

High Tunstall College of Science



Inspire | Support | Achieve

Staff Well-Being Policy

Revised	-	October 2024
Stakeholder Consulted	-	Staffing, Staff Welfare and Finance Committee
Review Date	-	October 2026
Responsibility for Review	-	Assistant Headteacher – Personal Development

Contents:

[Statement of intent](#)

1. **[Updated]** [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Identifying warning signs](#)
4. **[Updated]** [Actions to support staff](#)
5. [Self-management](#)
6. [Reporting procedures](#)
7. [Response actions](#)
8. **[Updated]** [Key Strategies](#)
9. [Auditing Processes](#)
10. [Monitoring and review](#)

Appendices

[Appendix A – Staff Workload Charter](#)

'A positive state of mind and body, feeling safe and able to cope with a sense of connection with people, communities and the wider environment'.

(Definition of emotional well-being ~ H. M. Government 2010)

Statement of intent

High Tunstall is committed to protecting the health, safety and welfare of our employees. Preventing stress is a major factor in maintaining the wellbeing of the college's staff, which remains a key priority. In light of this, the college understands the importance of trying to reduce and deal with stress, and the factors that may cause our employees to become stressed.

The purpose of this policy is to outline the responsibilities of the college and staff members in supporting wellbeing and promoting mental health, and to advise employees on how to deal with mental health issues and prevent stress.

1. **[Updated]** Legal framework

[Updated] This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Health and Safety at Work etc. Act 1974
- Employment Rights Act 1996
- Employment Relations Act 1999
- Equality Act 2010
- The Management of Health and Safety at Work Regulations 1999
- **[Updated]** DfE (2024) 'Education staff wellbeing charter'
- **[Updated]** DfE (2024) 'Improve workload and wellbeing for school staff'.

This policy operates in conjunction with the following college policies:

- Health and Safety Policy
- Data Protection Policy
- Grievance Policy
- Flexible Working Policy and Procedure
- Staff Absence Management Procedure

2. **Roles and responsibilities**

The governing body is responsible for:

- Ensuring the effective implementation of this policy.
- Ensuring the college's ethos reflects its commitment to reducing workload and creating a working environment that is focussed, purposeful and considers individuals' wellbeing.
- Ensuring staff roles and responsibilities are clearly defined and monitored.
- Ensuring that all college policies are assessed for workload impact.
- Encouraging stress awareness throughout the college – promoting stress as a serious issue rather than a weakness.
- Consulting the Headteacher on managing staff stress and promoting wellbeing, including them in any decisions that need to be made.
- Ensuring the Headteacher puts measures in place to support staff wellbeing.
- Actively trying to eliminate stressors in the college, e.g. by considering the format and quantity of information it requests from the SLT.
- Ensuring monitoring visits are strategic, focussed, and reflective of its monitoring plan, and being clear with staff ahead of the visit about what the focus will be and the information that will be required from them.

- Recognising mental health issues and creating a mental health and wellbeing aspect to the Staffing, Staff Welfare and Finance Governance Committee and appointing an SLT member who will oversee managing and supporting staff mental health.
- Establishing a wellbeing team (WHAM) to ensure staff are supported in their roles and that actions are taken to mitigate overbearing stress in the workplace.
- Ensuring all Wellbeing Team meetings are purposeful, focussed, structured and relevant to the college development priorities.
- Developing an annual schedule of work and ensuring work is not duplicated between meetings of committees and the full governing body.

The mental health and wellbeing governance committee (part of the Welfare Committee) and SLT lead are responsible for:

- Influencing the setting of a college vision which creates a positive wellbeing culture and is underpinned by equality values, a system of accountability, and robust policies and procedures.
- Ensuring the college's strategic plan includes objectives linked to improving, supporting and responding to the mental health of staff.
- Ensuring the college has appropriate policies in place that include objectives focussed on meeting staff needs.
- Ensuring there is a whole-college approach to mental health and wellbeing embedded within leadership practice, the curriculum, the college's values and ethos, and the social and physical environment.
- Ensuring two members of staff are identified as wellbeing leads to oversee the provision and support of mental health and wellbeing in college, and to ensure effective links exist with local mental health support.
- Meeting on a regular basis to monitor and review the impact of provision and interventions.
- Working with the Headteacher to ensure that appropriate training is put in place to support staff.
- Reporting to the governing body on the successes and areas of improvement in planned interventions, and the resources that are in place.

The Headteacher is responsible for:

- Creating a positive and supportive atmosphere throughout the college.
- Implementing CPD which equips staff with the tools needed to effectively manage stress.
- Developing a sensitive performance management process that is linked to clear job specifications.
- Including all staff in the college's decision-making processes, where possible.

- Organising extra support for staff at times of increased stress, e.g. during Ofsted inspections.
- Encouraging staff to take advantage of any initiatives introduced to promote wellbeing and effective working, e.g. an employee assistance programme.
- Ensuring that all policies that affect staff wellbeing are properly adhered to and reviewed.
- Ensuring that regular contact is maintained with members of staff who are absent for long periods of time via communication with relevant Team leaders.
- Authorising any staff absences related to stress and/or mental health issues, as well as granting extended leave.
- Monitoring employees' workloads and holiday entitlement, ensuring they are not overworked, and providing regular updates regarding absence to the governing body whilst maintaining staff confidentiality in line with the Data Protection Policy.
- Monitoring staff absence.
- Attending all necessary training, keeping skills current and setting a good example for staff.
- Regularly communicating with staff, encouraging them to be open when discussing stress.
- Conducting and implementing the recommendations of risk assessments, considering the causes of stress.
- Ensuring all staff have read and understood this policy.
- Organising thorough inductions for new employees, explaining the college's policies and code of conduct.
- Making reasonable adjustments for members of staff who are struggling with long-term mental health issues.

The SLT Staff Wellbeing Lead is responsible for:

- Encouraging all staff to attend events and training opportunities that promote wellbeing and health.
- Providing information that helps staff to manage stress effectively.
- Ensuring new members of staff have received all the relevant information they require, including the procedures for raising concerns about wellbeing. This is done via working with the Senior Teacher: Teaching and Learning.
- Gathering information in any cases that allow monitoring of this policy, such as, but not limited to, the following:
 - Sickness and absence data
 - Staff turnover
 - Exit interviews
 - Referrals to the counselling service
 - Referrals to other mental health services

- Grievance cases
- Harassment cases

All staff members are responsible for:

- Being able to recognise the early signs of stress or mental health issues in themselves and their colleagues.
- Supporting co-workers if they become stressed, which may include practical assistance or emotional reassurance.
- Maintaining a healthy work-life balance.
- Promoting a positive, supportive atmosphere throughout the college.
- Being open to discussing stress.
- Reporting honestly about their wellbeing and any incidents of stress, e.g. being overworked.
- Where possible, asking for help when they feel under pressure or stressed.
- Attending events and training opportunities which promote wellbeing and health.
- Not acting in a manner which endangers themselves or others.
- Undertaking additional training and personal development opportunities.
- Reporting any concerns they have about their co-workers' stress and/or mental health to the headteacher.

3. Identifying warning signs

The college recognises that individuals will react differently to stressful situations and become stressed by different situations and stimuli throughout their working lives. Because of this, it is important that staff understand the different factors that may cause themselves or their colleagues' stress.

The following sources of stress can often be attributed to work:

- Overworking or undertaking work that does not match the employee's skills and abilities
- Fear of change and trying to cope with change, e.g. advancements in technology
- Insufficient workload or not being able to use skills
- Lack of job security
- Poor relationships with colleagues and a lack of involvement
- Harassment or bullying
- Crisis management
- Not having a long-term plan in place

The college recognises that home and personal lives can also prove stressful for staff; bereavement, separation, financial and family problems make people

more vulnerable to stress at work. It is common that a combination of stress at home and work can make people particularly stressed.

The college will strive to identify and deal with symptoms of stress quickly in order to maintain a healthy workplace.

The college has a legal requirement to actively respond where any employee displays symptoms of work-related stress.

All members of staff will be aware of the warning signs that can indicate that a person may be having trouble managing stress.

All members of staff will look out for the following indicators when identifying stress in themselves or others:

Behavioural indicators

- Difficulty sleeping
- Changes in eating habits
- Increased smoking or drinking
- Isolation from friends and family

Physical indicators

- Tiredness
- Indigestion and nausea
- Headaches
- Aching muscles
- Heart palpitations

Mental indicators

- Indecisiveness
- Difficulty concentrating
- Memory loss
- Feelings of inadequacy
- Low self-esteem

Emotional indicators

- Anger or irritability
- Anxiety
- Hypersensitivity
- Feeling drained and lethargic

4. [Updated] Actions to support staff

To positively impact wellbeing in the college, the Headteacher and governing body will ensure that a whole-college approach is taken.

To help manage wellbeing, the Headteacher will:

- Lead by example and encourage staff to be open if they feel stressed, to take breaks and to have a full life outside of work.
- Make the most of team bonding; using INSET days to build relationships, as feeling comfortable amongst colleagues will make discussing wellbeing easier.
- Assist with work and help to manage employees' workloads.
- Reach out to staff during difficult points in their personal lives, e.g. bereavement, allowing sufficient time off and supporting them when they return to work.
- Arrange a meeting with all members of staff in which the current working times and practices will be discussed.
- Research and implement an employee assistance programme relevant to the needs of all staff, regularly monitoring its effectiveness and impact on wellbeing.

To effectively address workload issues and support staff wellbeing, the Headteacher, working with the SLT, will take the following actions:

- Measure staff wellbeing and identify workload issues by:
 - Commissioning staff workload and wellbeing surveys on a termly basis and organising structured conversations about workload with staff.
 - Arranging workshops/working parties and drawing together a summary of outcomes from staff surveys and questionnaires.
 - Analysing staff diaries and identifying which members of staff are spending too much time on certain aspects of the job.
 - Conducting impact graphing exercises to visually assess where workload issues lie and identify key areas of focus.
- Review the areas of workload that have been identified using a workload impact assessment matrix and producing an evaluation of the college's current workload to highlight the actions that will be taken.
- Address the workload issues that have been identified, e.g. by undertaking a data audit and developing an action plan.
- Implement a Staff Workload Charter to outline the commitment and expectations between the governing body, SLT and college staff regarding the wellbeing and mental health of college staff.
- Evaluate the impact of the actions taken on a termly basis, measuring staff wellbeing and identifying new workload issues to address during the next term.

The Headteacher will ensure that all changes proposed as a result of the actions outlined above are communicated to all members of staff.

A mental health and wellbeing SLT member will be appointed by the Headteacher and governing body who will be responsible for monitoring the wellbeing of staff.

A wellbeing (WHAM) team will also be appointed, to ensure all staff are supported in their roles and that actions are implemented to mitigate stress in the workplace.

All new members of staff will be provided with a comprehensive induction and their duties regarding their own and their colleagues' wellbeing will be made clear.

The college will adopt a sickness plan which will promote a positive, caring strategy for staff who are returning to work following sick leave.

The governing body and SLT will allocate funds for a wellbeing budget – all members of staff are welcome to make suggestions for the use of this fund. The headteacher will have the final say as to how the fund is spent.

The college will ensure wellbeing is promoted and stress is prevented through good management practices, including the following:

- Recruitment and selection procedures
- Clear job descriptions and person specifications to ensure the right candidates are recruited
- CPD procedures to ensure all members of staff have the necessary skills and abilities to undertake the duties required
- Promotion and reward procedures
- PDR (Performance Management) procedures
- Capability and absence management – return to work procedures will ensure that individuals are supported back into work following illness
- Suitable adaptations for disability
- Harassment and anti-bullying resources
- Flexible working arrangements, in line with the Flexible Working Policy and Procedure
- Annual surveys to better understand the areas of work that have a negative effect on staff wellbeing
- Annual audits undertaken to assess the actions and impacts related to 11 areas of staff wellbeing as identified by the DfE, College Leaders, Unions, Ofsted etc.

[New] The college recognises that the Education Staff Wellbeing Charter can be used as an effective tool to foster positive wellbeing in the education sector. The college will consider showing its commitment to actively promoting mental health by signing up to the charter to create an enriching culture of mental wellbeing.

5. Self-management

Staff can also make changes to avoid and prevent stress and/or poor mental wellbeing, as it is a problem that should be tackled and not ignored.

Staff should be prepared to speak to their colleagues and senior staff if they are struggling with their mental wellbeing or feeling stressed in their personal lives or at work.

Staff are encouraged to take action to manage their own mental wellbeing. These actions will include, but are not limited to, the following:

- Keeping active as a way of releasing emotional intensity and any negative feelings, exercise will also help to clear thoughts and deal with problems more calmly.
- Managing their workload and establishing and maintaining a healthy balance between work and life.
- Prioritising their workload throughout the workday, leaving the least important tasks until the end of the day and concentrating on the work that will make the biggest difference.
- Avoiding unhealthy habits, such as drinking and smoking.
- Taking advantage of the wellbeing initiatives, training and support offered by the college.
- Speaking to the headteacher about any concerns they may have regarding their workload, stress or mental wellbeing.

6. Reporting procedures

The following two senior members of staff will be designated as wellbeing leads; this is in the event that one of the wellbeing leads is the subject of the complaint:

John Leary: AHT (Personal Development)

Peter Hayward: DHT (Staff)

If any member of staff wishes to raise a concern about wellbeing, one of the two wellbeing leads will be notified.

The wellbeing leads will provide the member of staff with information about the support that is available to them; this includes both within the college and outside sources. These resources include:

- A Staff Wellbeing Support Pack: Of apps, websites and useful links to wellbeing resources and counselling services

The wellbeing leads will treat all cases confidentially. Real names of staff will not be used when wellbeing leads are reporting to the headteacher.

In some cases, such as those that directly impact day-to-day activities, confidentiality will not be guaranteed. If this is the case, staff will be made aware of the situation.

The wellbeing lead in receipt of the complaint will investigate and report this to the headteacher.

The headteacher will decide whether any further action will be taken.

7. Response actions

Where problems with wellbeing arise, the necessary support and appropriate actions will be considered. This may include support from HR advisers and/or external services, e.g. occupational health.

The college will continue to support staff when external services are involved.

Support will be provided to staff who are experiencing challenging circumstances outside of the workplace. The college will direct staff to support, both internal and external, and consider a plan of work and duties that can be managed differently during challenging periods.

Support for staff who are experiencing challenging circumstances within the college will be provided following the procedures outlined in the Grievance Policy.

8. [Updated] Key Strategies

The leads focus their strategies around five key areas of focus (intelligences) in order to improve and sustain the well-being of HTCS staff through work on:

- Intelligent Workload
- Intelligent use of Language
- Intelligent Policy Design
- Intelligent use of the Community
- Intelligent Support.

Intelligent Policy-Design - Health, Safety and Welfare

The Headteacher and Governors at HTCS recognises its duty to ensure the health, safety and welfare of all employees at the college is imperative: a happy staff will equal a happy workplace which in turn, will reflect on our students.

This policy will be implemented and will incorporate all aspects of welfare, which the Headteacher has put in place to prevent and deal with workplace stress. The well-being of all staff will be supported wherever possible – staff are encouraged to speak to the Well-being leads in confidence if they need advice, whether this be confidential or as a messenger to the Headteacher. A bi-annual survey is also undertaken to collate staff voice in a number of particular workplace and educational areas.

Intelligent Employment Policies and Practise

HTCS undertakes to adopt and apply the appropriate policies in respect of 'family friendly' employment, including consideration of part time working, flexible working patterns etc where this can be implemented without detriment

to the operational requirements of the college. Annual policies such as Professional Development Reviews are reviewed with a wellbeing and a **'developmental non-judgemental'** focus at the heart of all policy reviews.

All policy reviews will be based on academic research to be based on evidence and impact.

Intelligent Workload

At HTCS, the Headteacher and Governors understand how hard all staff work to ensure that students are getting the best education and that teaching and support staff are vital in the role of supporting students and the everyday running of the College.

HTCS staff timetables are produced in line with the Governments standards with appropriate PPA (planning, preparation and assessment) and ECT (Early Careers Teacher) time. Student teacher and TeachFirst timetables will be produced with appropriate teaching and non-teaching time. Cover staff and student support staff timetables to be produced in line with individual contracts. PPA time should not be used for cover purposes. Staff that are unhappy with their timetables are encouraged to speak to their line manager who will discuss this with the appropriate senior leader.

To reduce workload, staff are encouraged not to use/check emails during college holidays and weekends and there are now guidelines around times of the day to be used, when staff need to reply by and a well-being statement at the bottom of all HTCS e-mails. The Headteacher and Governors understand that some staff may need to complete work during weekends/holidays so are encouraged to make time for themselves and their families alongside this.

Whole College work scrutiny is calendared throughout the year to give staff advanced notice, however, there will be some work scrutinises without notice. Each faculty are to have a feedback policy which should be shared with staff, so staff are aware of their responsibility. Feedback policies now centre around live marking and feedback to alleviate 'home-marking' for the wellbeing of staff and place the focus on student improvement.

Faculty review and performance management observations will be discussed and agreed with the member of staff and appropriate reviewer – staff can ask for their reviewer to observe them in a performance management review rather than the faculty line manager. Staff will not be penalised for this. Reviews are developmental in approach and follow-up is based on peer-to-peer coaching to aid all staff collaboration in development rather than disenfranchisement.

Intelligent Workload - Meetings

At the start of each academic year, the College calendar will be shared with staff with all meetings (whole staff, faculty and year) clearly identified with durations. Updates may be made during the course of the year, staff will be given at least 48 hours notice of these: if meetings are rescheduled without notice, leaders will be understanding if staff cannot attend due to prior commitments e.g. childcare, appointments etc. Leaders convening meetings should specify a target finishing time and adhere to it – if meetings run over the specified end time, leaders will be understanding if staff need to leave. Outcomes from meetings will be clear and concise and to benefit the staff in attendance. Staff are required to complete evaluation forms.

In the case of a cancelled meeting, staff may complete their own work whilst remaining in the College until the end of the calendared meeting time – additional meetings may not be 'surprised' upon staff in place of the original cancelled meeting.

Nobody except the Headteacher can insist on staff working past their designated hours. Directed time will be shown on the College calendar.

The College Calendar has also been reviewed by the DHT: Staff, who has been responsible for reducing meetings/evenings involving staff. These have been reduced to one per week with some exception's dependent on responsibility.

Intelligent Workload - Administration

Administrative work has been delegated to specified support staff where appropriate and systems will be regularly reviewed by the Operations Manager, who will liaise directly with the Headteacher.

All efforts will be made to submit work to the administration function of the College with at least three days' notice on the understanding that work will be prioritised, any work given with less than three days' notice, may not be completed – all staff to be aware of Admin staff's well-being. The role of each member of the Admin team has previously been shared with staff.

Intelligent Staff Support and Training

It is important to know the difference between "pressure" and "stress": pressure does not necessarily give rise to stress; and pressure can sometimes motivate. While acknowledging that pressure and stress may also be caused by a range of issues external to the workplace, the Headteacher's prime responsibility in this is to address work-related stress.

If staff feel that their mental health is suffering (in the workplace or in their family/personal life), confidential support through Occupational Health and Mind counselling is available if they speak directly to the Headteacher or the Well-being lead, who will confidentially speak to the Headteacher on the member of staff's behalf. Appropriate support will be discussed with the member of staff to ensure that their mental health is supported in a caring manner. If staff feel that this has not been the case, they should express their concerns with the Well-being lead who will speak to the Headteacher on their behalf.

If teaching staff feel that they are struggling with teaching, the 'Teaching and Learning Team' and coaching partner will offer advice and support them in a compassionate and caring way. However, if this is a time management workload concern, the member of staff should initially speak to their head of faculty/year and ask for support – if this has not been given, they should speak to the Well-being lead who will speak to the head of faculty/year or Headteacher to support the member of staff in an appropriate way.

The Headteacher and Governors want staff to be able to progress in their careers; all staff are encouraged to meet with a member of the Senior Leadership Team to discuss possible next steps either within the college or out of college.

[Updated] Intelligent Community - Stress Reduction Strategies

The Well-being lead will organise at least one meeting per term where all staff may attend if they wish to discuss any concerns or implement any positive activities. However, most work will be done daily by the leads using staff voice. Members of the senior leadership team will be welcomed to attend these meetings. The Well-being lead will feedback minutes to the Headteacher.

[Updated] The college will adopt a sickness absence plan which will promote a positive, caring strategy for staff who are returning to work following sick leave. More information on this is available in the HTCS staff handbook which can be viewed on School Synergy.

The Headteacher will allocate funds for a well-being budget. All members of staff are welcome to make suggestions for the use of this fund via the Well-being lead e.g. bi-annual staff quiz nights and summer barbeque. The Headteacher will have the final say as to how the fund is spent.

[Updated] Staff are to be encouraged to make use of Tunstall Active and swimming pool facilities. Staff are to be informed and invited to staff sporting events e.g. staff football games and 'Team Tunny' running club after-college etc. All staff are to be made to feel welcomed to these events.

[Updated] Staff have free access to the Swimming sessions, the Tunstall Active Gym and 3G football at HTCS. Staff also have access to 'Tunstall Active'. Staff have also fed back to the WHAM Team about additional health, fitness and wellbeing requests using the facilities and many of these have already been implemented e.g. additional gym classes.

Intelligent Language

There is a concerted effort to act with positive and developmental language at HTCS in order that all feel part of a united community. This has been supported by the communication of a clear ethos modelled by 2 Tunstall story books which model the developmental language we wish staff to use and hear in a 'I can' culture.

In practice, one example of positive language being used is in a weekly briefing, with specific staff from all roles being praised for their work by the DHT: Staff for others to also praise, thank and follow. All middle leaders have or are undertaking Leadership Matters training which has use of developmental language as a main thread to encourage discretionary effort via improved staff morale and well-being.

9. Auditing Processes

In order to acknowledge not only the annual actions undertaken but also what positive impact has occurred or what wellbeing 'gaps' need addressing, the college will undertake an annual audit. This is based upon the work by: Department for Education, Ofsted, the NEU and NASUWT teaching unions, the Association of School and College Leaders, the NAHT school leaders' union, the Association of Colleges, mental health charity Mind and several schools and trusts.

The audit template:

Suggested Actions	Description	HTCS Current Practice	HTCS Practice to be developed
1. Prioritise staff mental health	<p>We will tackle mental health stigma within the organisation, promoting an open and understanding culture. We will give the same consideration and support to mental health as physical health, including in the management of staff absence, and fulfil our legal duty to control the risks associated with work-related stress in the education setting. For individuals whose role is known to have a significant emotional component, we will give extra support, such as supervision and counselling. We'll also ensure that staff understand the benefits that sensitive pastoral support can have, while also recognising where their limits are as non-specialists. We will therefore ensure there are opportunities to increase joint working in support of students, as well as routes to refer for specialist support.</p>		
2. Give staff the support they need to take responsibility for their own and other people's wellbeing	<p>We will empower staff to take ownership of their own wellbeing and look out for the wellbeing of others. This includes ensuring that all staff are familiar with the different dimensions of wellbeing, including mental health, financial wellbeing and physical wellbeing. We will ensure that staff know how to access appropriate guidance, support and tools, and that their use is encouraged throughout the organisation.</p>		
3. Give managers access to the tools and resources they need to support the wellbeing of those they line-manage	<p>We will work to provide managers with tools, resources and training to support their staff. We will not, however, expect managers to provide professional wellbeing support for which they have no professional training, and will ensure there are clear routes in place to escalate for further support.</p>		
4. Establish a clear communications policy	<p>We will provide clear guidance to all stakeholders (internal and external) on remote and out-of-school/college hours working, including when it is and isn't reasonable to expect staff to respond to queries. This should not necessarily include preventing staff from accessing email at "unsociable" hours if it suits them personally.</p>		
5. Give staff a voice in decision-making	<p>We will constantly strive to improve the ways in which the voice of staff is included in the decision-making process across the college. (This may also include engagement with key stakeholders, such as trade unions.) In particular, we will proactively seek to draw upon the experience of those with experience of mental health issues and/or of discrimination, ensuring they are able to share their experience confidently and safely.</p>		

Suggested Actions	Description	HTCS Current Practice	HTCS Practice to be developed
6. Drive down unnecessary workload	<i>We will work proactively to drive down unnecessary workload, making use of available tools (such as the Workload Reduction Toolkit for schools).</i>		
7. Champion flexible working and diversity	<p><i>We will work to create a supportive culture around flexible working. We will agree an approach that not only recognises employees' legal right to request flexible working but acknowledges that for some staff working flexibly can be a key means of protecting and enhancing their personal wellbeing.</i></p> <p><i>We will also work to promote diversity: eliminating discrimination and advancing equality of opportunity.</i></p>		
8. Create a good behaviour culture	<i>We will work with staff and students to maintain and implement a college-wide behaviour policy. All staff and students will have a shared understanding of how good behaviour is encouraged and rewarded, and the sanctions that will be imposed if students misbehave. We will support teachers to create calm, safe and disciplined environments, which allow teachers to teach and students to learn. Our approach will go hand-in-hand with supporting student mental health issues.</i>		
9. Support staff to progress in their careers	<i>We will ensure that staff are able to pursue professional development without adversely impacting their own or other people's workload. In schools, we will ensure that any professional development activity is aligned to the Standard for Teachers' Professional Development.</i>		
10. A sub-strategy for protecting leader wellbeing and mental health	<i>We will ensure all those with strategic decision-making responsibility (including, as appropriate, governors and trustees) should collaborate to develop a sub-strategy specifically for protecting leader mental health. This should include access to confidential counselling and/or coaching where needed.</i>		
11. Hold ourselves accountable, including by measuring staff wellbeing	<i>Finally, we will measure the wellbeing of staff using recognised tools and metrics and be transparent about results. We will monitor trends over time, and act in response to changes. Further, we will work with staff and relevant stakeholders (this might include parents, trade unions and others) to agree an approach to organisational accountability on our commitments, giving due consideration to workload.</i>		

10. Monitoring and review

This policy will be reviewed biennially by the governing body and the Assistant Headteacher – Personal Development.

Any changes made to this policy will be communicated to all members of staff.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is October 2026.

Appendix A: Staff workload charter

Staff workload charter

Our aims

High Tunstall is committed to considering and supporting the wellbeing of all our staff. As part of this commitment, and through a coordinated effort with college staff and leaders, we aim to ensure workload can be managed and reduced. We recognise that staff workload can become overwhelming, which in turn affects staff wellbeing and prevents a healthy work-life balance. We believe that we have a collective responsibility to ensure working at the college remains manageable, a positive experience, and, above all, enjoyable.

By providing this support, we hope that we can retain and recruit more staff and meet our core values and ethos for helping and caring for one another.

To protect staff wellbeing, we will:

- Ensure staff have a fair and reasonable workload, including policies on marking, planning and data management.
- Provide high-quality training and CPD opportunities that meet the needs of individual staff members.
- Continue to review staff workload and ensure it always remains manageable.

Our commitments

We have agreed the following commitments and expectations between the governing body, SLT and college staff, to demonstrate our support in helping to manage staff workload.

All staff working at the college can expect:

- To work within a clear code of conduct.
- To receive a robust and high-quality induction.
- To be provided with a trained mentor as part of their induction process.
- To be provided with training opportunities relevant to their role and responsibilities.
- To be allocated roles and responsibilities that are linked to their skill set and area of expertise or be provided with appropriate training to upskill and broaden areas of expertise.
- The fair and equal distribution of roles, responsibilities and tasks.
- If required, to collect data using streamlined processes that are beneficial to their work and receive robust training on using the college's data management systems.
- The support of the SLT to provide guidance and advice and simplify college processes where possible.
- A consistent and fair behaviour policy which allows staff to work effectively and be provided with support from the SLT to manage behaviour effectively.

- An agreed communication protocol which outlines the expected response times from colleagues and external communications, e.g. from parents.
- The use of technology to ensure effective and efficient communication, document and data management, and access to information.
- To be provided with access to external support, such as an occupational health or a confidential listening service, if needed.
- To work within an environment where their wellbeing is prioritised and valued.
- All changes to college processes to be communicated clearly and the SLT to provide support with implementation.

In addition to the above, teaching staff at the college can expect:

- A clear curriculum planning scheme that provides flexibility, is fully resourced with high-quality materials and is planned over well-defined blocks of time.
- An agreed policy that ensures all marking undertaken is purposeful and focusses on quality feedback and the impact on student outcomes.

The headteacher and the SLT commit to the following:

- Conducting regular activities, e.g. staff surveys, to identify the areas of work that lead to high levels of workload and implementing approaches to reduce this.
- Providing staff with termly opportunities to discuss areas they feel are creating high levels of workload and how these could be managed.
- Implementing practices that allow for meaningful and useful communications to reduce workload.
- Supporting ECTs and teachers in the early stages of their careers to adopt efficient work practices and keeping this support under regular review.
- Encouraging a workplace culture that promotes a healthy work-life balance.
- Making every effort to reduce the number of meetings, ensuring that those that take place are planned effectively and flexibly, and always have a key focus.
- Providing staff with relevant training or CPD opportunities in college, including on recognising the early signs of stress.
- Ensuring staff are clear about the purpose of marking and ensuring it is meaningful, and that they understand feedback can be given in many forms.
- Ensuring the college's workload reduction initiative is included within the CDP and that enough resources are dedicated towards achieving this aim.
- Monitoring staff absence levels, patterns and reasons, and using return to work meetings consistently and effectively.

- Regularly monitoring the progress of work practices, including curriculum planning, communications, marking and feedback, and data collection, and adapting these where necessary.
- Considering the impact of any potential changes to the college's practices before they are implemented and creating a clear implementation plan before changes are agreed.
- Communicating changes to the college's practices to all staff and the whole college community, to ensure everyone understands the reasons behind the changes.

The governing body commits to the following:

- Ensuring the college's ethos reflects its commitments to reducing workload and creating a working environment that is focused, purposeful and considers individuals' wellbeing through the successful management of workload.
- Ensuring it receives regular updates regarding absence levels that are broken down into the cause of absence and role of staff.
- Making every effort to ensure committee meetings that college staff are expected to attend are purposeful, focussed and structured, and relevant to the college development priorities.
- Considering the nature of information requests and being clear about the information needed from the SLT and college staff.
- Providing staff with advanced notice of all monitoring visits and informing them of what the focus will be and what information is required.
- Working within any policy agreements, including those relating to using technology to reduce workload.
- Establishing the role of the mental health and wellbeing governor to support the mental health and wellbeing of both staff and students.
- Regularly seeking views from staff on the impact of workload and working with the headteacher and SLT to improve any identified issues.

As a staff member at High Tunstall, you should commit to the following:

- Make changes to avoid and prevent stress, as it is a problem that should be tackled and not ignored.
- Be proactive and be prepared to speak to your colleagues and senior staff you are feeling stressed in their personal lives or at work.
- You are encouraged to take action, to manage your own stress, these actions will include, but are not limited to, the following:
 - Keeping active as a way of releasing emotional intensity and any negative feelings, exercise will also help to clear thoughts and deal with problems more calmly.
 - Managing your own workload and establishing and maintaining a healthy balance between work and life.
 - Prioritising work, leaving the least important tasks until the end of the day and concentrating on the work that will make the biggest difference.
 - Avoiding unhealthy habits, such as drinking and smoking.

- Taking advantage of the wellbeing initiatives and support offered by the college.
- Take action to help others in regard to listening or supporting and communicating with the Wellbeing Leads where there is a concern.

Our Charter on a page:

Staff Wellbeing Charter

Our HTCS Wellbeing Charter outlines our collective commitment to put staff **welfare, happiness and morale**, at the heart of our College. We recognise, that all staff are crucial to building and sustaining a happy and successful college, and this is only achievable when we all feel safe, happy and valued at work. This charter aims to highlight key 'building blocks' in this achieving this:

The Headteacher, SLT and all Line Managers will operate an 'Open Door Policy.'

There is no expectation that e-mails need to be read or responded to, outside of working hours, nor over the weekend or holidays. Staff do not need to respond until the following weekday and this is evidenced at the foot of all e-mails

We will have the highest expectations for student behaviours and attitudes, with robust, positive, restorative and challenging standards in place to ensure all staff support these by upholding them consistently

We aim to not only provide PPA time but also strive to provide further non-contact time and Faculty Planning Meeting time during contact hours

Staff will have regular opportunities to feedback through staff surveys and via one-to-one meetings with the Headteacher. Staff are also encouraged to be part of 'Working Parties' to support the development of college policy

Termly opportunities for staff to spend time together socially will be organised by the WHAM team and the SLT lead for Community Development i.e. Quizzes, fitness classes, prize giving etc. **Physical health is as important to us as Mental Health**

The Calendar is reviewed annually for time efficiencies. This includes a promise to only have 1 meeting per week after college (with leadership exceptions)

Professional Development systems are based on a developmental-non-judgmental approach and open dialogue

SLT will regularly discuss deadlines so that staff are not unduly burdened with multiple tasks

Leaders will act in accordance with the Staff Wellbeing Policy, which will be annually reviewed and is supported by the Governors, with Wellbeing being a standard agenda item at Governor meetings.

Our recruitment processes will be open, transparent and regularly reviewed

E-mails should avoid being sent outside of working hours and on weekends or holidays

Whilst staff wellbeing is a priority for all, there will also be two designated SLT leads, championing staff wellbeing and ensuring it is at the heart of all policy developments

We have an 'opt-in' scheme related to cover for family events in College hours

Workload efficiencies are always central in policy development. Therefore, we commit to 3 data drops per annum and a live marking policy to enhance staff morale and retention.

Staff are encouraged to model a 'family first' approach and effective time-management

We aim to work with our Unions and maintain an open dialogue

When general or personal circumstances alter, a designated Mental Health lead will be available to provide support or work with the Headteacher or connect with external support agencies

Staff are encouraged to nominate others for both internal and external rewards

Staff will embrace an empathetic, optimistic and 'I can' attitude towards working with colleagues

