# Barrowby Church of England Primary School

**Workplace Wellbeing and Benefits Policy**

## 1. Introduction

1.1 At Barrowby Church of England Primary School, our commitment to staff wellbeing is rooted in our Christian vision and values.

*As a Church school family, we strive for excellence, ensuring that we all feel happy, valued and loved. We aim to provide an exciting, innovative, and relevant curriculum that enables all to "shine" and develop as creative, respectful and independent citizens. We seek to promote equal opportunities for all so that each individual is encouraged to achieve their full potential and become lifelong learners who can make a positive contribution to society.*

*Make your light shine, so that others will see the good that you do and will praise your Father in heaven.* **Matthew 5:16**

1.2 We believe that this vision applies equally to pupils, staff, governors and the wider school family. In order for our children to thrive, it is essential that our staff work within a culture where they all feel supported, respected and genuinely cared for.

1.3 The principles of being ***Happy, Valued and Loved*** are therefore central to all decisions relating to staff wellbeing, workload, professional development and workplace culture. When considering new initiatives, policies, procedures or expectations, leaders will ask:

## 2. Feeling Happy

2.1 We are committed to creating a workplace in which staff experience a genuine sense of wellbeing, fulfilment and professional satisfaction.

2.2 This includes promoting:

- positive mental and physical wellbeing;
- supporting a healthy balance between work and personal life; and
- reducing unnecessary pressures wherever possible.

2.3 We recognise that excessive workload can affect both wellbeing and effectiveness, and therefore seek to minimise unnecessary demands and focus staff time on activities that have the greatest impact.

2.4 We also strive to create opportunities for colleagues to enjoy their work, collaborate with one another and experience a strong sense of professional achievement as valued members of our school family.

## 3. Feeling Valued

3.1 We believe that every member of staff makes a significant contribution to the life and success of our school.

3.2 Staff should feel recognised for their:

- expertise; and
- commitment and dedication to our pupils and school family.

3.3 We demonstrate this by providing appropriate resources, facilities and support, investing in professional development and leadership opportunities, ensuring that staff voice plays an important role in school decision-making, and taking opportunities to recognise and celebrate when staff shine.

3.4 By listening to colleagues, responding to feedback and celebrating achievements, we aim to foster a culture in which all staff feel respected, appreciated and ***valued*** for the difference they make each day.

**4. Feeling Loved**

4.1 At Barrowby Church of England Primary School, we believe that every member of our school family should experience a genuine sense of care, belonging and support.

4.2 When we speak of staff feeling ***loved,*** we mean this in the same way that members of a family feel loved and valued. Families do not always agree with one another, and there will inevitably be times when opinions differ or challenges arise. However, strong families remain united because they share a common identity, a commitment to one another and a deep sense of belonging. We believe the same should be true of our school family.

4.3 We seek to create a culture where every colleague knows that they are an important and ***valued*** part of our school family.

4.4 We want staff to feel that they belong, that they are accepted for who they are, and that they have a meaningful place within the life of the school.

4.5 This sense of belonging is built through positive relationships, mutual respect, shared lived experiences and a collective commitment to our vision and values.

4.6 We are committed to demonstrating kindness, compassion and understanding in our interactions with one another, recognising that each individual brings unique gifts, strengths and experiences to our school family.

4.7 We strive to build relationships founded on trust, honesty and mutual support, ensuring that colleagues feel able to celebrate successes together and support one another through difficult times.

4.8 As a Church school, our Christian values underpin the way we work together and make decisions. We seek to live out these values through our words, actions and leadership, creating an environment where staff feel cared for both professionally and personally.

4.9 By fostering a strong sense of identity, community and belonging, we aim to ensure that every member of our school family feels happy, valued and ***loved,*** enabling them to flourish and helping both themselves and others to shine.

4.10 Where decisions do not align with these principles, leaders will carefully reflect upon and consider alternative approaches that better support our vision of ensuring that all members of our school family feel ***happy, valued and loved.***

## 5. Purpose

5.1 The purpose of this policy is to outline the practical measures the school takes to support staff wellbeing and to create an environment in which all colleagues can flourish professionally and personally.

5.2 We recognise that staff wellbeing is not an additional consideration but a fundamental component of a successful school. By investing in our staff, we strengthen our ability to provide the highest quality education and care for our pupils.

5.3 Barrowby Church of England Primary School is committed to implementing the principles of national guidance relating to teacher workload, staff wellbeing and sustainable working practices. We recognise that reducing unnecessary workload is essential in supporting staff wellbeing, job satisfaction, retention and the delivery of high-quality teaching and learning.

5.4 Through the careful management of directed time, proportionate expectations, streamlined meeting structures, realistic approaches to displays, protected professional development time, dedicated leadership release time and the regular review of systems and processes, we seek to remove unnecessary burdens that do not directly contribute to improved outcomes for pupils.

5.5 We are committed to ensuring that staff time is used purposefully and effectively, allowing colleagues to focus on activities that have the greatest impact on teaching, learning and pupil development.

5.6 By challenging practices that create unnecessary workload, listening to staff voice and continually reviewing our approaches, we aim to create a supportive and sustainable working environment in which colleagues can thrive professionally and personally.

5.7 This reflects our commitment to ensuring that all members of our school family feel ***Happy, Valued and Loved***, while enabling them to focus their time, energy and expertise on helping both themselves and others to flourish and shine.

## 6. Our Commitment

6.1 The school is committed to:

- promoting a healthy work-life balance;
- reducing unnecessary workload wherever possible;
- providing practical support that allows staff to focus on teaching and learning;
- recognising and valuing the contributions of all staff;
- creating a culture of care, compassion and belonging; and
- encouraging positive relationships, collaboration and a strong sense of ‘family’ through dedicated staff social spaces and wellbeing initiatives.
- ensuring workplace decisions reflect our vision that every member of staff should feel ***happy, valued and loved.***

6.2 Roles and Responsibilities

The wellbeing of staff is a shared responsibility across the whole school family.

6.3 **Governors will:**

- monitor staff wellbeing through staff voice, leadership reports and policy review;
- consider workload and wellbeing implications when making strategic decisions;
- review the effectiveness of this policy annually; and
- ensure the school's Christian vision remains central to decisions relating to staff wellbeing and workplace culture.

6.4 **Senior Leaders will:**

- model healthy and sustainable working practices;
- consider workload implications before introducing new initiatives, systems or expectations;
- actively promote a positive, supportive and inclusive workplace culture;
- provide appropriate support when colleagues experience personal or professional difficulties;
- listen to staff voice and respond constructively to concerns; and
- ensure decisions are considered through the lens of whether they help colleagues feel ***Happy, Valued and Loved.***

6.5 **Staff will:**

- contribute positively to the wellbeing and professional relationships of colleagues;
- treat others with dignity, kindness and respect;
- raise concerns where workload or wellbeing may be negatively impacted;
- participate constructively in wellbeing initiatives and staff voice opportunities; and
- support the school's vision and values through their words, actions and relationships.

## 7. Directed Time

7.1 The school is committed to ensuring that teachers' directed time is managed carefully, transparently and in accordance with national conditions of service.

7.2 At the beginning of each academic year, termly calendars are established and communicated to staff, identifying key dates, meetings, professional development opportunities, parental engagement events and other directed activities. A full Directed Time calculation is then completed to ensure that no teacher is required to exceed the statutory annual limit of 1,265 directed hours.

## 8. Protected Time Between the End of the School Day and Meetings

8.1 The school is committed to ensuring that teachers are not required to remain in school without purpose between the end of the pupil day and scheduled directed-time activities.

8.2 When constructing the annual Directed Time calendar, leaders will carefully consider the timing of meetings, professional development sessions and other-directed activities to minimise or eliminate unnecessary "trapped time" between the end of the school day and the start of after-school commitments. Meeting schedules will therefore be designed, wherever possible, to allow staff either to commence directed activities promptly following the end of the school day or to utilise the intervening time purposefully for professional responsibilities.

8.3 Any time between the end of the school day and the commencement of scheduled meetings that staff are required to remain available for work will be included within Directed Time calculations. This ensures that the school's annual Directed Time budget accurately reflects the totality of teachers' professional commitments and remains compliant with national conditions of service.

8.4 By recognising and accounting for all directed commitments, the school seeks to demonstrate respect for staff time, support a healthy work-life balance and uphold our commitment to ensuring that all colleagues feel **Happy, Valued and Loved**.

8.5 The school believes that transparency regarding directed time is fundamental to staff wellbeing and workload management.

8.6 As a result, individual directed time commitments will be discussed and agreed with teachers during the first Performance Management meeting of the academic year. This provides an opportunity for staff and leaders to review expectations, consider workload implications and ensure clarity regarding professional responsibilities throughout the year.

8.7 The school's commitment to fair and reasonable workload expectations extends beyond leadership discussions and forms part of the school's governance procedures.

8.8 The annual Directed Time calculation and accompanying Directed Time Policy will therefore be presented to Governors for review and approval at the first Full Governing Body meeting of each academic year. This ensures appropriate oversight and reinforces the school's commitment to supporting staff wellbeing through effective workload management.

8.9 By carefully planning and monitoring directed time, the school seeks to:

- provide staff with certainty around professional commitments; and
- prevent excessive workload and support a healthy work-life balance.

8.10 This reflects our vision of ensuring that all colleagues feel ***Happy, Valued and Loved,*** whilst enabling them to focus their time and energy on what matters most: achieving the very best outcomes for pupils.

## 9. Additional Non-Contact Time

9.1 The school recognises that effective leadership requires dedicated time and should not be undertaken solely in addition to teachers' classroom responsibilities.

9.2 All teachers receive their statutory entitlement to Planning, Preparation and Assessment (PPA) time, equivalent to 10% of their teaching commitment. Early Career Teachers (ECTs) receive their statutory entitlement of 20% non-contact time during their first year of induction, in line with national requirements.

9.3 In addition to statutory PPA entitlement, teachers with leadership responsibilities are allocated dedicated non-contact time to enable them to fulfil their wider roles and responsibilities effectively.

9.4 The allocation of this time is determined according to the nature and scope of the leadership role and is reviewed regularly by senior leaders and communicated through the Monitoring and Evaluation Schedule.

9.5 This additional release time may be used to support:

- Curriculum leadership and development;
- Subject monitoring and evaluation activities;
- Coaching and mentoring colleagues;
- Attendance at Performance Management meetings;
- Attendance at Pupil Progress Meetings;

- Strategic planning and school improvement activities;
- Professional development and leadership training;
- Preparation for monitoring, evaluation and reporting activities; and
- The implementation of whole-school priorities.

9.6 The school believes that protecting non-contact time enables colleagues to undertake their responsibilities in a thoughtful, strategic and sustainable manner, reducing the need for leadership activities to be completed outside working hours wherever possible.

9.7 By providing additional non-contact time beyond statutory requirements, the school demonstrates its commitment to ***valuing*** staff, supporting professional growth and ensuring that leaders have the capacity to contribute effectively to school improvement. This approach helps colleagues maintain a healthy work-life balance whilst continuing to deliver the highest standards of education for our pupils.

9.8 The allocation of non-contact time will be reviewed regularly to ensure that it remains aligned with responsibilities, school priorities and the wellbeing needs of staff.

## 10. Mental Health and Wellbeing Support

10.1 The school recognises that positive mental health is fundamental to personal wellbeing, professional effectiveness and the creation of a thriving school family.

10.2 We are committed to promoting a culture where colleagues feel able to speak openly about wellbeing concerns and seek support without fear of judgement or stigma.

10.3 The school acknowledges that colleagues may experience periods of stress, illness, bereavement, family difficulties or other personal challenges during their professional lives. During such times, leaders will seek to demonstrate compassion, understanding and appropriate support.

10.4 Where appropriate and reasonably practicable, support measures may include:

- temporary adjustments to responsibilities or workload;
- phased returns following periods of absence;
- flexible working arrangements where operationally possible;
- referral to Occupational Health services;
- signposting to professional wellbeing services, counselling or support organisations; and
- regular wellbeing discussions with line managers or senior leaders.

10.5 By providing appropriate support during challenging times, we seek to ensure that every colleague feels cared for, respected and ***loved*** as a ***valued*** member of our school family.

## 11. Dedicated Professional Working Environment

11.1 The school is committed to providing high-quality professional working spaces that enable staff to work effectively, collaboratively and comfortably.

11.2 We recognise that the working environment can have a significant impact on wellbeing, productivity and job satisfaction. By providing appropriate facilities and workspaces, we seek to ensure that staff have access to environments that support both professional excellence and personal wellbeing.

11.3 To support this commitment, the school provides:

- a dedicated PPA office;
- individual workstations for planning, preparation and assessment;
- access to appropriate technology and resources required to undertake professional duties efficiently; and
- dedicated spaces that allow staff to work independently or alongside colleagues as required.

11.4 The PPA office provides staff with a calm and purposeful environment in which they can undertake planning, assessment, curriculum development, monitoring activities and professional discussions.

11.5 The availability of dedicated workstations ensures that staff are able to make effective use of their non-contact time and minimise interruptions during focused professional activities.

11.6 In addition to supporting productivity, these facilities contribute to staff wellbeing by providing an alternative working environment away from classrooms during non-contact time. This enables colleagues to undertake professional responsibilities in a space specifically designed for planning, reflection, collaboration and preparation.

11.7 The school believes that providing high-quality professional working environments demonstrates respect for the expertise and professionalism of its staff. By investing in appropriate facilities, we aim to ensure that colleagues feel ***valued*** and supported in carrying out their roles and responsibilities effectively.

11.8 As part of our commitment to ensuring that staff feel ***Happy, Valued and Loved,*** the quality and suitability of professional working spaces will be reviewed regularly and developed where possible in response to staff feedback and changing needs.

## 12. Meetings

12.1 The school recognises that meetings can make a valuable contribution to school improvement when they are purposeful, focused and relevant. However, we also acknowledge that excessive meetings and unnecessary information sharing can contribute significantly to staff workload.

12.2 To support staff wellbeing and maximise available time, the school is committed to reducing the amount of information shared through directed meetings and ensuring that information-only items are communicated through alternative channels wherever possible.

12.3 The school will:

- timetable Teacher and Senior Leadership Team meetings on a fortnightly basis;
- ensure that meetings have a clear purpose and an agenda;
- ensure meetings begin promptly at 3.45pm and conclude by 4.30pm;
- keep meetings focused on professional dialogue, school improvement and matters requiring discussion or decision-making;
- share routine information electronically where appropriate to reduce meeting time; and
- review meeting schedules regularly to ensure they remain effective and necessary.

12.4 Professional Development and Accountability Meetings
The school recognises the importance of meaningful professional dialogue in supporting high standards of teaching, learning and leadership. Meetings such as:

- Performance Management reviews;
- Pupil Progress Meetings;
- coaching conversations;
- curriculum development meetings; and
- leadership discussions are an important part of maintaining educational excellence and supporting professional growth.

12.5 To minimise additional workload and protect staff wellbeing, these meetings will, be scheduled during the school day. Staff will be provided with timetabled non-contact time to attend, prepare for and actively participate in these meetings.

12.6 By planning and scheduling these meetings within directed time, the school demonstrates its commitment to valuing staff time whilst ensuring that professional growth, pupil outcomes and school improvement remain priorities.

12.7 Operational and Support Staff Meetings
Wherever possible, meetings for support staff will take place during the school day to avoid creating an additional burden outside contracted working hours. This includes:

- Weekly briefing meetings;
- Administrative team meetings;
- Site team meetings;
- Midday Supervisory Assistant (MSA) meetings; and
- WRAC meetings.
- Other operational meetings where attendance can reasonably be facilitated during normal working hours.

12.8 The school is committed to ensuring that meeting arrangements are:

- proportionate,
- respectful of staff time; and
- supportive of a healthy work-life balance.

12.9 By holding operational meetings during the school day and carefully managing directed meeting time, we aim to minimise unnecessary workload while maintaining effective communication, collaboration and school improvement.

12.10 Parent/Teacher Meetings
Meetings between teachers and parents are scheduled during the school day at mutually convenient times whenever possible.

12.11 Appointments are arranged in advance through the school office or directly with the teacher to minimise disruption to teaching and learning.

12.12 These meetings provide valuable opportunities for parents to discuss their child's progress, wellbeing, and any support that may be required.

12.13 They also benefit teachers by enabling effective communication with families, strengthening home-school partnerships, sharing achievements and concerns promptly, and ensuring a collaborative approach to supporting each pupil's development and success.

## 13. Communication and Email Expectations

13.1 The school recognises that advances in technology have significantly increased opportunities for communication but can also contribute to excessive workload and impact work-life balance.

13.2 To support staff wellbeing, colleagues are not expected to routinely monitor, read or respond to emails outside their normal working hours.

13.3 While staff may choose to work flexibly at times that suit their personal circumstances, emails sent outside normal working hours should not create an expectation of an immediate response.

13.4 Leaders will seek to model good practice by considering the timing of communications wherever possible and by ensuring that matters requiring urgent attention are communicated through appropriate channels.

13.5 This approach reflects our commitment to protecting personal time, promoting healthy boundaries and ensuring that colleagues feel Happy, Valued and Loved.

## 14. Dignity, Respect and Psychological Safety

14.1 The school is committed to maintaining a culture of dignity, respect and psychological safety in which all colleagues are treated fairly and professionally.

14.2 Every member of staff has the right to work in an environment where they feel safe, respected and able to contribute fully to the life of the school.

14.3 Bullying, harassment, discrimination, victimisation or any form of inappropriate behaviour towards staff will not be tolerated and will be addressed in accordance with the school's relevant policies and procedures.

14.4 We believe that healthy professional relationships are characterised by kindness, honesty, mutual respect and a willingness to listen to different perspectives. Colleagues should feel confident to raise concerns, contribute ideas and engage in professional dialogue without fear of unfair criticism or negative consequences.

## 15. Classroom and Corridor Displays

15.1 The school recognises that the creation and maintenance of classroom and public area displays can be time-consuming and can contribute unnecessarily to staff workload.

15.2 Whilst displays play an important role in celebrating learning, supporting the curriculum and creating an engaging learning environment, the school is committed to ensuring that display expectations remain proportionate and manageable.

15.3 To support staff wellbeing and reduce unnecessary workload, the school has adopted a modified approach to display provision, including the use of hessian-backed display boards framed with wooden boarders and simplified display expectations. This approach allows displays to remain attractive, purposeful and reflective of pupils' learning without requiring excessive preparation, mounting or ongoing maintenance.

15.4 Staff are expected to update displays on a termly basis during Term 1, Term 3 and Term 5, ensuring that displays continue to celebrate learning and reflect the curriculum being taught. To further reduce workload, staff are encouraged to re-use and repurpose displays wherever possible rather than creating entirely new displays each term. For example, a display previously showcased within a classroom may be relocated to a corridor, while a corridor display may be moved to a shared area such as the hall. This approach enables high-quality pupil work and curriculum displays to be celebrated across the school whilst minimising duplication of effort.

15.5 The school believes that displays should be purposeful and celebrate learning, rather than create unnecessary workload.
Expectations are therefore designed to be realistic, sustainable and manageable, allowing staff to focus their time and energy on resourcing, teaching, assessment and pupil support.

15.6 By adopting practical solutions and maintaining realistic expectations, we seek to ensure that staff can create positive learning environments whilst feeling **Happy, Valued and Loved**.

**16. Subsidised Opportunities**

16.1 The school believes that positive relationships and a strong sense of belonging are essential if staff are to feel ***Happy, Valued and Loved.***

16.2 Social Connection
To support this aim, the school has created dedicated social spaces, including the staffroom, where colleagues are encouraged to come together when not actively engaged in professional duties. These spaces are intended to provide opportunities for staff to:

- socialise and build positive relationships with colleagues;
- take appropriate breaks away from classrooms and workspaces;
- celebrate successes and achievements together;
- access refreshments in a welcoming and comfortable environment; and
- foster a sense of community, mutual support and shared purpose.

16.3 The school recognises that informal opportunities for staff to connect with one another contribute significantly to morale, wellbeing and the strength of our school family. These social spaces are an important part of our commitment to creating a workplace where every member of staff feels ***happy, valued and loved.***

16.4 Spiritual Connection
As a Church of England school, we recognise the importance of spiritual development, reflection and shared worship in nurturing a strong sense of family and belonging.

16.5 All staff and Governors are warmly invited to attend the school's daily acts of collective worship, which provide opportunities for togetherness, reflection, prayer, celebration and the exploration of our Christian vision and values.

16.6 These occasions help to strengthen relationships across our school family and reinforce our shared commitment to ensuring that all members of our community feel ***Happy, Valued and Loved.***

16.7 In the midst of a busy school day, collective worship provides valuable moments of stillness in which we can pause, take notice and connect with ourselves, one another and God. These opportunities for reflection support spiritual wellbeing and enable staff, pupils and governors to consider the things that matter most within our school family and wider community.

16.8 Staff and Governors are also invited to participate in the school's programme of church services and special celebrations held at Barrowby All Saints Church, Barrowby, including key Christian festivals and significant moments in the life of the school. These occasions provide opportunities for colleagues, pupils, families and Governors to come together as a family, celebrating our shared identity and sense of belonging.

16.9 While attendance is voluntary and individual beliefs and backgrounds are respected, the school values the contribution that collective worship and shared spiritual experiences make to the wellbeing, cohesion and distinctive Christian character of our school family.

16.10 Refreshments

The school recognises the importance of providing opportunities for staff to recharge, connect with colleagues and maintain positive professional relationships throughout the working day.

16.11 To support wellbeing and acknowledge the dedication shown by colleagues, the school provides subsidised:

- tea and coffee throughout the school day;
- breakfast provision for staff working in school before 8.00am;
- hot lunch provision for staff working throughout the school day;
- evening meal provision for staff remaining in school after 5.00pm; and

16.12 Childcare Support

The school recognises that access to affordable and reliable childcare can have a significant impact on staff wellbeing and work-life balance. As part of our commitment to ensuring that staff feel ***Happy, Valued and Loved***, the school provides subsidised childcare opportunities through its Breakfast Club and After School Club provision.

16.13 Flexible Working Requests

The school also recognises that colleagues may require flexible working arrangements at different stages of their lives and careers.

16.14 The school recognises the importance of family life and understands that significant family events often take place during the working day.

16.15 Whilst teachers' Planning, Preparation and Assessment (PPA) time is ordinarily undertaken on the school site, leaders will seek to support colleagues, wherever reasonably practicable, by allowing flexibility in the use of non-contact time to enable attendance at important family events and milestones.

Examples may include:

- a child's sports day, performance or nativity;
- graduation ceremonies;
- significant family celebrations or events; and
- other important family commitments.

Requests will be considered on an individual basis, taking account of the needs of pupils, staffing arrangements and the effective operation of the school.

16.16 The school believes that supporting colleagues to participate in important moments in the lives of their families demonstrates our commitment to ensuring that staff feel **Happy, Valued and Loved**, whilst recognising the importance of maintaining a healthy balance between professional and personal responsibilities.

16.17 Requests for flexible working will be considered positively, fairly and in accordance with statutory requirements, recognising both the needs of the individual and the operational requirements of the school.

16.18 Where possible, the school will seek to identify practical solutions that support colleagues in balancing professional and personal responsibilities whilst maintaining the high-quality education and care provided to pupils.

16.19 By providing subsidised childcare opportunities, we seek to remove barriers that may affect staff wellbeing and ensure that colleagues feel supported as ***valued*** members of our school family.

**17. Staff Benefits**

17.1 As part of our commitment to ensuring that colleagues feel ***Happy, Valued and Loved***, the school provides a range of practical benefits designed to support wellbeing, professional fulfilment and work-life balance.

17.2 These currently include:

- dedicated PPA and professional working spaces, with individual workstations;
- additional non-contact release time beyond statutory entitlements;
- professional development, coaching and leadership training opportunities;
- professional development meetings, pupil progress meetings and performance management discussions scheduled during the school day wherever possible;
- a commitment to reducing unnecessary workload and removing systems or processes that do not directly contribute to improved outcomes for pupils;
- fortnightly Teacher meetings with a focus on purposeful professional dialogue and reduced information-sharing meetings;
- opportunities for flexible use of non-contact time, where practicable, to support attendance at important family events and milestones;
- a family-friendly approach that seeks to support colleagues in balancing professional and personal commitments;
- subsidised tea, coffee and refreshments;
- subsidised breakfast provision for staff working before 8.00am;
- subsidised hot lunch provision during the school day;
- subsidised evening meal provision for staff working after 5.00pm;
- subsidised childcare through Breakfast Club and After School Club provision;
- dedicated staff social spaces encouraging social connection;
- opportunities for spiritual reflection, collective worship and participation in church services;
- a culture that promotes openness, honesty, integrity and mutual respect;
- opportunities for staff voice and meaningful involvement in school decision-making; and
- a workplace culture built upon the principles that every member of staff should feel Happy, Valued and Loved.

The school will continue to review and develop these benefits in response to staff feedback and changing needs.

17.3 Staff Voice and Continuous Improvement
The school values the views, experiences and professional expertise of its staff and recognises that a positive workplace culture is strengthened when colleagues feel listened to and involved in shaping the life of the school.

17.4 We believe that those closest to the day-to-day operation of the school are often best placed to identify opportunities for improvement, highlight emerging challenges and suggest practical solutions. Staff voice is therefore an essential component of our commitment to ensuring that all members of our school family feel ***Happy, Valued and Loved.***

17.5 Leaders will actively seek to create opportunities for open and honest dialogue through formal and informal channels, recognising the importance of building a culture of trust in which colleagues feel confident sharing both successes and concerns.

17.6 To support this commitment, leaders will:

- Seek regular feedback regarding wellbeing, workload and workplace culture;
- Listen carefully to staff concerns, suggestions and ideas for improvement;
- Actively involve staff in discussions regarding changes to systems, processes and practices where appropriate;
- Review wellbeing initiatives annually to ensure they continue to meet the needs of staff;
- Consider staff feedback when making decisions relating to workload, professional development and working practices;
- Continue to develop policies and procedures that support a positive, supportive and inclusive workplace culture;
- Celebrate and share examples of effective practice and staff achievements; and
- Foster an environment where colleagues feel able to challenge constructively, contribute ideas and participate in school improvement.

17.7 The school recognises that wellbeing is not a fixed destination but an ongoing commitment. As the needs of staff and the school community evolve, leaders will continue to review and refine practices to ensure they remain meaningful, supportive and aligned with our vision.

17.8 Staff wellbeing will remain a standing consideration in leadership decision-making, with all significant decisions considered through the lens of whether they help colleagues feel ***Happy, Valued and Loved.***

17.9 Through listening, responding and acting upon staff voice, we seek to strengthen our school family and ensure that every member of staff experiences a genuine sense of belonging, support and professional fulfilment.

## 18. Related Policies

This policy should be read alongside the following school policies and procedures:

- Attendance Policy
- Complaints Policy
- Equality Policy
- Grievance Policy
- Health and Safety Policy
- Mental health & Wellbeing Policy
- Appraisal Policy
- Safeguarding and Child Protection Policy
- Safeguarding Staff Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Working Flexibly Policy

## 19. Workplace Wellbeing and Benefits Policy Review

This policy is reviewed by the Head teacher, staff and Governors in accordance with Barrowby School's Policy and Review Cycle for approval by the Full Governing Body, every 3 years.

Last reviewed: September 2026
Next review: September 2029