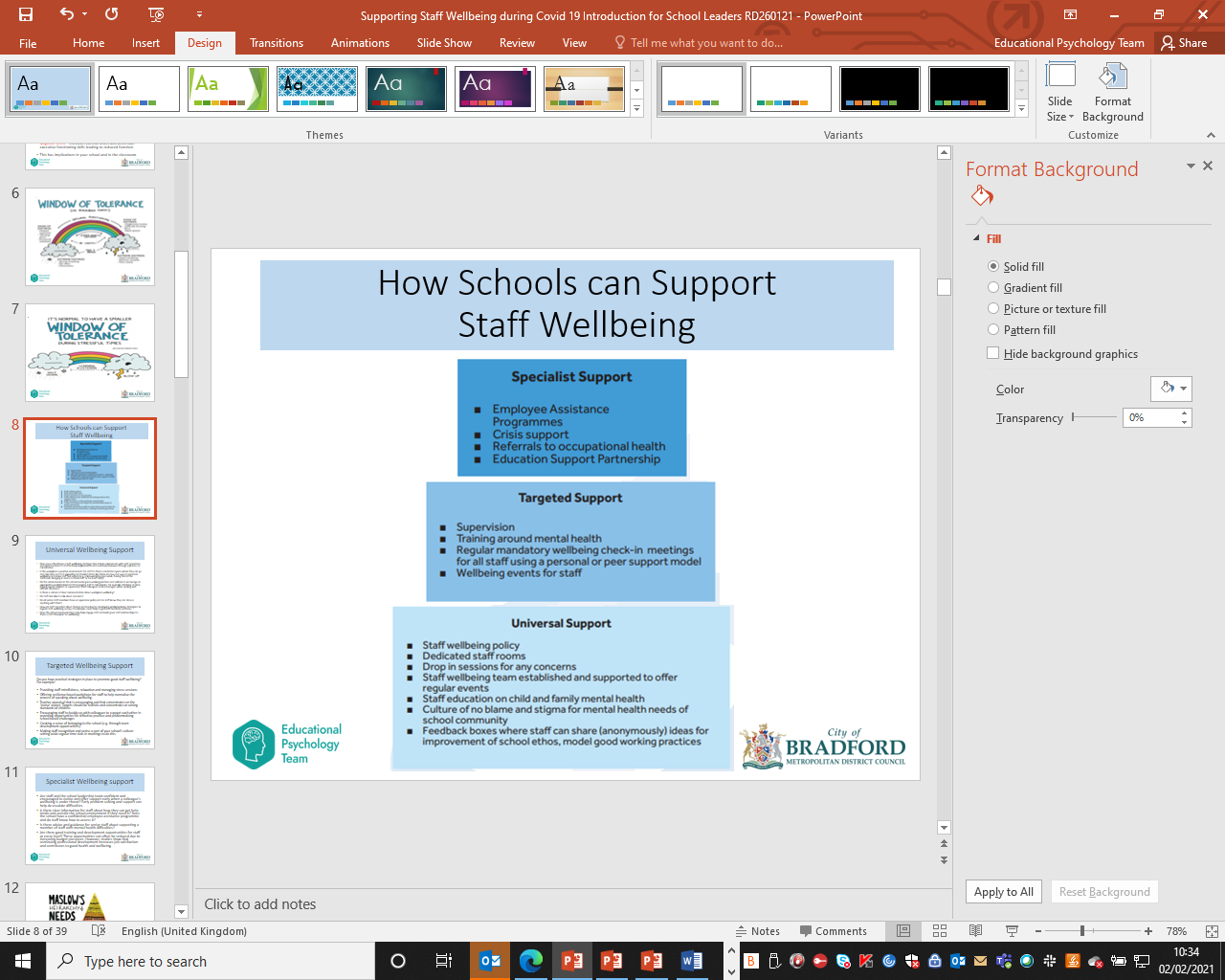
**Supporting Staff Wellbeing Checklist**

These building blocks are things that schools can do to ensure that they are looking after the wellbeing of their staff.

Many schools are already implementing these strategies as a matter of course.

Work through the checklists below to see whether there are any areas that you could take any additional actions in or any areas you are lacking in all together.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Universal** | **Y** | **N** | **?** | **Comments / Actions** |
| Does your school have a staff wellbeing strategy? Has it been co-produced with staff, governors and parents/carers? Is it effectively implemented and routinely reviewed through a process of consultation |  |  |  |  |
| Is the workplace a positive environment for staff? Is there a dedicated space where they can go and take time out? Is it appealing and looked after? Are there any low cost ways to promote wellbeing and make staff feel valued (e.g. acknowledging good work, having fruit in the staffroom, bringing in treats to thank staff or for inset days)? |  |  |  |  |
| Do the senior leaders in the school model good working practices and self-care to encourage an appropriate work-life balance? Encouraging staff to take breaks, for example, finishing on time, having regular debriefs or supervision from colleagues or line managers when dealing with difficult situations. |  |  |  |  |
| Is there a culture of clear communication about workplace wellbeing? |  |  |  |  |
| Do staff feel able to talk about concerns? |  |  |  |  |
| Do all senior staff members have an open-door policy and do staff know they can discuss anything with them? |  |  |  |  |
| How are staff consulted about change and involved in developing problem-solving strategies? A regular staff wellbeing survey, for example, could help to generate feedback and ideas. |  |  |  |  |
| Does the school communication style help engage staff and build good staff relationships? Is there a staff champion for wellbeing? |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Targeted** | Y | N | ? | **Comments / Actions** |
| Do you have practical strategies in place to promote good staff wellbeing? For example: |  |  |  |  |
| Providing staff mindfulness, relaxation and managing stress sessions. |  |  |  |  |
| Offering resilience-based workshops for staff to help normalise the process of speaking about wellbeing. |  |  |  |  |
| Teacher appraisal that is encouraging and that concentrates on the ‘praise’ aspect. Targets should be realistic and concentrate on raising standards of children. |  |  |  |  |
| Encouraging staff to buddy up with colleagues to support each other in providing opportunities for reflective practice and problem-solving school-based challenges |  |  |  |  |
| Creating a sense of belonging to the school (e.g. through team development opportunities). |  |  |  |  |
| Making staff recognition and praise a part of your school’s culture – setting aside regular time slots in meetings to do this. |  |  |  |  |
| Other |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Specialist | Y | N | ? | **Comments / Actions** |
| Are staff and the school leadership team confident and encouraged to notice and offer support early when a colleague’s wellbeing is under threat? Early problem solving and support can help de-escalate difficulties. |  |  |  |  |
| Is there clear information for staff about how they can get help inside and outside the school environment if they need it? Does the school have a confidential employee assistance programme and do staff know how to access it? |  |  |  |  |
| Is there advice and guidance for senior staff about supporting a member of staff with mental health difficulties? |  |  |  |  |
| Are there good training and development opportunities for staff at every level? These opportunities can often be reduced due to increasing budget pressures. However, studies show that continuing professional development increases job satisfaction and contributes to good health and wellbeing. |  |  |  |  |