



Dulwich Hamlet Junior School Staff Wellbeing Offer

At Dulwich Hamlet, we place wellbeing at the heart of our school vision and decision making:

Outstanding learning within a glittering curriculum, where everyone matters

'Everyone matters' means just that; we prioritise the wellbeing of our staff as essential members of our school community. Our aims and intentions for wellbeing at Dulwich Hamlet are encapsulated by our wellbeing vision:

Dulwich Hamlet is a school where:

The community considers the wellbeing of all stakeholders in everyday practices.

Everyone in the community is committed to removing the stigma attached to mental health by emphasising that everyone has mental health.

Everyone in the community shares an understanding of how we talk about mental health.

Everyone in the community has access to mental health first aid and, where necessary, is signposted to additional and/ or external services.

Realising this vision is an ongoing process of action planning, implementing and reviewing our wellbeing strategy. Key elements of this are summarized below, using subheadings based on the [DfE Education Staff Wellbeing Charter](#).

Prioritise staff wellbeing

Our wellbeing vision places staff wellbeing at the center of our policy. In the academic year 2020-21, staff wellbeing was reviewed using an anonymous survey to identify action points and priorities for the academic year 2021-22. These will form part of our staff wellbeing action plan and will be included as a priority in the 2021-22 School Development Plan.

Support, tools and resources

The culture at Dulwich Hamlet is that mental health is just like physical health; it is taken seriously, not stigmatised and can be discussed without fear of discrimination. This culture stems from the work we have done with pupils in PSHE and in recognizing relevant nationwide events: World Mental Health Day, Children's Mental Health Week, Antibullying Week and Empathy Day.

Staff members can approach their line manager in the first instance for support with their mental health and wellbeing. As part of the 2021-22 Wellbeing Action Plan, signposts to external services and a wellbeing resource library are planned in order to provide additional support.

When possible, all staff have the opportunity to attend free regular yoga sessions taught by class teacher and qualified yoga instructor Matt Gold.

We employ a Learning Coach, Lorraine Thomas, two days a week. While her work is predominantly with the children, the Leadership Team identify and broker sessions for individual staff members as appropriate. For the academic year 2021-22, Lorraine will work specifically with the teaching team to navigate and skill-up staff in terms of working with difficult parents and carers, an aspect of our work that can cause unnecessary stress and anxiety for staff.

Communications

Year group teams (including teaching support staff) are provided with 30 minutes cover every week to allow for full team meetings. This allows team leaders to pass on key messages, enabling all team members to be involved, feel empowered, giving them the opportunity to be part of the decision-making process, as well as contribute ideas and raise and discuss issues.

Additional support staff and midday supervisor meetings are held at regular intervals to pass on key messages and provide a forum for discussion. CPD-based staff meetings for teaching staff are held weekly and include AOB to allow key messages to be passed on.

A weekly briefing email, including date, events, reminders etc, is sent to all staff on a Friday. This allows staff to prepare for the following week without taking time away from planning or resourcing.

A new fortnightly Trust e-newsletter is disseminated to all members of staff, ensuring transparency and that Trust-wide news, activities and events are communicated in a timely manner.

Decision making

Wherever possible, staff are consulted prior to decision making that could affect their working practices. Regular staff meetings, support staff meetings, midday supervisor meetings, senior leadership meetings and team meetings provide a form for views to be sought and open discussions held. Informal ‘staff-voice’ surveys are also used by subject leads to gain staff perspectives on curriculum and teaching.

Major changes – such as alterations to term dates, policies or governance – are subject to a formal consultation process.

Workload

Teaching staff are given an afternoon every week PPA time, as well as additional weekly time from our specialist music teacher, and dance teacher on a rolling basis. For 2021-22, this allocation will be increased by a further weekly session of 45 minutes, enabling specialist computing teaching. PPA time for class teachers is generous and above the legal requirement.

Planning is the responsibility of the year group team, with support from subject leaders where necessary. No specific planning format is required and plans do not need to be reviewed by

senior leadership or submitted in advance. There is a huge emphasis of trust placed on our staff.

Extensive written marking is not required or expected. Verbal feedback is encouraged and can be evidenced using 'I spoke to my teacher' stickers. Teachers can give whole class, small group or individual feedback as they see fit. Long writes can be assessed by conferencing with individual children or through written marking.

Assessment data is collected termly on ScholarPack and collated by teachers into a class venn diagram. Use of comparative marking for English writing is planned for 2021-22, which will reduce the workload associated with evidence grids and moderation.

As part of the annual Appraisal Cycle, 'drop-in' observation weeks have now replaced a historic 'high-stakes' one-off lesson observation approach, which staff have reported as being a less stressful arrangement.

The school actively encourages reasonable working hours for staff. The school site opens at 7.45 and staff are required to be off site by 5.45.

Annual Reports to Parents and Carers have been refined over recent years, with the new format and timetabling having a positive impact on both the information provided to parents and carers, as well as teacher workload. As of this year, the Admin Team now input attendance information, as well as print out the file copy.

We recognise that class assemblies to parents and carers can place an additional workload, and cause increased levels of stress for teachers. We have reduced these to two per year, with only one where parents and carers are invited. For the academic year 2021-22, teachers will not be asked to prepare a second non-parent assembly. These will be shared amongst the Core Leadership Team and external visitors.

Flexible working

Staff are able to access the staff drive remotely to facilitate flexible (home) working for those who need it. Staff accessing online training are also given the flexibility to attend from home or school – whichever works best for their individual circumstances. Further requests for flexible working provision for individuals can be made to the core leadership team (CLT).

While parent/carer-teacher meetings are held online, teaching staff are given the flexibility to set their own schedule for meetings according to what suits them best.

Staff are able to request the opportunity for flexible working on a temporary/permanent basis. We have accommodated the requests for staff from leadership through to support staff in a reduction of hours to suit personal circumstances.

Behaviour

The Dulwich Hamlet Values and Behaviour Policy places the school values of *Respect, Resilience, Integrity and Enjoyment* at its core. A clear pathway is outlined to allow teachers to

manage pupil behaviour, with additional support from senior leaders built in to the policy to reduce pressure on teaching staff and promote a calm and productive teaching and learning environment.

CPD

DHJS invests significantly in the CPD of all its staff members. CPD is linked to both school development priorities, and as much as possible, to areas of personal interest.

In addition to INSET training days, staff meetings are mostly training-based with a focus on developing classroom practice and confidence in teaching staff. Relevant training is then repeated for support staff during support staff meetings.

DHJS actively encourages staff to complete courses for accreditation, including NPQML/SL, Mental Health First Aider, First Aider and NCETM Maths Mastery.

Leadership

Middle leader release time is currently under review to allow staff members with leadership responsibilities time to focus on their additional responsibilities and reduce workload. Regular senior leadership and core leadership team meeting provide opportunities to share key messages, as well as to reflect and discuss in an open forum.

Holding ourselves accountable

The Dulwich Hamlet staff wellbeing survey (summer term 2021) provided baseline data and action points for staff wellbeing at the school. The action points derived from this will be formalised in our wellbeing action plan and included as a priority on the school development plan.

The survey will be carried out again at regular intervals (twice yearly) to assess progress and adjust our provision for staff wellbeing. We will also use the survey (completed by all six schools with our Trust) as a benchmarking tool.

Our Wellbeing Lead and Headteacher attend half-termly Trust Wellbeing Group meetings to feedback progress, and to share and learn from best practice across our family of schools.

Victoria Begley

Wellbeing Lead June 2021