**Kingham Primary School, Oxfordshire**

**Staff Wellbeing**

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**Headteacher: Bretta Townend-Jowitt**

November, 2018

Kingham Primary School is a local authority one-form entry school in rural West Oxfordshire. The school encourages pupils to have the confidence to explore, experiment and develop skills through a creative curriculum, taught through termly topics chosen by the class teacher in conjunction with the pupils. The school prides itself on its art, sport, music and outdoor provision, as well as academic achievement and progress.

**Headteacher: Bretta Townend-Jowitt**

Bretta Townend-Jowitt has been in education for over 20 years. Her responsibilities include membership of the Chartered College and being an advocate for a focus group; Advocate for the Maternity Teacher - Paternity Teacher project; Women Leading in Education Coach; and a member of the Advisory Board for Teacher Toolkit. Bretta is passionate about staff health and wellbeing and flexible working.

**What do we mean by staff wellbeing at Kingham Primary School?**

*The term ‘wellbeing’ can be used to describe our holistic health, including our physical, mental and emotional health. When we have good levels of wellbeing we feel life is in balance and that we can generally cope well. We feel motivated and engaged and are able to show resilience and ‘bounce back’ from life’s challenges.*

(*‘*Supporting staff wellbeing in schools’: Anna Freud, National Centre for Children and Families).

**What do we mean by ‘A Healthy School’**

A healthy school ensures that when pupils are unhappy, anxious, disturbed or depressed there are open channels for them to seek or be offered support, without stigma and with appropriate confidentiality. A healthy school actively seeks to promote emotional health and well-being and helps pupils to understand their feelings.

At Kingham Primary School we work towards positive Emotional Health and Wellbeing in the whole of our school community for adults as well as children. We believe that the aims and objectives of our school can only be achieved if children and staff have good emotional health.

We believe emotional health and wellbeing promotes school success and improvement by:

* contributing positively to priorities such as enhancing teaching and learning, raising standards, promoting social inclusion and improving behaviour and attendance
* involving pupils more fully in the operation of the school
* helping pupils and staff feel happier, more confident and more motivated
* helping to meet legal, ethical and curricular obligations
* involving parents in supporting their children

**Our aims are as follows:**

General

* Happier and more motivated pupils and staff who get more out of life

Teaching and Learning

* Pupils who are more engaged in the learning process
* Pupils who can concentrate and learn better
* Improved standards in all subjects, including maths and English.
* Improved attainment
* More effective teaching
* Parents and carers more involved in school life and learning

Behaviour and Attendance

* Pupils with high self-esteem and confidence
* Pupils who have a say in what happens at school
* Fewer disaffected pupils, disengaged from learning
* Improved behaviour and attendance
* Fewer incidents of bullying

Staff Confidence and Development

* Good morale
* Lower absenteeism
* Better recruitment level
* Positive and effective relationships with pupils

**How do we improve the wellbeing of our staff?**

Firstly, by improving the physical environment.

Our staff room is in an old part of the building. It was used for lunch, break, meetings, interventions and also housed the photocopier. This meant it was not a dedicated space where staff could take time out.

During the summer holidays of 2018 the photocopier was moved out. A breakfast bar was fitted where staff could eat lunch. The staff room is now an adult-only space and is no longer used for interventions. We have: added cushions; snacks – sometimes treats, sometimes healthy; provided herbal teas and other drinks; and ensured it is a space where staff can relax and unwind, making it much more comfortable. As a consequence of these improvements it has been noticeable that the teaching staff frequent the space more often at lunch time, and it has led to us having a little time to chat and subsequently get to know each other more.

We have utilised a space in school that wasn’t being used to its potential to rehouse the photocopier and laminator and provide a desk for staff to work, adding screens to ensure it is as quiet a space as we can make it.

Next, we have reviewed and updated policies and procedures around wellbeing.

We have an Emotional Health and Wellbeing Policy for staff and pupils, complete with an action plan for future developments. (You can access our action plan here: <https://drive.google.com/open?id=11XG0GmFqzY1vVy5LXwmxL3DHSfnGrReK>)

We have discussed and created a Feedback Policy rather than a Marking Policy which incorporates marking codes; live feedback and a whole class feedback sheet, and allows staff to use their professional judgment about the depth and frequency of feedback or marking of work, thereby reducing workload. Staff meeting times have been reduced and are now fortnightly.

We have embraced drop-ins and learning walks to replace lesson observations and will shortly be developing a more coaching approach in school. We have discussed and are implementing Personal Professional Development (rather than CPD) and completing teacher rounds, thereby ensuring we are able to spend time in each other’s classrooms and learn from each other, enabling staff to provide support in a manageable way. Three INSET days have been disaggregated to provide staff with time in lieu for the short conversations, coaching and support they provide after school.

Finally, we think of ‘out of the box’ ways to provide thanks and other wellbeing initiatives.

We have: reduced the number of data captures; provided lunch at INSET days; completed Mental Health and wellbeing professional development; included staff social and wellbeing events; completed wellbeing conversations with new staff at the start of the school year; provided wellbeing bags at the start of the school year; are open to all requests for part-time and flexible teaching and accommodate staff as much as possible; created a feedback box where staff can share improvements; provided staff with food during parents’ consultation evenings and built in breaks for them to eat, unwind and relax together; communicate regularly about any changes and new initiatives; offered stress and resilience workshops; held mindfulness workshops and provided staff with a wellbeing voucher to use at any time during the school year for a family event or even a duvet day!