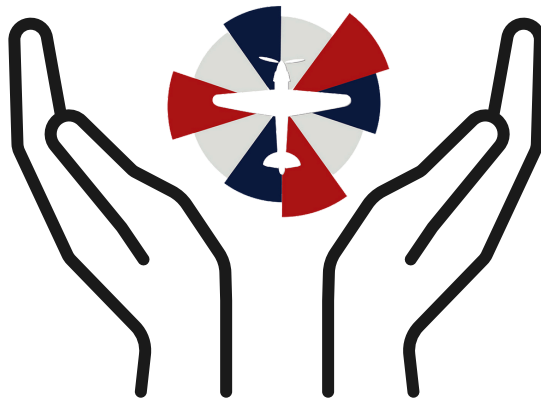


Wellbeing



PADGATE
ACADEMY



Proud to be Padgate

Overview

At Padgate, the wellbeing of our staff and students is central to all we do. Our commitment is rooted in our core values: PRIDE—an ethos that guides us to foster a supportive, inclusive, and empowering community.

To ensure our practices are effective and evidence-based, we draw upon key resources such as the **Teacher Wellbeing Index**, insights from staff voice, the **Anna Freud Centre’s Wellbeing in Education framework**, and the **Department for Education’s (DfE) Wellbeing Charter**, which we proudly endorse.

These frameworks inform our commitment to creating a supportive and inclusive culture, where everyone feels valued and empowered. By combining national research with the unique insights of our own school community, we continuously adapt our approaches to meet the evolving needs of staff and students.

To learn more about the resources we use, you can explore the following:

- **Teacher Wellbeing Index:** www.educationsupport.org.uk/resources/for-organisations/research/teacher-wellbeing-index/
- **Anna Freud Centre:** Wellbeing in Education: www.annafreud.org/what-we-do/schools-in-mind/
- **DfE Wellbeing Charter:** www.gov.uk/guidance/education-staff-wellbeing-charter

Research

Recent research from the Teacher Wellbeing Index highlights critical insights into the challenges faced by education staff and how schools can create environments that support mental health and wellbeing. At Padgate, we use this research to inform our wellbeing practices, ensuring they are evidence-based and responsive to the needs of our staff.

Key findings include:

- **Stress and Workload:** Over 80% of school staff report being stressed, with workload cited as a primary concern. At Padgate, we focus on workload management and providing practical support to reduce stress.
- **Mental Health Challenges:** Many staff experience symptoms of anxiety, burnout, and depression due to workplace pressures. We aim to address this through proactive mental health support and open conversations about wellbeing.
- **Cultural Impact:** A significant portion of staff feel their organization's culture negatively impacts their wellbeing. This finding drives our commitment to fostering a positive and inclusive school culture, aligned with our ethos and values.
- **Retention and Support:** High stress levels are leading to staff attrition across the sector. We address this by offering professional development opportunities and implementing policies that promote balance and long-term wellbeing.

This research helps us reflect on our practices and continually adapt to support our community better. For more information, visit www.educationsupport.org.uk/resources/for-organisations/research/teacher-wellbeing-index/.

By integrating these insights with feedback from staff and frameworks like the DfE Wellbeing Charter, we ensure that wellbeing at Padgate is not just a policy but a cornerstone of our school environment.

Our wellbeing offer

- A staff wellbeing group, open to all, holds calendared meetings during working hours.
- Flexible working requests are always carefully considered.
- Staff input is key, gathered through surveys, line management, and other methods.
- A Mental Health and Wellbeing Policy launched January 2024 to formalise our commitment.
- Character education fosters positive behaviour and culture, benefiting staff and students.
- Proud signatory of the DfE Education Staff Wellbeing Charter.
- "Light weeks" reduce meetings and events to manage workload.
- Assessment and data collection have been reduced.
- A workload charter defines clear expectations for emails and work.
- Appraisals are timely, calendared, and fair.
- Friday 9:00 AM starts follow Open Evening events.
- Adjusted briefings ease workload ahead of evening meetings.
- CPD training ensures time for departmental development and collaboration.
- Pre-planned personal development lessons support staff and students.
- Staff recognition is prioritised through regular acknowledgment.
- Social events foster team spirit and community, with optional participation.
- Celebrations include Friday tea and toast, end-of-term breakfasts, and "golden thank you".
- Meals are provided for late-working staff during evening events.
- A wellbeing box in the staff room supports staff.
- Monday briefings are shared electronically for efficiency.
- INSET days prioritise teaching, planning and departmental activities.
- Efforts to improve the working environment are ongoing.
- Policies support quality teaching and reasonable staff adjustments.
- Weekly drop in wellbeing meetings can be utilised via KJO
- List of mental health first aiders available in staff room.

Workload charter



Email etiquette

When composing emails, always refer to the academy's email guidance before sending. While teaching, there is no expectation for you to respond to emails. Additionally, any emails addressed to "All Staff" should be reviewed and approved by your Line Manager beforehand.



Meetings

Meetings are scheduled in advance and are limited to no more than one hour in length. The Thursday twilight meetings are spread throughout the year. Meetings and briefings are designed to be the most efficient and effective use of staff time, and only those who will benefit are invited to attend.



Data Collection

We conduct just two data collections per year group each academic year. These collections are designed to monitor progress effectively without over-burdening staff. Teachers are only required to input data that relies on their professional judgment.



Marking and feedback

The Academy adopts a sensible, evidence-informed approach to marking, devolving policy to departments. Work samples primarily assess how well the curriculum helps students know and remember more, as well as the effectiveness of curriculum design.



Culture

The curriculum is built on high behavioural standards, a teacher-led culture, and character education at its core. Unacceptable behaviour is addressed using an ATL system, with fixed-term exclusions used when necessary. Centralised after-school detentions are supported by a staff rota, and negative behaviour logs automatically notify parents via text. Staff may contact parents if they feel it is appropriate but are not obligated to do so.



Priorities/CPD

The school's key priorities drive all initiatives, ensuring that every effort is evidence-based, thoughtfully implemented, and mindful of staff workload. The majority of CPD is allocated to departments, with Middle Leaders entrusted to manage this time effectively. Staff benefit from high-quality CPD opportunities, including personalised NPQ development and tailored growth through the Performance Development process, which emphasises inquiry and coaching.

At Padgate, we value the wellbeing and financial security of our staff. Through TCAT Plus and the Blue Light Card, they can offer tools to save money and access valuable support.

TCAT Plus: More than just a discount platform, TCAT Plus serves as a wellbeing hub, providing staff with advice, resources, and support to enhance their personal and professional lives. It offers a wide range of benefits, from wellbeing initiatives to savings on everyday purchases and leisure activities, tailored to the needs of our Trust community.

Top 6 wellbeing tips for school staff:

- **Set Boundaries:** Keep work and personal time separate by avoiding emails after hours.
- **Collaborate:** Share resources and strategies with colleagues to ease workloads.
- **Take Breaks:** Step away during breaks to recharge with a walk or chat.
- **Practice Self-Care:** Prioritise activities that you enjoy.
- **Seek Support:** Reach out to colleagues or support services if feeling overwhelmed.
- **Celebrate Wins:** Acknowledge small successes to stay motivated and positive.