

Staff Mini-Guide

Health and Wellbeing

@ Cardinal Langley





Health and Wellbeing

Everyone working in Cardinal Langley has gone above and beyond the call of duty during and since the Covid-19 pandemic in continuing to teach a broad and balanced curriculum, looking after our most vulnerable children, and in adapting to ensure all students and staff can return to normality.

Despite these challenges, we've seen real leadership, innovation and resilience at every level in school, and it is important that we all recognise that, and continue to demonstrate those qualities.

We should all feel very proud of our efforts over the last 3 years. The Governors are very appreciative of everything we have done to rise to the challenges, and they continue to support us on our journey of improvement towards outstanding.

Wellbeing(n)

A state of complete physical and mental health that is characterised by high-quality social relationships



Cardinal Langley's Wellbeing Charter

We believe that everyone working in our school should have the opportunity to enjoy the highest possible standard of wellbeing and health.

We are united in our view that improved wellbeing among our staff is key - staff are a precious resource: valuing them and their wellbeing is something we are all responsible for.

Not only is this a good thing itself, but it is critical in recruiting and retaining high quality staff. It is also essential in securing better outcomes for our children.

Cardinal Langley's Wellbeing Charter

We will:

- 1 Integrate wellbeing into school policies/practice
 - 2 Drive down unnecessary workload wherever possible
 - 3 Strive to work more flexibly wherever possible
 - 4 Work to break down the stigma around mental health
 - 5 Improve access to health and wellbeing resources
 - 6 Develop a culture of praise and recognition for staff
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Reducing Workload

What have we done?

T+L, Planning and Curriculum

Trust teachers and subject leaders to decide the best approaches for their classes

Expect and encourage a collegiate approach to developing schemes of work, resources and assessments, with subject leader approval

No expectation of lesson plans – if needed use Teacher Toolkit “5-minute lesson plan”

Staff Contact Ratio – lower in CL than other similar schools

No more one-off/tick box exercises to 'put on a show'; typicality is important, the experience over time

Subject Temperature Check – focus on departmental standards, curriculum design and delivery

Deep Dives (what's the experience for the children in the subject); scheduled on school calendar

Expect and encourage coaching/peer drop-ins; develop cross-curricular networks to develop pedagogy

OFSTED

Ofsted do not expect schools to create documentation for inspection

They also make it clear that:

OFSTED

Ofsted recognises that it has a role to play in protecting and enhancing the wellbeing of education staff

Ofsted recognises that education staff can feel that inspections are a source of stress

Ofsted will ensure that inspectors take staff wellbeing into account in coming to their judgements, and monitor this through quality assurance and evaluation

Ofsted will review whether the framework is having inadvertent impacts on staff wellbeing (e.g. creating unnecessary workload) and take steps to alleviate any issues

Assessment

Opportunities - formative and summative, and embedded in to schemes of work; manageable, sustainable and allow progression

Marking is for one audience only - pupils - never do anything else

Departmental trackers - feeding into our 3 assessment windows

Verbal and Written Feedback - focus on the quality not the quantity (absolutely no need to evidence verbal feedback)

Data entries - minimal; SLT never ask for any data to be entered twice

Reports - KS3 brief curricular comment 3 times per year; GCSE one statement per year

Behaviour

Every adult in Cardinal Langley has a shared responsibility for having the highest expectations of behaviour of our children and instilling those expectations

Clear system of sanctions applied consistently by all staff minimizes problems for everyone; tiered behaviour management system to allow for escalation of consequences

Central detention system has removed the need for individual detentions (annually reviewed)

SLT have visible presence around school with all staff having ownership of their own areas

Synergy introduced in order to manage behaviour more effectively and improve communication between staff and parents

Professional Development

Personalised CPD approach responding to individual staff needs and appraisal

Appraisal – Bespoke, developmental objectives aimed at improving the individual, department and whole school

Flexible use of CPD time – online materials accessed when it suits staff; INSET days positioned considerately and twilight sessions finishing by 4.30pm

Open Classroom Door Policy – staff learn from each other regardless of status

Coaching approach – emphasis on building rapport, sharing good practice and improving teaching

Increased use of in-house experts on all aspects of educational practice

Professional Development (2)

All meetings to finish by 4.15pm (except SLT, CAG/PAG and CPD twilights); CAG/PAG/CPD to start at 2.45 and finish at 4.30pm

CL Leadership Ladder – professional development for teachers at all career stages; NPQ's in a range of pathways; Great Teacher Toolkit

Initial Teacher Training – excellent relationships and opportunities with The University of Manchester and Edge Hill which provide PGCE trainees in a range of subjects to improve CL staff mentoring skills, subject-knowledge enhancement as well as recruitment possibilities

Early Career Teachers – 2 years dedicated support from SLT, middle leaders and subject mentors with a range of materials and topics to allow a great start to career

Middle Leadership training programmes (in-house and external)

Health and Wellbeing

Flexible working – fulfil contractual obligations but flexible enough to suit staff and their family commitments

No expectation to answer emails outside of school hours

Regular SLT Reviews of practice to streamline systems and processes

SLT to actively discourage tick box culture

Annual staff survey to get honest opinions about how to improve

Open-door Senior Leadership – no concern is ever too small

Staff social events – Staff Social Committee (range of different events planned during the academic year) plus end of term celebrations and other informal events

Health and Wellbeing (2)

Seasonal events in school – e.g. Christmas Jumper Day, World Book Day, Food Bank Collections, sporting events

Opportunities with the wider life of the school – Chaplaincy, Duke of Edinburgh, educational trips (domestic and foreign), sports teams, charity fundraising, Mission Week, Founders Day Celebrations, Eco-school, Sponsored Walk, Good Life Orphanage

Staff Update/Social – reflections and shared table (summer term)

Calendared “Staff Wellbeing Sessions” – no meetings but variety of leisure/relaxation activities instead

End of term early finish – 1.30 at Christmas and summer (Easter – early finish only for classes being rewarded)

Praise Culture – whole staff need to embed a culture of praise and recognition in to their teams

OFSTED QUOTES

(May 2022)

Ofsted recognises Cardinal Langley as a securely “good” school due to all the hard work of everyone in our community (May 2022)

“Cardinal Langley is a community where pupils feel happy and enjoy coming to school”; “Pupils enjoy the interesting and inspiring opportunities beyond the academic curriculum”

“Pupils have a strong input into the running of the school – they are listened to and believe their opinions are valued”

“Leaders and governors are committed to addressing social disadvantage, striving to give all pupils (including those with SEND) the best possible start in life”

“The curriculum is broad and suitably ambitious. Leaders have thoughtfully redesigned the curriculum so that pupils can build on what they already know”

OFSTED QUOTES

(May 2022)

“Teachers have a sound knowledge of their subjects. They explain new topics clearly pupils and students. Leaders have provided more time during the school day for pupils to read with teachers.”

“The curriculum is equally ambitious for pupils and students with SEND. Leaders have effective systems in place to identify the specific needs of pupils and students with SEND. Most pupils with SEND achieve well.”

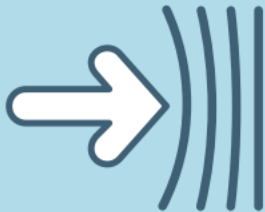

“Staff support pupils’ wider development effectively. The personal, social, health and economic education (PSHE) curriculum is planned well”; “Leaders provide pupils with a carefully selected set of cultural experiences to prepare them for life in modern Britain”

“All pupils, including students in the sixth form, benefit from the many opportunities on offer outside the classroom. Sixth form students engage well with school activities. They champion equalities, and lead the influential school council. They support younger pupils well. Many students progress on to apprenticeships and university.”

“All pupils move on to appropriate, high quality destinations at the end of their time at the school”; “Leaders take account of staff’s workload and well-being. Staff feel respected and said the school is well-led and managed by leaders and governors. Staff are proud to work at the school”

Greater Manchester Wellbeing Toolkit

[Greater-Manchester-Wellbeing-Toolkit-190421.pdf \(gmhsc.org.uk\)](#)

		
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Quotes about Praise and Motivation

“67% of employees consider praise and commendation the top motivator”

“People work for money, but go the extra mile for recognition and praise”

“A great employee is like a 4-leafed clover, hard to find and lucky to have”



So what's next in 2022-23?

- Move all CPD/meetings to a Monday
(free up more time for staff)
- 3 calendared “Staff Wellbeing Sessions” – provide staff with opportunities to enhance their wellbeing (Nov/Jan/May) – along the lines of Rochdale’s Five Ways to Wellbeing (5W2W)
- Staff Social Committee – organise regular events for staff – variety of activities – something each month
- Raise awareness with staff, parents/carers and children through school website
- Sponsored Walk – summer term 2023 – chance to develop relationships as well as exercise + fundraising
- Work to develop a culture of praise more deeply - celebrate staff achievements (appraisal/progression, CPD and other means)

So what's next in 2022-23?

- Embed the culture of praise at all levels more deeply - celebrate staff achievements (through appraisal and CPD progression)
- Re-arrange CPD/meetings on a Monday (to free up more time for staff)
- 3 calendared “Staff Wellbeing Sessions” – provide staff with carousel opportunities to enhance their wellbeing (Nov/Jan/May) – along the lines of Rochdale’s Five Ways to Wellbeing (5W2W)
- Wellbeing Week – one in July, one in January; includes Sponsored Walk – summer term 2023 – chance to develop relationships as well as exercise + fundraising

5W2W

FIVE WAYS TO WELLBEING



Your time,
your words,
your presence



DO WHAT YOU CAN,
ENJOY WHAT YOU DO,
MOVE YOUR MOOD



EMBRACE NEW
EXPERIENCES,
SEE OPPORTUNITIES,
SURPRISE YOURSELF



TALK & LISTEN,
BE THERE,
FEEL CONNECTED



REMEMBER
THE SIMPLE
THINGS THAT
GIVE YOU JOY

**“People will forget what
you said...forget what
you did, but people will
never forget how you
made them **FEEL.**”**

- Maya Angelou

THANK YOU
I APPRECIATE IT
WOW
GREAT JOB
FANTASTIC
AWESOME
FRIENDLY
APPROACHABLE
PRECISE
SUPER
FABULOUS
DILIGENT
CONSISTENT
I APPRECIATE THE WORK YOU DO
I APPRECIATE YOU
Thanks