Sample Staff Wellbeing Survey

Criteria	Disagree 1	2	3	4	Agree 5
Our school has a supportive culture and ethos in which I can flourish	☐	☐	☐	☐	☐
There is a clear understanding by the whole school community of the vision and values of the school	☐	☐	☐	☐	☐
I am regularly asked about my well-being	☐	☐	☐	☐	☐
Our school actively promotes a healthy work-life balance for staff	☐	☐	☐	☐	☐
I am consulted and supported at times of change	☐	☐	☐	☐	☐
We work together to reduce workload pressures	☐	☐	☐	☐	☐
All staff model respectful and inclusive behaviour towards each other and pupils	☐	☐	☐	☐	☐
I am clear about my role in the school and that of other staff	☐	☐	☐	☐	☐
I am able to do my job well	☐	☐	☐	☐	☐
I have opportunities for professional development	☐	☐	☐	☐	☐
I receive regular positive feedback, both formally and informally	☐	☐	☐	☐	☐
Verbal, written and electronic communications are clear, respectful and effective	☐	☐	☐	☐	☐
My skills and abilities are valued and appreciated	☐	☐	☐	☐	☐
The climate of trust in our school allows me to have a professional dialogue with other staff over challenging issues if or when they arise	☐	☐	☐	☐	☐
If I was struggling, I would feel comfortable about asking for help	☐	☐	☐	☐	☐

I know where to get support in and out of school	☐	☐	☐	☐	☐
Staff meetings and other meetings are focused, useful, have a clear purpose	☐	☐	☐	☐	☐
All staff are given opportunities to contribute their ideas openly	☐	☐	☐	☐	☐
I think that our school is a happy and enjoyable place to work	☐	☐	☐	☐	☐

Any other well-being issue/s you'd like to raise.

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Notes

Principles behind the staff well-being guidance and survey:

- This is an optional and supportive tool which schools may use to enhance their well-being provision
- Well-being is the responsibility of all staff.
- The well-being of **<u>every</u>** member of the school community is important.
- Initial discussions around the introduction of this tool and how it fits with the school's current well-being provision would involve the Headteacher and Chair of Governors.
- It is envisaged that the survey, would be introduced during a staff meeting or training session on well-being.
- The survey should be anonymous.
- Following the survey, it is suggested that a voluntary staff well-being team is formed with a representative number of staff. This team's role is to analyse the survey results and share the findings with staff, identifying areas where the school is doing well and areas for development.
- The team would be in place for a limited period of time (up to 18 months) to develop and implement an action plan based on the results of the survey and suggestions from staff.
- The survey can be repeated after a period of time to measure the impact of the changes made.
- Any data arising from the survey is confidential to the school and should not be shared externally.

Guidance notes

Criterion	Guidance notes
Our school has a supportive culture and ethos in which I can flourish	There is a school well-being policy / policy statement which: • emphasises staff well-being. • considers areas for well-being development & recognition of achievement • develops a wellbeing team (volunteers from a variety of staff, over limited period,) to help shape policy and practice. • assesses staff perceptions: e.g., survey + action plan + monitoring + feedback (led by a well-being team).
There is a clear understanding by the whole	• All members of the school community have contributed to / can articulate the vision and values of the school.

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school community of the vision and values of the school	• There is a clear and embedded well-being culture rooted in the school's vision and values.
I am regularly asked about my well-being	• The meaning of the term 'regular' should be defined and agreed by the staff prior to completing the survey – i.e., daily, weekly, termly. • Evidence for this could be through the findings of the staff well-being at school survey which could be repeated following analysis and action plan (possibly conducted by a staff well-being team). • The school culture enables questions to be asked routinely about well-being. • All staff are kept informed of progress towards enhanced well-being provision (e.g., via the well-being team).
Our school actively promotes a healthy work-life balance for staff	• The school creates an atmosphere where all have permission to have a work-life balance (e.g., times on site; 'no work Wednesdays'; strict time-limits to meetings). • Consider putting whole school objectives into annual appraisal/ professional development discussions e.g., suggest having planned work-free time such as at weekends, some evenings. • Consider agreed times for arriving / leaving school (e.g., at least one 'early time' each week). • Signpost to evidence-based approaches for enhancing well-being such as: **The 4-pillar plan – how to relax, eat, move and sleep your way to better health:** **https://www.amazon.co.uk/Pillar-Plan-Relax-Longer-Healthier/dp/0241303559** **5 Ways to Well-being: https://www.nhs.uk/Conditions/stress-anxiety-depression/Pages/improve-mental-wellbeing.aspx**
We work together to reduce workload pressures	• See poster 'Reducing Teacher Workload' produced by Teacher Unions, Ousted & DfE. **https://www.gov.uk/government/publications/teacher-workload-poster-and-pamphlet** • Regular items on staff meeting and Governor / MAT board agendas re: Well-being and workload.

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	• Governing Body /Trust discusses/ monitors staff workload.
	• Evening meetings / school trips - Recommend there is a reasonable rest break before the next working day.
	• Promote flexible working practices – such as:
	   ○ Working from home to allow strategic thinking/policy writing/PPA time.
	   ○ Part-time working, career breaks, secondments, sabbaticals.
	   ○ Flexibility around caring responsibilities –e.g., for the disabled, elderly.

I am consulted and supported at times of change	• Key changes are explained clearly. • There are opportunities for feedback. • Support is on hand if requested so staff feel included and empowered. • Where additional work is created, there is some reduction in demands elsewhere or additional time/ resource is made available.
All staff model respectful and inclusive behaviour towards each other and pupils	• A respectful ethos and culture are embedded in daily interactions (verbal and non-verbal) • Staff code of conduct / behaviour policy is in place. • There are clear mechanisms to a) support staff who are being harassed or bullied and b) to resolve the situation.
I am clear about my role in the school and that of other staff	• Job descriptions and expectations of roles (at all levels) are clear, transparent and well-communicated. • These are reviewed as necessary.
I am able to do my job well	Evidence for this could be based on how individuals respond to the following questions: • I can take ownership of my role and be creative in making it mine – working within the constraints of overall school frameworks and accountability. • I have the resources I need to fulfill the demands of my responsibilities and to meet the needs of any children and staff I am responsible for.

	• Demands made upon me are realistic and are open to fair and open discussion if I feel they are affecting my personal performance. • The school enables me to be part of wider networks to feel supported and to move forward in my role.
I have opportunities for professional development	• The school has an appraisal system that includes everyone. • The school understands the value of highly trained and competent staff – both for individual advancement and self-esteem and to maximise benefits for all pupils. • At least once year personal career development opportunities are discussed, and support given to develop the skills and knowledge of every individual.
I receive regular positive feedback, both formally and informally	• The meaning of the term 'regular' should be defined and agreed by the staff in advance of completing the survey but formal feedback should be expected at least termly and informal could be as often as daily. • Feedback could be about issues relating to work practices and outcomes, or it might, for example, be about how someone has been supportive on a personal level. It should be about the 'whole person' and how they contribute to the life of the school in all its aspects. • Those involved in supporting and leading other staff, have guidelines on informal and formal feedback to staff → looking out for opportunities in all areas of school life where staff are making / have made a difference and feeding this back. • Feedback is given in a variety of ways (e.g., verbally, 'thank you' card, at staff meetings etc.) Have staff agreed how feedback should be given? Use the well-being team to decide on suitable activities and mechanisms – will be school specific. • Do staff know where to look for feedback? • The school culture encourages staff to praise /compliment each other in an informal, in-the-moment way. • Can all staff give examples of positive feedback they have received and how it made them feel?
Verbal, written and electronic	• Is there a cut-off time for staff and governors after which e-mails should not be sent / read?

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communications are clear, respectful and effective	• Are parents aware of agreed communication time cut-off limits? • Part-time staff and support staff: are there any barriers to communication for them?
My skills and abilities are valued and appreciated	• There are opportunities for skills and abilities to be recognised by managers and other staff in teams. • Do all staff receive feedback on their skills and abilities? • Creativity and innovation are positively encouraged.
If I was struggling, I would feel comfortable about asking for help	• Staff have a mentor (or similar) where necessary; particularly on appointment through their induction period, but whenever needed, to support them both professionally and personally. • There is an agreed 'process' in the staff welfare and well-being policy / policy statement / staff handbook that all staff know how to access when they feel in need of additional support. • Where specific policies have to be put in place (such as managing performance and absence management) these processes are managed with sensitivity. • Absence management processes are normalised so reporting absence & return to work discussions become automatic. • Informal procedures around managing performance are fully implemented before formal procedures begin.
I know where to get support in and out of school	• Support is available for staff undertaking emotionally demanding tasks, such as safeguarding or pastoral issues. Supervision* or similar may be offered. • Staff are given/ reminded of information on support available to them outside school such as any employee assistance programme that gives staff 24/7 free & confidential access to counselling and other support services. • Notice boards and the well-being team can signpost staff to support, including that of professional associations. • Effective use is made of occupational health to support well-being e.g., phased returns or 'reasonable adjustments. • All staff, including BAME, LGBT and those with other protected characteristics feel safe and comfortable to "be who they are" and are signposted to support if required.

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* Supervision gives staff an opportunity to establish a trusting, confidential, non-judgemental relationship. It offers a space to develop through self-reflection. Supervision offers one-to-one uninterrupted time to consider current demands and challenges being faced. It helps to minimise any sense of isolation, along with an opportunity to celebrate personal successes and to consider, where things have become 'stuck,' how to find a way forward that will work.

The climate of trust in our school allows me to have a professional dialogue with other staff over challenging issues if or when they arise	• There are opportunities, at staff and other meetings, for staff to raise issues in a non- threatening, non-accusatory manner. • If the issue concerns a professional relationship, staff are empowered and supported to reach a mutually satisfactory outcome. • Professional associations can play a positive role at an informal stage.
Staff meetings and other meetings are focused, useful and have a clear purpose	• The focus / purpose of meetings - and who should attend them - is clearly thought-out (not just meetings because we always have them / for meetings' sake). • There are sometimes introductory activities e.g., to share best practice around something which has worked. • Timekeepers + 'focus observer' remind colleagues at the meeting to keep on track. • Staff know the intended aims and outcomes well before the meeting and have an opportunity to be consulted on the agenda. • There is time in meetings to reflect and contribute. • A variety of people are empowered and encouraged to lead (aspects of) meetings.
All staff are given opportunities to contribute their ideas openly	• Staff are consulted to find out how they best want to contribute their ideas – in meetings or elsewhere. • In meetings, the 'chair' acts in an inclusive manner to encourage participation from all – for example goes round everyone inviting responses; responses are shared with a partner and 'pair' feedback is given. • Comment slips are available to write comments / ask questions at the end of meetings or elsewhere.

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I think that our school is a happy and enjoyable place to work	- The staff room is a clean, calm and pleasant place to relax. - The staff room is available for all staff to access. - There are opportunities for staff to socialise within and outside school e.g., staff meals, outings, events, fun activities are arranged. - Consider how the well-being team will demonstrate how the school is a happy, enjoyable place to work.