

Wellbeing Charter

Supporting staff wellbeing at Orchard School Bristol



Inspire
today...
empower
for life

TEACHING, LEARNING & ASSESSMENT

- Our Teaching and Learning Policy is designed with Subject Leaders to draw on professional knowledge of what works best for specific subjects.
- Schemes of Work and resources are provided for teachers, but they are not prescriptive, and we are supportive of teachers who want to adapt them. We trust teachers to decide the best approaches for students in their classrooms.
- Reprographics staff provide a service completing all bulk printing.
- No lesson plans are expected in day-to-day teaching or observations.
- Full time teachers receive 3 hours of PPA per week
- Teachers are not expected to cover more than one lesson per half term.
- Reporting is streamlined. Reports to parents and carers use the data inputted once into SIMS; there are no additional written reports to parents/ carers.
- Marking and feedback is agreed by departments, with one audience only: the students. We never mark for anyone else (observers, parents, etc.).
- We have designed the calendar to ensure that the number of afterschool sessions is kept to a minimum. The assessment calendar is carefully planned to avoid overloading at any one point in the year.
- Where staff do not teach a year group who have parents' evening, they do not need to stay at school and can complete their directed time at another time.

BEHAVIOUR AND PASTORAL SUPPORT

- Everyone has the highest expectations of behaviour, with all staff reinforcing those expectations.
- A clear "Ready to Learn" approach is applied consistently so staff can trust that the behaviour system will support them.
- Leaders are highly visible and always available through On Call duties. The duty rota ensures that leaders and pastoral staff are available before school, break, lunch and after school.
- Staff who are managing emotionally-challenging events with students are supported through regular check-ins and the opportunity to access supervision if required.

PERFORMANCE MANAGEMENT

- We do not grade lesson observations (outstanding, good, etc.). All observations are developmental.
- Performance Management is tailored to whole-school, faculty and individual needs.
- We begin from the assumption that everyone can achieve their targets, as they are realistic and developmental.
- We discuss career plans and opportunities for development which support longer term aspirations.
- Teachers can request a coach/mentor, as well as an appraiser, to support staff wellbeing.

STAFF VOICE

- We regularly survey staff to get their honest opinions about how to improve.
- We ask staff for their feedback on the quality and impact of CPD twice a year.
- We ask staff annually for their preferences on different aspects of life at Orchard School.
- Actions are taken as a result of staff voice on workload, preferences and CPD.

COMMUNICATION & MEETINGS

- Meetings are on the calendar from the start of term, so they can be planned for.
- We aim for all agenda and handouts to be published in advance, so time can be spent on discussion, clarification and decision making.
- Where a meeting can be avoided (e.g. through having a quick discussion or sending a brief email), this is recommended practice.
- Email etiquette is promoted:
 - We use specific email addresses, not 'All Staff' email, to cut down on irrelevant emails clogging up inboxes.
 - Staff are not expected to answer emails sent outside standard working hours (5pm to 8am on weekdays and at weekends) and we strongly encourage staff not to send emails after 8pm.
- We promote open door leadership – no concern is ever too small.
- We clearly identify when staff are required to attend after school events, and minimise the number of staff expected.

PROFESSIONAL DEVELOPMENT

- CPD is tailored specifically to staff development needs, experience and aspirations. Time is provided for staff to put new things into action and demonstrate impact and targeted support is provided for teachers who are struggling.
- Teachers' CPD is delivered through a flexible CPD model, enabling staff to complete their CPD at a time which suits them. Central CPD sessions are delivered in after school sessions and inset days.
- Support staff CPD is delivered through directed time and inset days.
- Annual CPD is provided on managing stress with the clear message that keeping things to yourself is not a sign of strength.
- CPD events include Staff Wellbeing CPD – where staff can take part in healthy or stress-busting activities together.

STAFF SUPPORT

- Staff wellbeing is prioritised; we know that contented staff make for a more successful school. We are all aware of workload, consider this in any new initiatives, and regularly review how to streamline systems and processes so they take less time.
- We have a member of staff, not on SLT, who takes a lead on wellbeing
- We offer a reduced gym membership fee with Everyone Active.
- We have a wellbeing board with advice and recommendations on display in the staff room.
- We encourage the "Find Fifteen" initiative, finding 15 minutes in the day to relax
- We have a staff room with fridges, microwave and a toaster, and plenty of comfortable seating.
- We provide staff showers and lockers.
- We provide free tea, coffee, sugar and milk in the main staff room and a free chilled water dispenser for use by all staff.
- Subsidised school meals are available to all staff at lunch time
- All staff have access to "Employee Assistance" – a free phone line for information, support and counselling.
- We hold back-to-work interviews after an absence, to ensure returners feel well supported.
- Free flu' jabs are provided annually.
- We do not expect staff to stay late after school – it is good practice to go home and spend time with family. We also accept that for some staff, working after school supports their work-life balance.
- We promote a culture of peer-to-peer praise through thank yous, cards, WoW events and small acts of kindness.
- We make use of the "Gift of Giving" to enable staff to take an hour or two to see their own children in performances, or access occasions which are normally impossible due to working in a school.