

Christ Church Primary School
Staff work-life balance and well-being statement

This statement was originally discussed and written in consultation with staff as one of the 2008-2009 school improvement plan priorities as a result of feedback in the staff survey in May 2008. Following the staff and governors 'long term vision' day in June 2012, staff work life balance and well being was included as a school improvement plan priority for 2012/13. This statement was reviewed as part of the school improvement work on this target. This statement was reviewed and amended further in 2016 with input from staff members and governors. This review included consideration of the DfE-commissioned independent reviews of teacher work load (data, marking and feedback, planning and resources).

This statement runs alongside relevant statutory documentation and school policies including current policies on Pay, Appraisal and PPA.

Aim of our work-life balance and well-being statement

- to ensure that the Head Teacher, Senior Leadership Team, Governing Body, the whole staff team, members of the wider school community, including parents, and the Local Authority and Diocese acknowledge that staff work-life balance and well-being is an important issue for Christ Church School.
- to ensure that staff work-life balance and well-being issues are taken into account in a reasonable way in all short, medium and long-term school improvement planning, timetabling, staff deployment and task delegation, including in discussions with Local Authority and Diocesan advisors, inspectors and other outside consultants.

Agreed principles of our staff work-life balance and well-being statement

The entire staff team agree with the ethos and content of the school's mission statement (see below) and are prepared to work extremely hard so that all children make excellent progress, achieve highly and enjoy their wide-ranging and varied experiences at Christ Church School.

The Mission Statement of Christ Church School

At Christ Church School we respect and value each individual's contribution to our school community. We work to inspire our children with the love of learning and to strive for excellence in all aspects of school life.

We aim to make everyone's time at Christ Church School an enjoyable and rewarding experience and achieve our mission statement by:

- *promoting the highest standards of teaching and learning*
- *providing a rich and stimulating curriculum*
- *encouraging the development of self confidence, self discipline and healthy living*
- *developing a spiritual awareness*
- *promoting a Christian ethos while respecting other people's faith*
- *welcoming the involvement of parents and other members of the local community*
- *expecting everybody to understand their own rights and take responsibility to respect the rights of others*
- *expecting everybody to make a positive contribution to our school, the wider community and our planet*
- *providing an environment where all feel safe from bullying and discrimination*

The staff team are the most important resource and asset of the school and therefore require and deserve care and attention to be paid to their well-being.

Work-life balance and well-being issues affect all members of staff, regardless of their role, hours, the age of children they work with or level of pay or responsibility. However, these issues may affect members of staff in different ways and to different extents.

Work-life balance issues affect different members of staff in very individual ways and will sometimes require personal action plans and solutions. The school leadership team and Governing Body should not seek to impose one particular method of managing work load on the staff team but acknowledge that different strategies may be successful for different members of staff.

Staff performance will be judged according to pupil progress, school improvement and other measurable outcomes, in line with the school's agreed appraisal policy, and will take no account of factors such as number of hours worked or extra time spent in school.

The Head Teacher and other members of the Senior Leadership Team have a responsibility to set an example of reasonable work life-balance. The Senior Leadership Team and Governing Body also have a responsibility to monitor staff members' work-life balance and adjust timetabling and allocation of tasks accordingly.

The teaching staff team agree that there will inevitably be times of greater and lesser work load throughout the school year and that some of these times may necessitate working longer hours, including in the evenings and at weekends.

When appropriate, whole school or individual professional development opportunities should include training in skills related to work-life balance and well-being issues. The school should create regular opportunities for staff to share successful strategies for managing work load. The school also recognises that dedicating time and resources to training appropriate staff to take on particular additional or different roles or tasks is a valuable way of addressing work load issues for other members of staff.

Individual members of staff should take their own part in taking responsibility for their own work-life balance, including monitoring their own working hours and how they spend their time, identifying and implementing possible personal improvements to their own working patterns and discussing work-life balance issues with the Senior Leadership Team.

The Senior Leadership Team and Governing Body acknowledge that in the interests of work-life balance and well-being, reasonable decisions will need to be taken to complete some tasks to a 'good enough' level.

Work-life balance and well-being strategies at Christ Church School

The school has in place several short- and long-term strategies to address staff work-life balance and well-being issues, some of which are listed below. The school aims to add to and amend the list of strategies in place, as necessary and appropriate.

The school's leadership and Governing Body acknowledge that they alone cannot address all school staff work-life balance and well-being issues but that the local and national agendas also have a considerable impact in this area.

- Well-run and timed staff meetings; key stage meetings at lunchtimes
- 'Go home early' days for teaching staff in run up to Christmas
- Efficient systems in place e.g. risk assessments, ordering resources

- School closed at 5pm on Fridays
- Blocks of time for PPA: regular and effectively covered, with provision for work space
- Curriculum/leadership time for specific curriculum/leadership tasks when appropriate
- Additional session out of class per week for all class teachers with areas of responsibility whenever timetabling allows
- Important dates for entire year set and shared at beginning of year – guidance on how to adapt planning to fit in with specific events and expectations clear
- High workload events spread out throughout the year
- Supportive colleagues, willing to share ideas and time, including as part of lesson study teams
- Sharing positive ideas and achievements in KS meetings
- Approachable head teacher and senior leadership team
- Parents evenings at optimum time, taking into account staff feedback
- Flexible use of INSET days when appropriate
- Monday fruit in the staff room
- Appreciation of staff effort and time – thank yous, ‘treats’, Governors pay for tea/coffee etc
- ICT improvements and continuing investment
- Effective administrative support
- Teaching assistants time spread throughout the school to support all teachers and classes
- Additional hours of TA admin support time, including specifically for admin support for homework
- Timetabling of lunch time supervision staff to lessen the need for other staff to cover lunch as far as possible
- Lunch time supervisor staff lunch at Christmas
- Computer network with ranged of saved, shared documents to use and adapt
- Staff social events – range of different events to include all staff
- Flexibility over unpaid leave when appropriate
- Flexibility and understanding of personal circumstances
- Planned absences for courses covered by high quality drama/dance workshops with no planning, marking or follow up
- Time out of class for class teachers for assessment/marking each term
- Allocated time out of class or allocated staff meeting time for Personal Plan writing
- Day out of class (and off site) for class teachers to write reports each year
- ‘Supply days’ set up for unexpected sickness absence with internal cover used where possible
- Annual, individual discussion with a member of the Governing Body to provide confidential feedback on the school

The Senior Leadership Team, through formal and informal discussions with staff and analysis of the results of staff surveys, will evaluate and monitor the impact of this statement and the strategies currently in place.

This document was updated in May 2016 and will be reviewed regularly to ensure it is an accurate reflection of practice in the school.