



# A Wellbeing Strategy?

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HASG FORUM MEETING  
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At a time when staff are under increasing pressure to raise standards, meet objectives and work to performance related increments, wellbeing is key to ensuring a happy and engaged workforce.

A well planned and considered strategy sends a clear message that this is a school that invests in its people.

- What can you do, as a governor, to ask the right questions to explore whether there is a culture of staff wellbeing and engagement within your school?



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- What is “well being”?
  - What is “engagement”
  - Why have a wellbeing and engagement strategy?
  - What is the role of governors?

# Stephen Drew

– keynote speaker at the Governors' Conference

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Brentwood County High School (BCHS)  
don't have a Behaviour Policy  
- they have a

← Success Policy



“It's not about us.... It's about them (the students).”



# What is Wellbeing?

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Oxford English Dictionary:

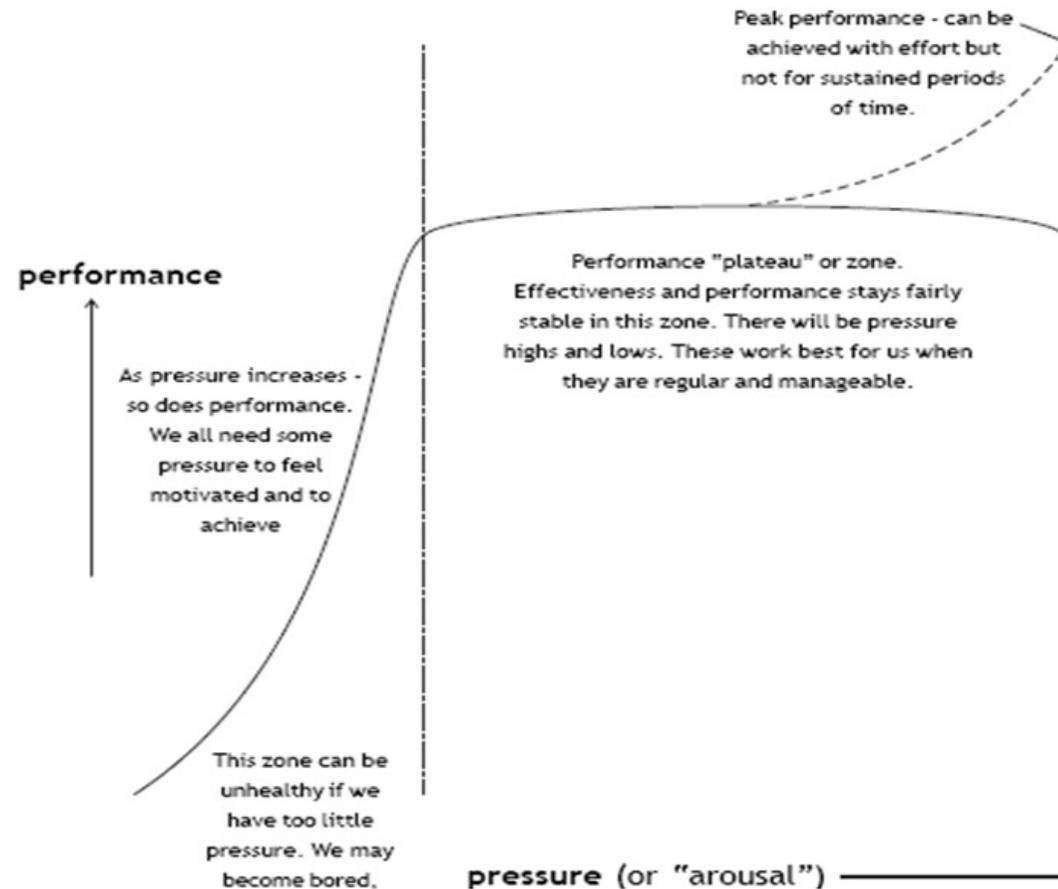
The state of being comfortable, healthy, or happy

Well being is the state when we rise to the challenges and the effects are positive – we feel healthy, good about ourselves, our relationships with others are good and we perform better.

**Well being at work: Healthy, happy workforce which is well motivated and effective**

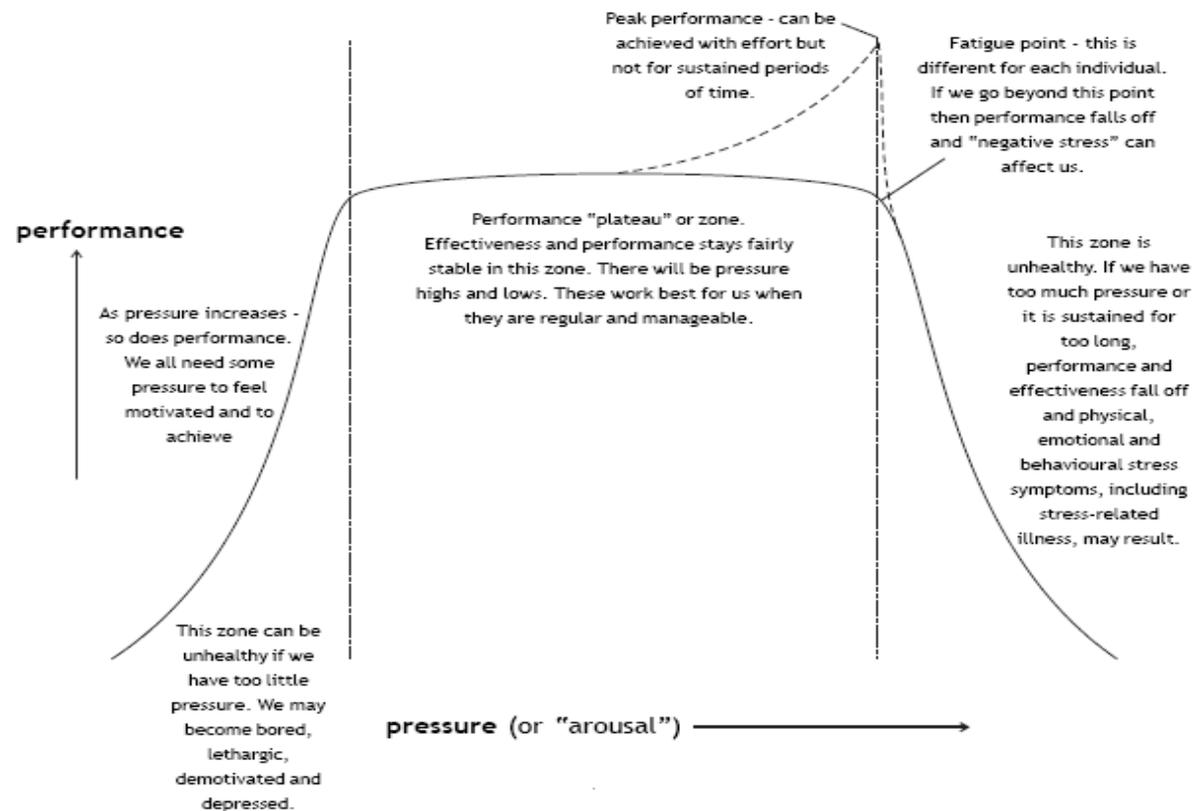


We all have pressure in our lives and stress is a natural psychological and physical reaction to challenge and demands – we all need some pressure to feel motivated and to achieve



# Negative Impact of Stress

When we feel that we can't cope with this, we experience negative effects of stress – with a reduction in performance and effectiveness and physical and emotional stress symptoms which may cause illness.



# Who *might* be stressed?

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Everyone! Not just the teachers – if cleaners are stressed and not doing their job properly, everyone is affected.

Support staff – taking on more responsibility but can still be a feeling of us and them - teaching and “non” teaching staff

Senior Leadership Team – balancing their own and others’ workload and leading the learning

Middle leaders – can be a group vulnerable to stress – squeezed from both ends!

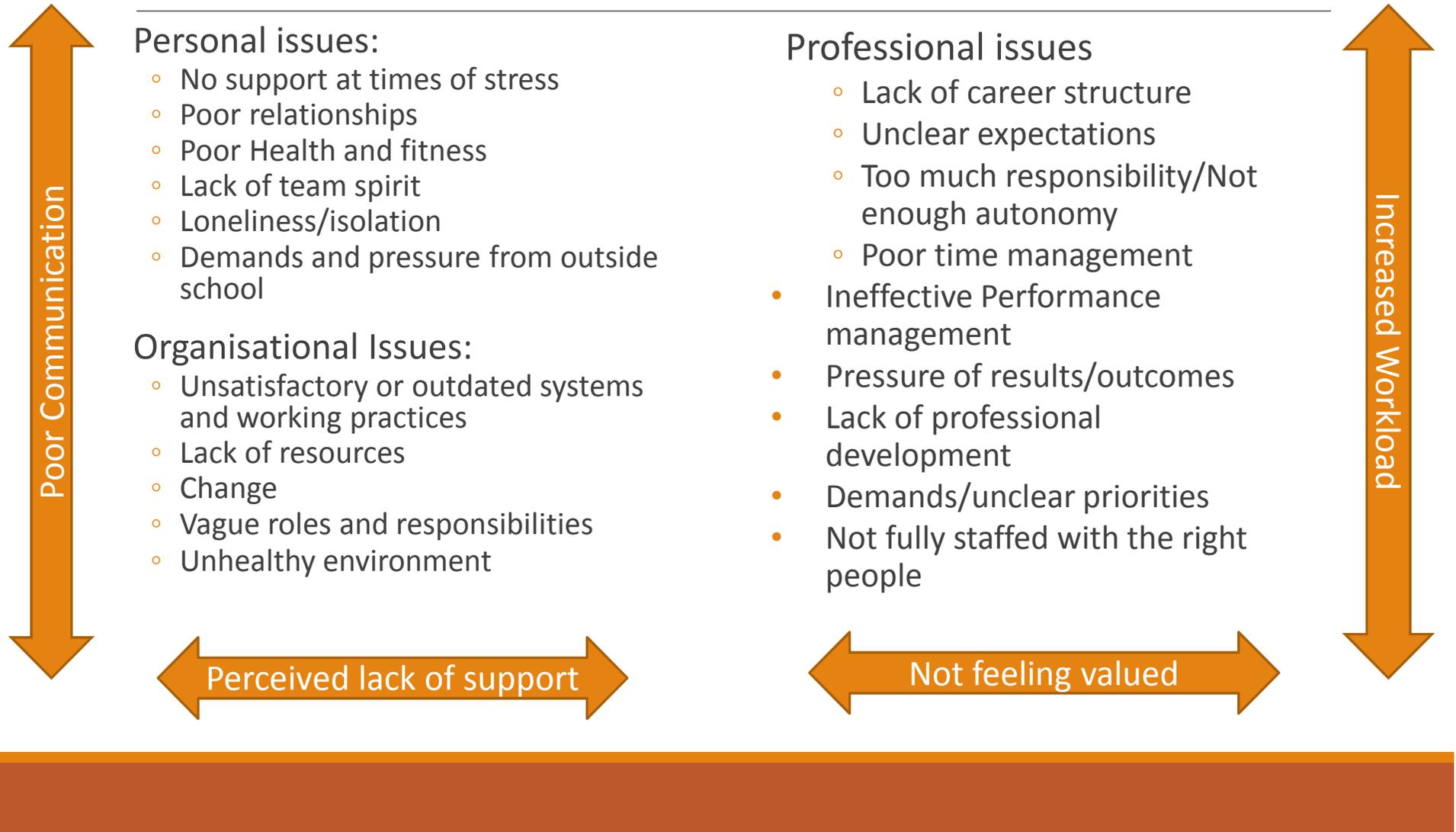
Headteacher – often overlooked by national agreement and may feel isolated – dealing with well-being of others whilst their own is neglected. Important to provide dedicated headship time and support particularly from the governing body.

Students – what support is in place for them?

Governors – having to make time in their often already stressful lives, to make a voluntary contribution to the school – support each other consider your own work-life balance, ask for help!



# What might cause stress?





These different factors can be stressful on their own. They often interlink and when someone is expressing all of them together it can become overwhelming



# HSE Management Standards

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Demands – this includes issues such as workload, work patterns and the work environment.

Control – how much say the person has in the way they do their work.

Support – this includes the encouragement, sponsorship and resources provided by the organisation, line management and colleagues.

Relationships – this includes promoting positive working to avoid conflict and dealing with unacceptable behaviour.

Role – whether people understand their role within the organisation and whether the organisation ensures that they do not have conflicting roles.

Change – how organisational change (large or small) is managed and communicated in the organisation.



# Risk Assessment Handbook (sept 2011)

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A risk assessment is nothing more than a careful examination of what could cause harm to people, so that you can weigh up whether you have taken enough precautions or should do more to prevent harm. It should identify **practical actions that protect people from harm and injury**



Schools are low risk environments, albeit with some higher risk areas and we would therefore expect that health and safety activity is **proportionate**, with more consideration being given to significant risks and thus risk assessments would be expected in these circumstances.

<b>Recommended Assessments</b>		
<b>Hazard area</b>	<b>Model risk assessment available</b>	<b>Comments</b>
Caretaking duties	 Word 2003, 109kb/5 pages, 24/09/2014, <a href="#">caretaking_duties.doc</a>	
Contractors on site	 Word 2003, 100kb/6 pages, 02/11/2010, <a href="#">contractors_site.doc</a>	
Equipment / Power Tools	 Word 2007, 391kb/2 pages, 18/12/2014, <a href="#">equipment_power_tools.docx</a> <b>New</b>	
Home visits / Lone working	 Word 2003, 55kb/2 pages, 02/11/2010, <a href="#">loneworking_home_visit.doc</a>	Schools using the model policy template would already have identified general controls for managing 'routine' lone working in school.
Premises	 Word 2003, 102kb/5 pages, 02/11/2010, <a href="#">premises_2010.doc</a>	
Safeguarding / supervision, use of external areas / outdoor play	 Word 2003, 36kb/4 pages, 18/02/2010, <a href="#">lunchbreak_times.doc</a>	
Snow & Ice	 Word 2003, 75kb/4 pages, 13/01/2013, <a href="#">snow_ice_2014</a>	
Staff wellbeing / stress	 Word 2003, 115kb/3 pages, 17/03/2014, <a href="#">stress_generic_risk_assessment.doc</a>	Schools using the model policy template would already have identified general controls. Generic assessment may be used to supplement policy statement / summarise controls in place.
Vehicles on site	 Word 2003, 53kb/3 pages, 09/09/2008, <a href="#">vehicles.doc</a>	

There are a number of mandatory assessments, but also recommendations for the following sensible precautions are listed here, including Staff Wellbeing/Stress. When your school has its Health and Safety assessment visit, you will be asked what you have in place in your school to address staff wellbeing which includes asking your staff to identify any potential risks, having an action plan in place to mitigate them.



Review and tailor the contents of this generic risk assessment to meet your school's individual circumstances, actions determined as required but not yet in place should be moved from the 'What are you already doing?' column to the 'What further action is necessary?' column. Record any other significant findings and actions required to reduce risk further where existing controls are insufficient, assigning these actions to an appropriate manager or member of staff.



<b>RISK ASSESSMENT FOR:</b> All employees		<b>What are you risk assessing?</b> <b>STRESS</b> The potential for stress to staff whilst carrying out their day to day role or following a period of intensive or potentially distressing activity or change within the school <b>NB – if an individual advises that they are suffering from stress or has a period of ill health absence due to stress a separate assessment must be carried out.</b>	
<b>Establishment:</b>	<b>Assessment by:</b>	<b>Date:</b>	
<b>Risk assessment number/ref:</b>	<b>Manager Approval:</b>	<b>Date:</b>	

What are the hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Action by who?	Action by when?	Done
<p><b>Are there excessive job demands</b></p> <p><b>Workload, work patterns and work environment</b></p> <p><b>Dealing with bad behaviour</b></p> <p><b>Ofsted inspections</b></p>	<p>Staff</p> <p>Ill health (depression, anxiety) leading to absence from work.</p>	<ul style="list-style-type: none"> <li>• Performance management process in place</li> <li>• Regular meetings with staff, both team meetings and one to one/ performance management which would discuss and anticipate workload.</li> <li>• Ensure that skills and abilities are correctly matched to job (person spec and job description)</li> <li>• Head / Managers monitor sickness absence data and staff turnover rates.</li> <li>• Work environment concerns, e.g. temperature, ventilation, noise, are taken seriously and investigated.</li> <li>• Times and lengths of meetings agreed and adhered to. A limit to after-school meetings as far as reasonable.</li> <li>• Staff have an opportunity to take a genuine break at lunch time.</li> <li>• Ensure teachers and middle leaders in particular maintain a reasonable work life balance.</li> <li>• Governing bodies have considered how they can support the headteacher in terms of work-life balance, new models of leadership, leadership time, career coaching and professional development opportunities.</li> </ul>				



# How is Wellbeing perceived in your school?

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Soft?

Woolly?

Social?

Nice to have but not essential?

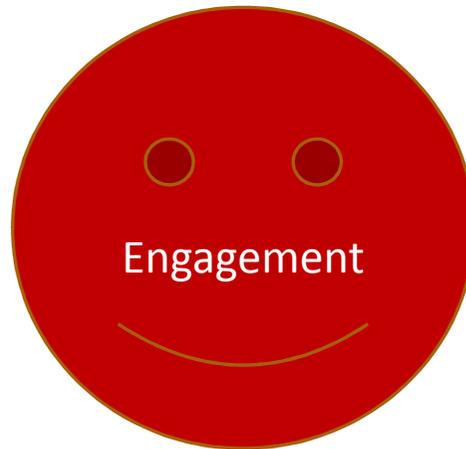
Chocolates and a massage?

Opportunity to complain?

Suggestions box?

Not really taken seriously?

How do you get to this?



Challenging?

Effective?

Inviting Solutions?

Powerful?

Empowering?

Enabling?

Creating a positive culture?

Improving “the way we do things around here....”?

Fundamental?

# What is Engagement?

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“Employee engagement is a concept that has become increasingly mainstreamed into management thought over the last decade.

It is generally seen as an internal state of being – both **physical, mental and emotional** – that brings together earlier concepts of work effort, organisational commitment, job satisfaction and “flow” (or optimal experience).

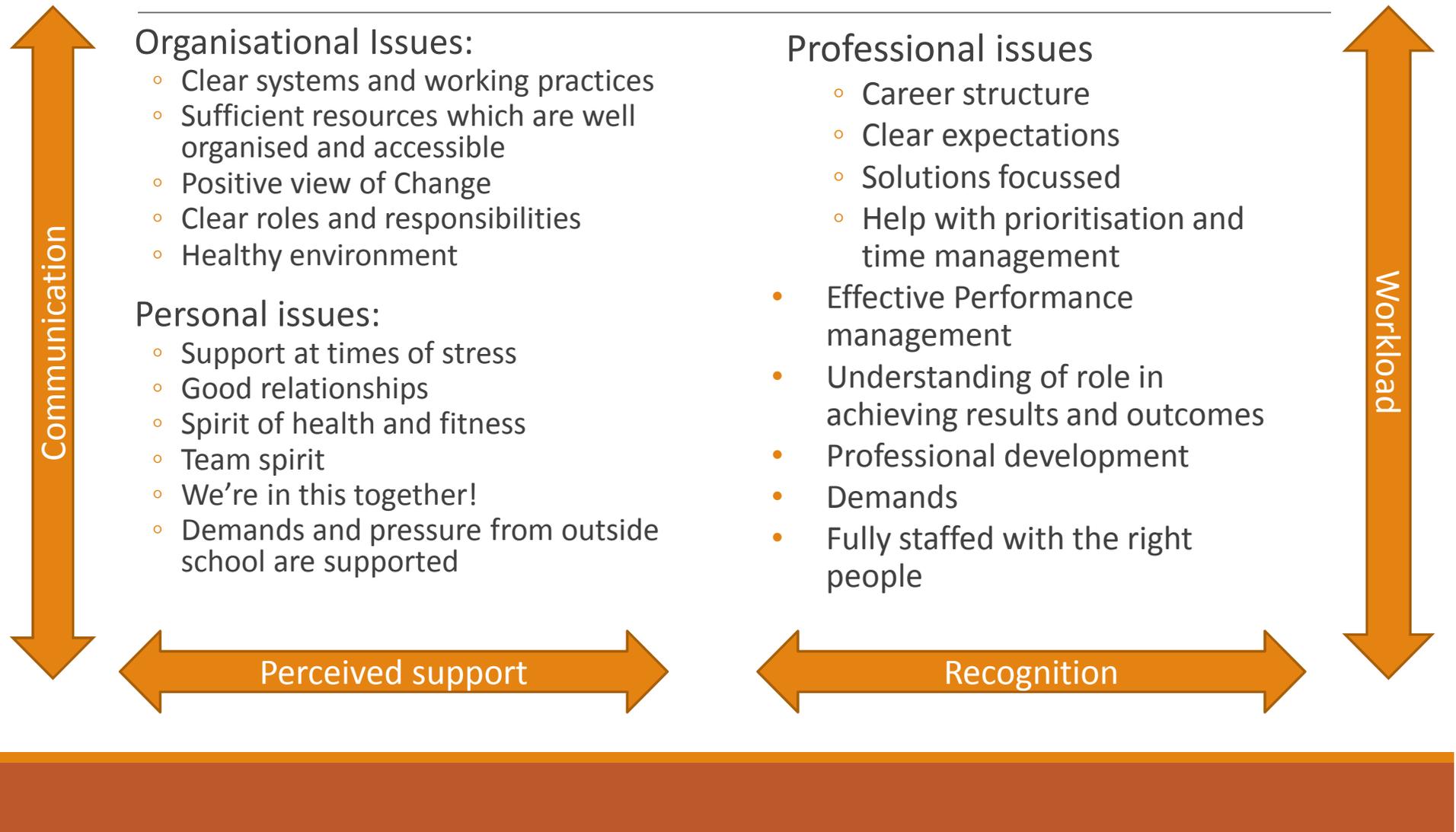
Typical phrases used in employee engagement literature include

- **Discretionary effort**
- **Going the extra mile**
- **Feeling valued**
- **Passion for work”**

CIPD: Chartered Institute of Personnel and Development



# So let's look at those factors again.... How will they look in an engaged culture?



# Why have a strategy?

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- Identify **trends** and key areas where staff well-being and engagement may be affecting performance and achievement
- Legal obligation: HSE –employers have a responsibility to assess the risk assessment of **stress** related illness.
- **Link** to Healthy Schools, liP, Ofsted and School Improvement Plan
- Impact of engagement and wellbeing on effective **performance management**
- **Cost effective** - costs more to fire fight effects of stress than to be proactive – minimum cost of an online advert in TES = c£800 - plus hidden costs of not being fully staffed – cost of supply staff, impact on rest of staff and students
- Send out a **clear message** to staff (and potential staff) that this is a school that **invests** in its workforce
- **An engaged workforce is productive, focussed on the right priorities and effective in raising standards**

# What might your strategy look like?

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Vision

Terms of Reference

Benefits

Stakeholders – Who will be involved?

Approach

How will it be measured?

Impact and Evaluation



# Governors' responsibility

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**Governors have a duty  
of care for  
Headteacher's  
Wellbeing and Work-life  
balance**

**HT has duty of care for staff  
wellbeing and work-life  
balance**

**Holding headteacher to account**

# Are you a good employer?

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What criteria would you normally use to evaluate your school?

Ofsted rating, exam results, league tables, number on roll, etc...

But – the question is not “are you a good school” but “**are you a good employer**”?

How do you know? Who tells you? What data can inform you?

Do you have high absenteeism/sickness/stress?

What are your cover/supply costs?

Do you have a high turnover of staff?

What support is available when staff need it?

What is your budget/policy on CPD?



# Surveys and feedback

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Do you get feedback from staff?

Do you know why people leave? (do you use exit interviews?)

Do you know why people stay? (what do they love about working at your school!)

Do you know their views on effectiveness of communication/change/their role/performance management/their work-life balance...

The Engagement Index: - new survey from engage2achieve provides the data and feedback that you need to identify trends and perception around these key themes in order to increased staff engagement.



# As a governing body, how can you support and challenge?

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Support your headteacher through performance management, regular conversations and being mindful of work-life balance

Analyse relevant data for trends and implications:

Attendance data- sickness/stress

Turnover

Supply/Cover

Ask the right questions of staff:

- The Engagement Index?
- Exit Interviews?

Appoint a Wellbeing Governor?

Make funds available for support at times of crisis: Employee assistance programme – [PPC/Carewell](#) costs just £6.98 per person (heavily discounted for Herts schools)



Alison Parkes

Staff Wellbeing and Engagement  
in Schools

## The Engagement Index

For more information, email:  
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telephone: 07557 302113

13 years' experience advising and  
training staff in schools in Hertfordshire  
on School Workforce Development  
issues

**All new staff wellbeing  
and engagement  
survey for schools**

## The Engagement Index

*Investing time in developing a more engaged staff to improve standards in schools.*

Your staff are your most valuable asset and key to improving pupil progress and wellbeing. Taking time to explore ways in which you can work more effectively together reduces stress, engages staff, improves their sense of wellbeing and demonstrates the value that your school places upon them.

### Staff Wellbeing – is staff wellbeing on your agenda?

Devising a wellbeing strategy will enable you to keep it high on your agenda, to gain insights and address the stressors and blockers to working well together. How can we address concerns around work-life balance, improve communication and enable staff to feel more engaged in whole school priorities?

### The Engagement Index – measuring the impact

This confidential online survey-based process provides a benchmark in order to identify and explore key themes that have a positive and negative impact on staff wellbeing and includes:

- ✓ **Confidential online survey for all staff**
- ✓ **Up to 10 bespoke statements for your school**
- ✓ **Data profile and index of statements measured on a 5 point scale**
- ✓ **A report on the key findings of the survey**
- ✓ **2 hour feedback session to the Senior Leadership Team**
- ✓ **Recommendations for future exploration and actions**

The process is fully supported throughout. With advice on how to devise a strategy, put together a representative wellbeing team and explore what is working well and what can be built upon. The process also allows you to measure the impact of your action plan on staff wellbeing and engagement.

# Engagement Index Themes

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- Direction
  - Development
  - Recognition
  - Communication and Consultation
  - Relationships
  - Performance Management
  - Our Working Environment
  - Engagement
- “We have a strong view of what our school stands for”
  - “I have an opportunity to share my learning and skills with other staff”
  - “When I make an extra effort, it is recognised and appreciated”
  - “My ideas and suggestions are listened to and acted upon”
  - “Feelings are rarely bottled up and not expressed”
  - “I know what I need to do to achieve my objectives and how to do it”
  - “We collaborate with staff in other schools”
  - “I feel proud to tell people where I work”

Free text boxes for comments from staff

Up to 10 bespoke statements for your school

# The Engagement Index

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New approach

New statements/sections – links to Performance Management

Area for comments

Full data profile and analysis of trends that are identified.

School is trained and fully supported throughout process

Would you like me to come and visit you or your headteacher?

Alison Parkes

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# Wellbeing and Engagement: What's in it for your school?

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Create an engaged staff culture

Reduce costs of recruitment/supply/absence

Meet your legal obligation

Understand your staff

Become the employer of choice

Have a happy, well motivated and positive workforce which will....

Improve standards for those that really matter – the students!

