodically checks in with direct services to explore bespoke offer for St George's. • Ensure annual health screening on site.. 	<ul style="list-style-type: none"> • All staff undertake responsibility to access early help for physical, emotional and mental health. • All staff consider access to direct services where relevant • All staff share the need for support with line managers or adult mental health first aiders where they feel appropriate • All staff review their own needs through tools such as Wheel of Life, Via strengths survey • All staff advocate for themselves and others to the appropriate leaders where they feel support can be accessed. • All staff promote living well services and respect confidentiality.
<p>Staff Voice</p>	<ul style="list-style-type: none"> • Feedback opportunities are considered integral to school progress and improvement Evident in all teams • All staff feel that their perspective is valued if they are aligned to the school's vision and values. • Ensure multiple formats for feedback so that everybody can engage in some way or their chosen preference • A range of different feedback 	<ul style="list-style-type: none"> • Teams include opportunities for feedback in their meetings • Feedback opportunities planned in to staff meeting time • Cross teams staff forum meets twice a year (suggested January and June). • Annual review of workload • Annual Wellbeing Survey (with NHS input to ensure that questions 	<ul style="list-style-type: none"> • Leaders model high challenge low threat model in relation to staff voice at all times. • Governors review and challenge school leaders on, feedback from staff surveys • Governors are asked to independently engage with staff voice (ECT meetings, staff forum etc). 	<ul style="list-style-type: none"> • All staff engage with opportunities to feedback - being timely, effective, proactive and solution-focussed • All staff recognise that these are appropriate channels for highlighting issues and effecting change. • All staff are respectful and professional in sharing their views,

	<p>opportunities allow staff to provide feedback. Nobody's voice is diminished by a particular form (e-surveys for example).</p> <ul style="list-style-type: none"> • Menu of opportunities provided for staff voice through quick surveys, team meetings, annual questionnaires etc. • Entry to exit focus on staff voice, 	<p>are fully relevant & far-reaching)</p> <ul style="list-style-type: none"> • The governing body has a named Living Well Governor • Curriculum teams identify areas of need and plan in staff voice opportunities to inform their work. • Appraisal captures staff voice. All staff can independently add their own notes. 	<ul style="list-style-type: none"> • Guarantee that staff feedback is never personalised by response from leaders. • Leaders engender a culture of constructive feedback • Leaders share information appropriately, safeguarding where needed, speaking professionally to and about others. High conduct expectations for leaders in relation to discussing staff. • SLT use Annual Survey results to inform action planning including the SDP • Governors monitor headteacher and leader wellbeing with tools such as the NGA Wellbeing Evaluation Tool 	<p>feedback and opinions.</p> <ul style="list-style-type: none"> • All staff respect confidentiality in relation to feedback; especially when commenting on other colleagues.
Workload	<ul style="list-style-type: none"> • School uses effective planning tools to mitigate unreasonable workload. • Change is driven by evidence based practice and research in all teams. • All demands, regardless of external pressures, are designed to allow staff to perform well whilst being mindful about achievability • Staff consider the impact of their work on others within and across teams, sharing and streamlining fairly 	<ul style="list-style-type: none"> • MH lead/ SLT carry out Annual Workload Review and action plan accordingly. • School plans effectively to ensure workload considerations including: <ol style="list-style-type: none"> 1. Long Term SDP to remove emphasis on annual change. 2. Annual calendar. 3. Investment in release time for SDP work. 4. Investment in CPD and meeting time for all teams. 5. Use of EEF planning tools to ensure effective change management. • Workload discussion is part of appraisal for all staff. • Curriculum leads use short menti-metre surveys on key aspects of workload • Team meetings are focussed, constructive, and result in actionable, delegated points • TOIL and overtime processes are transparent and fair. 	<ul style="list-style-type: none"> • Leaders apply following workload principles: <ol style="list-style-type: none"> 1. Timely notice for all deadlines. 2. Always support if staff need further guidance. 3. Accessible and informed diary planning so staff know what it coming up. 4. No expectation to read e-mails after 4.30 in any team. 5. Avoid use of Whats App and other media outside working hours for staff communication. 6. Minimise e-mails. Use a weekly staff bulletin for all non urgent information. • All teams have termly feedback opportunities with SLT lead either directly or through their line manager. • Leaders ensure consultation with all staff teams on any meaningful change. • Curriculum teams use the findings from their curriculum reviews and surveys to review their expectations and share effective 	<ul style="list-style-type: none"> • All staff review their own working practices against school policy. • Staff act on help, support and training so they can be more effective. • Staff use school's planning tools (annual calendar, google calendars etc to ensure they are organised and they don't negatively impact on others. • All staff do their fair share and work equitable within their teams. Responsibility is always shared in the team. • All staff to approach line manager/ use appropriate channels for support where workload feels challenging • All staff understand that flexibility may be required when covering absences or managing unforeseen circumstances

			<p>practice</p> <ul style="list-style-type: none"> • Leaders, including governors, seek and apply guidance such as the DFE Workload Toolkit • Leaders Seek to establish evidence-based practice and research on effectiveness • Leaders demonstrate forward planning, flexibility and reflection when staffing issues may require redeployment or cover • Leaders protect the rights of children with support hours when covering or redeploying staff 	
Living Well Groups	<ul style="list-style-type: none"> • Living Well Groups are inclusive and open to every staff member and governor. • Living Well groups are affordable and accessible • Living well groups are recognised and promoted in staff communications 	<ul style="list-style-type: none"> • MH lead conducts Annual review of Living Well groups, including options, inclusion etc, engaging with local providers • Groups are able to access school premises where possible if needed • MH lead dedicates space in half-termly Sway for promotion of Living Well Groups 	<ul style="list-style-type: none"> • SLT have committed seed money to the groups • Mental Health Lead to annually review the needs of groups and assess support required for any new groups 	<ul style="list-style-type: none"> • Group members are inclusive to all school staff • Group members fulfil their commitments to the group and communicate • Group members share pictures/information for promotion
Staff and peer day-to-day recognition	<ul style="list-style-type: none"> • Always approach to staff well being and appreciation measures. • Living Well culture and resources have high value. Includes book areas, signposting to podcasts, online resources etc. • Employee of the Month and other initiatives given high profile with staff, newsletter etc. 	<ul style="list-style-type: none"> • Always approach to appreciation measures. Staff teams can control their own areas. Includes: <ol style="list-style-type: none"> 1. Appreciation station-type boards and messaging areas. 2. Free tea, Coffee, and milk 3. Staff rate school meals 4. Catering and refreshments at staff events 5. Self care resources in bathrooms 6. Cakes for celebration 7. Resources for peer support such as 'hug in a mug', 'appreciation station' provided. • Allocated responsibilities for upkeep / monitoring of resources for appreciation • Periodic purchasing for upkeep of resources scheduled where possible 	<ul style="list-style-type: none"> • SLT ensure funds are allocated for acts of appreciation. Ensure small recognition measures in place: • Leaders demonstrate appreciation and provide their team with ways to celebrate each other • Leaders encourage/support team cohesion through social opportunities 	<ul style="list-style-type: none"> • All staff recognise the value of practising appreciation and actively look to see and highlight positives in ourselves and others • All staff embody our RESPECT values in our professional development • Support or check-in with each other.