

THE PAINSLEY CATHOLIC ACADEMY



The Painsley Catholic Academy Better Together

Workload and Wellbeing Policy

September 2023

| | | |
|---------------------|--------------------|----------------------|
| Approved by: | Board of Directors | Date: September 2023 |
| Last reviewed on: | September 2023 | |
| Next review due by: | September 2025 | |

Exceptional Communication: the foundation of wellbeing

We believe that exceptional communication skills enhance the spiritual development, life chances and opportunities for all in the community.

To support the above belief, we have produced a charter for staff (see page 3) that clearly sets out how we behave and monitor ourselves in terms of exceptional communication.

Catholic Social Teaching

As a Catholic family, we are committed to the fact that Catholic Social Teaching is 'an aspect of the life and the thinking of the Catholic Church.' It concerns what the Church has to say about social issues and the way in which Catholic faith should be lived out within society.

God has created us to live in communion with one another. It is through life with others that we can flourish. However, living in communion with one another is about serving God and serving others and our own development and growth to full potential cannot be at the expense of the development and growth of another. The Common Good is about our interdependence upon one another as equal members of the human race, and how society and its organisations and structures should be for the benefit of all.

In order to live according to the principle of the Common Good the Church recognises that 'respect for the person', as well as 'the social well-being and development of the group', and 'peace.' is also required.

Solidarity is part of the terminology used when talking about the Common Good. The word reminds us that 'Solidarity is the fundamental bond of unity with our fellow human beings and the resulting interdependence. All are responsible for all.'

To summarise 'the common good is always oriented towards the progress of persons... This order is founded on truth, built up in justice, and animated by love.

This principle of the Common Good is seen as the basis for family life as well as within larger social structures such as business and government.

Support and love for each other

With the profession now aware of the average working weeks - 54 hours for classroom and middle leaders, 60 hours for senior leadership (according to the Teacher Workload Survey 2016) - there is a real sense of this issue being taken seriously. It is imperative that all stakeholders of the Painsley MAC i.e. directors, governors, senior leaders, staff, parents and students feel supported and happy. We must focus attention on how important the workload and wellbeing agenda is to our HR and pastoral procedures including workload management, recruitment and retention, succession planning and our aim for a positive and supportive culture in all of our schools. Within our Catholic context, we are living out our vocation and we must have faith in the fact that, by introducing divine power into a human situation, stress and tension will be reduced and the Holy Spirit will increase our self-control.

Staff Communication Charter (see overleaf):

Communication: staff

We believe that exceptional communication skills enhance the spiritual development, the life chances and opportunities of all in the community



The Painsley Catholic Academy
Better Together

| Staff | Key points |
|-----------------|---|
| General ethos | <p>Relevant Painsley MAC Values: People Really Matter! CPD for all staff to ensure they become the best version of themselves The very best learning opportunities for our pupils <i>Associated Gospel value: dignity and compassion</i> <i>Associated Catholic Social Teaching: dignity of work and rights of the workers</i></p> <p>Leadership (Board/LGBs/Executive Leaders/Principals/Subject Leads/Pastoral Leads/SBMs) Leaders who are relentlessly positive Strong courageous leadership habits within every leader; be bold, be brave! <i>Associated Gospel value: sacrifice and service</i> <i>Associated Catholic Social Teaching: stewardship of God's creation/dignity of work</i></p> <p>Workplace Culture Work in an environment in which people feel safe, seen, heard and respected A culture of talking straight, demonstrating respect, confronting reality, clarify expectations, keep commitments Have high expectations of everybody and value them at all times <i>Associated Gospel values: tolerance and peace/mercy and forgiveness</i> <i>Associated Catholic Social Teaching: rights and responsibilities/dignity of the human person</i></p> |
| Calendar | Issued early July for the following academic year with the opportunity for staff feedback. Very few (if any) additions to be made to the calendar during the year as this causes additional burdens on staff |
| Annual survey | To be completed in January with the findings reported by the CEO and relevant actions added to the communication IP |
| Coaching | Coaching is a fun, non-judgemental process that involves guiding coachees, through how/what questions, to maximise the impact of the PAINSLEY model. MAC executive leaders, Principals and senior leaders will conduct weekly coaching sessions. Staff to be involved in the coaching process (with peers and across subjects/MAC schools) on at least a monthly basis. This will allow for deep and impactful professional development. Staff will have discretion over how to arrange the time without having a negative impact on workload. For example, the use of leadership and management time/non-contact time; the 2 days' CPD entitlement; INSET time; department time etc |
| CPD entitlement | An additional 2 days off timetable per year to focus on an area of personal interest |
| INSET | At least 1 day of the 5 to be decided by individual departments/staff |
| Line management | All leaders to have a line management meeting per fortnight (senior leaders/core subjects a meeting per week) |
| Appraisal | Following feedback from staff, formal observations will be removed from the appraisal process. We will instead focus on coaching, which is a supportive, positive and collectively challenging process as we try to achieve our aim of exceptional communication in all aspects of our role/team/school/MAC. All staff to have a brief monthly meeting with the appraiser to discuss progress and wellbeing. |

| | |
|------------------------------|--|
| Weekly briefings | To update staff on events (this is for information giving only). |
| Policies | Prior to the introduction of policies that will impact workload, staff are consulted over the contents and practical implications. Staff have access to all policies and have a formal channel communicated by the school to comment on any areas that are not working. Staff to have particular awareness of the Communications Policy; Dealing with Persistent or Vexatious Complainants; Flexible Working policy; Appraisal; Grievance; Whistleblowing; Health and Safety; Safeguarding (and related); Sickness Absence; Time Off policy; Workload and Wellbeing Statement. |
| Research ticket | Staff are entitled to subscribe to a professional association/other relevant body to further their professional development (to be authorised by the relevant line manager). |
| Staff CPD meetings | Department/staff meetings to be focused on CPD on at least 15 occasions during the year. |
| Reducing bureaucracy | Each school to ask staff for ideas on reducing bureaucracy. These will be presented to the MAC Executive team. |
| Behaviour management | Staff are entitled for same day feedback from senior staff on the outcomes of any issues regarding behaviour management incidents. |
| Relationships | Communication to and from stakeholders reveals respect, self-regulation and good manners. Staff are supported by senior staff in any incident where this is not the case. In the general areas of the school, adults model body language and tone that supports the positive ethos of the school. There is an emphasis on teamwork and supporting each other as one MAC family. Building exceptional relationships between school and parents is key to a child's success. The MAC will trial strategies to continue to build such relations. A focus will be on informing parents what their child is learning at school as surveys reveal that this is an area that parents express the least satisfaction. Parents are expected to treat staff with respect and courtesy at all times. If you would like to talk to a member of the Executive team (Steve Bell, Jo Bradbury, Cathy Horton, Gill Wretham), please email them directly to arrange a meeting or email tellus@painsley.staffs.sch.uk . It is lovely to hear positive comments about your school/colleagues as well as any issues that require resolution. We are here for you! |
| Emails | No emails will be sent outside of the hours of 8-7 Monday-Thursday and 8-5 on Fridays. Parents will understand that the response time is 3 days. Where appropriate, staff will acknowledge emails received from leaders, other staff, parents and other stakeholders. Please see the table on page 4 for details. |
| Phone calls | Reception staff will ensure that parents receive a call back on the day of an incoming call. If this cannot be the case, parents will be called to inform them when the call will be made. If the matter is urgent, a senior member of staff to take the call immediately. |
| Induction | All staff are entitled to a full induction programme consisting of at least 2 full days plus half-termly meetings to check they are being fully supported and are happy in their role. |
| Reducing curriculum workload | The MAC schools to share best practice in order to reduce the workload demands on individual staff within individual schools. Commercially available evidenced-based packages to be used where appropriate (for example, Power Maths. Red Write Inc etc). |
| Parents' evenings | Parents' evenings to last no more than 2 hours (excluding breaks) and be at a time that allows staff to go home and relax prior to returning to work the next day. Any issues in which a member of staff is made to feel uncomfortable during the evening will be addressed by senior staff prior to the member of staff leaving school so that they feel supported. |

| | |
|-----------|---|
| Wellbeing | <p>Staff are offered free confidential counselling. Even if few members of staff take it up, the knowledge that it's there helps to provide a safety net.</p> <p>There is a trained Senior Mental Health Lead in each school</p> <p>Conduct 'return to work' conversations following an absence. This can help to uncover any issues as soon as they emerge.</p> <p>Staff are encouraged to socialise with each other and have fun!</p> |
|-----------|---|

| Examples of email content | Email or No Email | Action |
|--|-------------------|--|
| Lost Property | No email | Send student to check in the lost property area in the student office |
| Issues relating to teaching and learning (deadlines, approaching, CPD meetings etc.) | One email a week | Weekly bulletin emailed out centrally |
| Issues about students not being sat together | No email | Issued on weekly bulletin from briefing |
| Email requests for drivers needed for trips | Email | To all staff |
| Students out on trips | Email | To teachers of particular students via MIS |
| Moderation/exam details | Email | To teachers only |
| Sports Club and fixtures | Email | To teachers of particular students |
| SEND top tips | Email | Email to teachers and TAs periodically |
| Injured student, leaving lessons early | Email | Daily bulletin that includes: briefing notes, sports fixtures/clubs, students injured, students on report and events taking place in week. Emailed to all staff. |
| Students and mentors | Email | Email to teachers |

The following pledges reflect our commitment to addressing workload and wellbeing:

Directors pledge that we will:

Evaluate the impact of the communication charter

Treat others with empathy and respect at all times

Ask for information through the CEO rather than directly approaching individual Executive Leaders/Headteachers/Principals

Not ask for additional written information other than that required for the agreed MAC procedures

Refrain from emailing colleagues outside of the hours of 8-7 Monday -Thursday and 8-5 on Fridays

Not expect an immediate reply to emails but allow 3 working days

Insist that every school has a Change and Wellbeing team (or equivalent) that is representative of stakeholders (or is part of a team comprising a group of Painsley MAC schools)

Discuss workload and wellbeing at every full Directors' meeting

Review HR records to monitor and evaluate sickness and turnover

Hold meetings between 5-7pm or during the day if possible

Ensure that no meeting lasts more than 2 hours

Follow the agendas for meetings as set out by the CEO

Not allow 'AOB' items to be raised at the meeting but request such items with at least 5 days' notice

Take any complaints or concerns seriously and deal with them appropriately using the MAC's policies

Consider wellbeing and workload when ratifying policies

Support the Executive Leaders and Principals through coaching and positivity at all times. Challenge will be fair, rigorous and proportionate

Not tolerate unprofessional behaviour towards any group of Painsley MAC stakeholders including staff

Ensure that all staff receive an annual appraisal in line with the relevant policies and access to appropriate training

Ensure that the CEO and Executive Leaders consider wellbeing and workload when introducing operational measures

Assess the workload of the CEO and Executive Leaders and provide appropriate support, advice and guidance as necessary

Consider workload when approving the annual MAC calendar

Follow policies and procedures in a respectful and timely manner

Ensure that governors follow the principles of this statement in their dealings with Headteachers/Principals

Aim to show appreciation to stakeholders - saying 'thank you' is a small gesture but it means a lot!

Governors will:

Evaluate the impact of the communication charter

Treat others with empathy and respect at all times

Follow the agendas for LGB meetings as set out by the CEO

Not ask for additional written information other than that required for the agreed MAC procedures (including the format of the Headteacher/Principal's report)

Refrain from emailing colleagues outside of the hours of 8-7 Monday -Thursday and 8-5 on Fridays.

Review HR records to monitor and evaluate sickness and turnover

Monitor the work of the Change and Wellbeing team (or equivalent)

Discuss workload and wellbeing at every meeting (as per the agenda)

Hold meetings between 5-7pm or during the day if possible

Follow the MAC calendar without adding follow-up meetings. The Chair will skilfully manage the meeting to ensure that all items are covered

Ensure that no meeting lasts more than 2 hours

Not allow 'AOB' items to be raised at the meeting but request such items with at least 5 days' notice. Any items of AOB must not impact negatively on the working hours of the Headteacher/Principal

Take any complaints or concerns seriously and deal with them appropriately using the MAC's policies

Support the Headteacher/Principal through coaching and positivity at all times. Challenge will be fair, rigorous and proportionate.

Not tolerate unprofessional behaviour towards any group of stakeholders including staff

Ensure that the Principal/Headteacher considers wellbeing and workload when introducing operational measures

Assess the workload of the Principal/Headteacher and provide appropriate support, advice and guidance as necessary

Follow policies and procedures in a respectful and timely manner

Ensure there is a Senior Mental Health Lead in school

Aim to show appreciation to stakeholders - saying 'thank you' is a small gesture but it means a lot!

Executive Leaders will:

Evaluate the impact of the communication charter

Respect others at all times

Be respected at all times

Consider workload issues when introducing new expectations across the MAC

Only introduce strategies that will have a positive impact on performance

Review HR records to monitor and evaluate sickness and turnover

Evaluate strategies in terms of workload implications

Ensure that the Headteacher/Principal's report includes information that is also used to monitor school performance

Focus on CPD that enhances the workload and wellbeing of the staff

Benchmark workload and wellbeing across the schools and share good practice

Organise at least annual staff surveys, which include free text

Not ask for additional written information other than that required for the agreed MAC procedures (including the format of the Headteacher/Principal's report)

Refrain from emailing colleagues outside of the hours of 8-7 Monday -Thursday and 8-5 on Fridays. Any weekend emails should be avoided for staff and minimal for fellow senior leaders. There should be no expectation of a reply

Discuss the impact of the Change and Wellbeing team with the Headteacher/Principal (or equivalent).

Work towards employing technologies including AI that allow resources, including planning, to be shared across the MAC in order to reduce the workload of staff within individual schools. By taking the opportunity to standardise effective teaching approaches across the MAC, the most appropriate teaching, planning and assessment approaches are adopted. This will be effective in improving pupil outcomes. These economies of scale can also help reduce unnecessary work for teachers. In many instances, this will enable teachers to concentrate on high-quality teaching, which is not only the single biggest factor impacting on pupil outcomes, but also has a positive impact on staff retention and morale

Produce central policies with Headteachers/Principals personalising to their setting as appropriate

Discuss workload and wellbeing at every Executive Leaders, and Principals' meeting (as per the agenda)

Meet staff within individual schools to discuss workload and wellbeing as per the MAC calendar

Meet as an Executive Leadership team on a weekly basis to discuss priorities and strategies for future improvements

Meet the Headteachers/Principals collectively on a regional basis at least every 4 weeks (DCEOs only) to discuss the MAC's strategic developments

Meet the Headteachers/Principals every half-term to discuss MAC strategic developments

Positively encourage Headteachers/Principals to trial strategies to reduce identified barriers to a work-life balance

Aim to ensure that school leaders' time can be freed to focus on school improvement by centralising administrative, HR, corporate functions etc

Ensure that the appraisal process is followed, is positive, and provides opportunities for appropriate professional development

Aim to show appreciation to stakeholders - saying 'thank you' is a small gesture but it means a lot!

Principals/Headteachers will:

Treat others with empathy and respect at all times

Consider workload issues when implementing new MAC and school expectations

Consult with staff over the potential impact of policy implementation

Only introduce strategies that will have a positive impact on performance

Review HR records to monitor and evaluate sickness and turnover

Evaluate strategies in terms of workload implications

Not demand unnecessary information and data from staff. A key question to ask is, 'What impact will this have on pupil outcomes?'

Positively encourage staff to consider the impact of assessment on the child's progress rather than the need to write detailed feedback that has limited impact on progress

Ensure that the appraisal process is followed, is positive, and provides opportunities for appropriate professional development. This includes monthly 1:1 discussions between the appraiser and appraisee.

Provide training to staff (at least annually) on wellbeing and specifically on how to maintain a reasonable work-life balance or on how to manage a large workload

Refrain from emailing colleagues outside of the hours of 8-7 Monday -Thursday and 8-5 on Fridays. Any weekend emails should be avoided for staff and minimal for fellow senior leaders. There should be no expectation of a reply outside of working hours

Use the MAC structures and departments rather than immediately referring to the Executive Leadership team

Discuss the impact of the Change and Wellbeing team (or equivalent) with the staff

Engage with the MAC to encourage the sharing of resources, including planning, in order to reduce the workload of staff. This is particularly important because, for example, in a Painsley MAC team/department of 13 teachers, 1 teacher contributes 1 lesson and receives 12 in return. Once a lesson is uploaded to a shared area, staff can tweak, personalise and update

Ensure that line management meetings are held as per MAC expectations. These should provide a useful strategy to discuss progress towards KPIs and provide support to middle leaders. They will also be an opportunity to receive feedback from staff via the middle leader

Personalise the MAC policies produced by the Executive Leaders and approved by the Directors

Discuss workload and wellbeing at least termly with a sample of staff

Meet the Executive Leaders at least every 4 weeks (as per the calendar) so that there is clarity in terms of the MAC's strategic developments

Feel comfortable to raise workload issues with Executive Leaders

Meet fellow Headteachers/Principals of the Painsley MAC every half-term to discuss MAC strategic developments

Positively encourage staff to trial strategies to reduce identified barriers to a work-life balance

Aim for parents' evenings to last no more than 2 hours and be at a time that allows staff to go home and relax prior to returning to work the next day

Encourage a succinct, coded marking scheme that all year groups recognise and understand, with next steps that are usually linked to the success criteria

Discourage staff from writing detailed feedback after a lesson, and encourage dialogic discussion ie oral whole-class, group, or individual feedback to happen during the lesson

Discourage lengthy and overly-detailed annual written reports

Support staff when dealing with pupils and parents who are not co-operating in a positive manner as expected within our Catholic ethos

Oversee the process of subject leads, Heads of department and senior leaders' quality assuring marking and feedback, and provide appropriate support and advice to maximise the impact of the feedback whilst reducing unnecessary and inefficient marking.

Ensure the focus of reviews of marking and assessment is on what progress the pupil is making. They will not focus on what the teacher writes. The key point will be purely on the impact marking has had on pupil progress. The actual practice of a pupil improving their work is more important than how much the teacher writes.

Consult with staff over the school calendar and publish the directed time calendar for consultation.

Offer free confidential counselling for anyone that needs it. Even if few members of staff take it up, the knowledge that it's there helps to provide a safety net.

Ensure there is a Senior Mental Health Lead in school.

Have standard 'return to work' conversations following an absence. This can help to uncover any issues as soon as they emerge.

Have complimentary tea and coffee in staff rooms.

Aim to show appreciation to stakeholders - saying 'thank you' is a small gesture but it means a lot!

Teachers/staff will:

Be informed about the use of the communication charters and their rights regarding communication

Treat others with empathy and respect at all times as per the Code of Conduct

Have the right to expect that the strategic aims stated above are followed at all times

Contribute positively towards morale and team spirit

Report honestly about their wellbeing and let Principals/Headteachers know when they need support

Feel supported in their role and receive constructive, fair and positive feedback

Proactively engage in appraisals and coaching sessions (at least monthly)

Refrain from emailing colleagues outside of the hours of 8-7 Monday -Thursday and 8-5 on Fridays. Any weekend emails should be avoided. There should be no expectation of a reply outside of these hours

Not be expected to reply to parental emails outside of the hours of 8-5 Monday to Friday but a reply should be given within 3 working days

Seek support and advice from Senior Leaders when dealing with complaints

Be actively involved in developing pedagogical principles across the MAC, which contribute to great teaching: challenge, modelling, explanation, practice, questioning and feedback. Teachers are expected to implement these principles well in their lessons, but in a way that that best suits their teaching style.

Identify the form of feedback that best suits their subject and then use these principles to state what effective feedback will look like in their curriculum area rather than following a generic policy. The only expectation is that the subject areas will publish such marking/assessment statements and that pupils will receive a grade for their work, compared to their target, with the pupil completing a 'next step' that improves their work. This should be at least fortnightly at secondary level and weekly at primary level.

Positively engage in the Behaviour Policy (or equivalent) in order for appropriate support/information to be given to pupils, parents and leaders

Give a greater emphasis to 'live marking' i.e. teachers giving pupils formative, short, written (or oral) feedback in the lessons as they are doing their work, meaning that teachers do not always need to take home sets of books to mark. Not only will this reduce teacher workload, but it has proven itself to be an effective form of feedback, as it is in the context of the lesson; research to date shows that pupils respond well to this immediate feedback.

Actively engage in professional development across the MAC. For example, the coaching process and learning from and with each other to improve the quality of teaching for all pupils.

Positively contribute to the sharing of resources across the MAC in order to reduce workload.

Willingly feedback information regarding wellbeing and workload to Senior Leaders

Ensure that pupils learn from assessments and that data is tracked to improve outcomes rather than as a compliance tool

Participate in the annual staff survey

Contribute to Senior Leaders' consultations, for example, over the calendar and directed time

Talk to a member of the Executive team (Steve Bell, Jo Bradbury, Cathy Horton, Gill Wretham) if required. Please email them directly to arrange a meeting or email tellus@painsley.staffs.sch.uk. It is lovely to hear positive comments about school/colleagues as well as any issues that require resolution.

Aim to show appreciation to Senior Leaders and others - saying 'thank you' is a small gesture but it means a lot!

Pupils will:

Follow the communications charter

Treat others with empathy and respect at all times

Take responsibility for responding to feedback (as appropriate to their age)

Complete all class and homework on time in order to ensure that teachers can plan subsequent lessons without having to arrange for pupils to catch up missed work

Feel comfortable to raise concerns over their own workload and wellbeing with staff

Have the right to be equipped with strategies to deal with issues concerning their workload and wellbeing

Follow the school rules and actively engage in the Rewards and Sanctions' Policy (or equivalent)

Aim to show appreciation to staff - saying 'thank you' is a small gesture but it means a lot!

Parents will:

Follow the communications charter

Treat others with empathy and respect at all times

Refrain from emailing staff outside the hours of 8-5 Monday to Friday

Understand that reception staff will ensure that parents receive a call back on the day of an incoming call. If this cannot be the case, parents will be called to inform them when the call will be made. If the matter is urgent, a senior member of staff will either take the call immediately or contact you on the same day.

Understand that we will respond to emails within 3 working days. If a matter is urgent, please contact reception and we will speak to you that day.

We ask that parents refrain from emailing staff outside the hours of 8-5 Monday to Friday.

Respect the fact that the Principal's decision regarding holiday requests is final

Discuss any behavioural issues with their child carefully before contacting school in order to ascertain the full facts

Recognise the demands placed on staff and be reasonable in terms of expectations

Liaise with Senior Leaders rather than individual staff if issues are not being resolved

Be reasonable in terms of expectations and the efficient education of all pupils

Provide positive feedback to Executive Leaders about the school via email:
tellus@painsley.staffs.sch.uk

Make suggestions about possible improvements via email:
tellus@painsley.staffs.sch.uk

Where necessary, follow the Complaints Policy as listed on the school website

Aim to show appreciation to staff - saying 'thank you' is a small gesture but it means a lot!