



WELLBEING POLICY 2024-25

AIM: (final result we are aiming to achieve):

This policy aims to:

- Support the wellbeing of all staff to avoid the negative impact on mental and physical health
- Provide a supportive work environment for all staff
- Acknowledge the changing needs of staff over time
- Allow staff to balance working lives with personal responsibilities
- Provide assistance with specific wellbeing issues encountered by staff

RATIONALE: (The reason for which this policy has been written)

This policy provides a framework for the wellbeing of all employees and ensures that individuals and groups understand their roles and responsibilities in working towards the aims. This policy applies to all staff members employed under The English College employment contract.

GUIDELINES: (The principles/instructions/steps of the policy)

TEC is committed to fostering a culture of cooperation, trust and mutual respect, where all individuals are treated with fairness and dignity and can work to their optimum potential.

We also recognise that work related stress has a negative impact on staff wellbeing and that it can take many forms and so needs to be carefully and addressed at an organisational level.

The English College centres the wellbeing approach around a number of themed areas:

Positive Psychology, based on the work of Martin Seligman's PERMA Model - consisting of five core elements that contribute to a sense of flourishing

- Positive emotions
- Engagement
- Relationships
- Meaning
- Achievement

All our actions as a school are with wellbeing in mind. The following information explains how we make decisions about what we do with wellbeing at the forefront.

Behaviour

We have the highest expectations of behaviour from the whole staff team and the wider school community and this expectation is shared with students, parents and staff in our daily conduct, practices and policies. Clear procedures are in place to support behaviour and they are applied fairly and consistently. Escalation processes are in place to ensure that staff are supported when dealing with parents relating to student behaviour concerns, or staff require assistance. Our senior leaders are visible and involved in operations to maintain behaviour standards.

Teaching, Learning Planning & Curriculum

Timetable allocations are as consistent as possible and are designed to enable staff to complete their role to the best of their ability, whilst recognising the needs of the school. All percentages below do not take into account the length of time spent with a form.

In Secondary, teaching staff teach a maximum timetable of 22 periods, out of a possible 28 periods (79% contact) plus a tutor group. This contact ratio is similar and consistent with other British Schools in Dubai and below the maximum contact ratio in the UK of 90%. Heads of Year teach a maximum of 18 periods (64% contact) with no tutor group and Heads of Faculty teach a maximum of 18 periods (64% contact) with no tutor group. Assistant Headteachers teach a maximum of 12 periods (43% contact) and Deputy Headteachers teach a maximum of 6 periods (21% contact). Other leaders have time allocated to them so that they are able to fulfil the needs of their role. Where possible, more time is allocated to leaders to enable them to complete their role successfully.

In Primary, teaching staff teach a maximum timetable of 22 periods, out of a possible 28 periods (79% contact). Morning time registration is also allocated within teacher timetables (7.45-8.15). Year Leaders teach a maximum of 18 periods (64% contact) and Curriculum Leads teach a maximum of 18 hours as well as morning time registration with their classes. The Deputy Headteacher teaches a maximum of 6 periods (21% contact). Other leaders (STEAM/Phonics/Head of FS) have time allocated to them so that they are able to fulfil the needs of their role. Where possible, more time is allocated to leaders to enable them to complete their role successfully.

Some staff members may find themselves under timetable and as a result will be the first called for any cover requirement. Therefore, if a member of staff is 1 lesson under timetable, they should expect at least 1 period of cover per week. For wellbeing, this is considered to fairly distribute workload of staff. Cover however, can be set to any member of staff, whether they are their timetable load, already had a cover that week etc.

In Secondary Faculties are encouraged to collaboratively plan where possible in order to minimise the work for individual teachers. Set schemes of work are reviewed annually to ensure that they reflect the best principles of research-based teaching and learning. Teachers then adapt set schemes of work to meet the needs of specific students in classes. In Primary this same approach is encouraged. In order to minimise the workload and planning time of Core and Foundation Subjects, we promote individual in year groups teams to take a lead on planning a subject area/s. Classroom teachers can then adapt these plans to the needs and context of their learners.

Teachers are expected to attend one meeting/personal CPD time per week; in secondary this rotates between faculty meetings and CPD time. Heads of Faculty also attend a fortnightly HoF meeting and form tutors attend a morning pastoral briefing one day per week. There is one Secondary school morning briefing per week. In Primary, weekly meetings rotate between a Primary or FS specific CDP followed by a year group meeting fortnightly. Meeting and briefing commitments are designed with staff wellbeing in mind, minimising the commitments needed from staff outside of the regular timetable whilst also acknowledging the needs of the school.

The calendar is created each year during term 3 for the following academic year. Staff undertake a review process of the current academic calendar, reviewing what added unnecessarily to workload and how work can be structured better. Following this review, the calendar for the following academic year is developed and shared with staff for feedback and consultation.

Professional Development

Professional development is an essential part of what we do in order to grow and develop as professionals. CPD is designed to fit within the school meeting schedule and the academic calendar to avoid unnecessary workload. Where every third week will be assigned to personal professional development for each teacher. There is a culture of collaboration with staff sharing best practices with regards to teaching and learning across the school, Lesson observations and learning walks form part of our CPD processes with leaders across the school visiting lessons in order to keep a finger on the pulse of what is happening in classrooms. Observations are developmental, focusing on growth and improvement over judgement, and the number and frequency of observations depends on the amount of support needed by individual teachers. Reflective discussions take place following observations, enabling the teacher and observer/s to discuss what went well and what next steps to take; the teacher is empowered to and responsible for setting their own next steps with guidance from the observer. Learning walks are used routinely for leaders to know what is happening across learning and lessons in a low stakes, non-threatening manner.

Each year, new staff have a period of induction before existing staff return; to introduce new staff to EC policies and procedures in a small group setting enabling questions to easily be

asked, Existing staff annual induction is designed so that new information is communicated to everyone at the same time.

Assessment & Feedback

The assessment and reporting calendar is reviewed each year, balancing the practices and procedures that are useful to aid student attainment and progress and to communicate this to parents, with the workload that these practices bring. The number and frequency of assessments and reports is reviewed each year to ensure that it is regular enough but not too onerous for staff, recognising our private international school context. The calendar is planned around assessment and reporting dates to ensure that, as far as possible, sufficient time is available during assessment and reporting windows.

The assessment policy encourages formative assessment where possible to provide an holistic picture of a student's attainment and progress. Online platforms are encouraged, alongside more traditional methods to ensure that formative feedback where possible is instant and impactful, without adding to teacher marking workload. For larger summative assessments, teachers are expected to return marked work in a timely manner, taking up to two weeks if necessary, so that they are able to manage the marking workload that this brings.

Creating a Positive Staff Community

EC aims to provide a positive and engaging staff community with activities and initiatives including:

- Maintaining engaging and inviting staff areas
- Arranging formal and informal staff gatherings and socials inclusive of all staff members
- Encouraging staff to lead on community social events
- Allocation of Wellbeing Days
- Recognition of staff - ECPC and the Staff Wellbeing Committee are dedicated to the recognition and celebration of staff i.e. Hero of the Week, Recognition Days (Teacher, Support), Friday Treats
- WSLT commitment to wellbeing - a regular agenda item following Wellbeing Committee, investment in systems to support staff engagement and wellbeing (Hive)
- Cultural events and celebrations represent all staff, encouraging international respect

Addressing Specific Wellbeing Issues

EC provides tailored support to any member of staff that raises, or is identified as having wellbeing concerns, and support options to alleviate the concern where possible are discussed. This could include:

- Time off or adjustments to working hours to handle the matter
- Support with identifying and/or accessing external support such as counselling or occupational health

- Completing risk assessments and actioning and subsequent recommendations
- Reviewing workload
- The confidentiality and dignity of staff will always be respected

RESPONSIBILITIES

Board / School Principal:

- Ensure the school is fulfilling its duty of care as an employer, allocating reasonable workload and creating a supportive work environment
- Ensure that resources and support services are in place to support staff wellbeing
- Make decisions and review policies with wellbeing in mind

Senior Leaders:

- Lead in setting standards for conduct, including the treatment of others and adhering to agreed working hours
- Manage a non-judgemental and confidential support system
- Ensure that staff have clear line management and escalation structures for support
- Monitor the wellbeing of staff through regular surveys and structured conversations; including Attendance Management Policy, employee satisfaction surveys, committees and working groups.
- Listen to the views of staff and involve them in decision making, specifically where changes have a direct impact on them
- Communicate changes and initiatives effectively to ensure that staff feel included and informed
- Regularly review the demands on staff in relation to areas such as time on admin, paperwork etc identifying more effective solutions where possible
- Create accountability procedures based on trust and professional dialogue
- Maintain job descriptions that have clearly identified responsibilities and are reflective of the role
- Maintain clear and transparent policy on out of hours working, providing guidance on when a response is expected for staff and all stakeholders
- Ensure that praise and recognition is celebrated and communicated
- Produce calendars to provide clarity on meetings, deadlines and events to allow staff to plan
- Actively promote staff wellbeing through training and access to services internally and externally
- Provide additional support to staff during busy periods
- Monitor staff sickness providing RTWIs to discuss absence and identify patterns and support
- Conduct exit interviews to identify any wellbeing issues that contribute to staff leaving

Line Managers & Middle Leaders:

- Maintain positive relationships and encourage team spirit
- Acknowledge and appreciate individual working preferences, e.g teachers who stay in school after hours vs working at home
- Provide a non-judgemental and confidential support system
- Take complaints and concerns seriously and deal with them appropriately and in line with school policies
- Monitor workload and busy periods and be alert to signs of overload or stress, regularly discussing work/life balance
- Ensure that new staff are well supported and understand how to access help
- Understand that personal circumstances may have a temporary impact upon work life and take this into account
- Support with personal and professional development training where appropriate
- Maintain contact with staff if absent for long periods of time

Staff Wellbeing Committee:

- Act as a representative for the staff team, reaching out proactively for views, opinions and suggestions
- Meet every six weeks to discuss wellbeing feedback/suggestions brought forward by staff
- Share feedback/suggestions with WSLT for comment and response
- Dedicate time to developing wellbeing initiatives to support in bringing them to fruition
- Provide positive and accurate information to staff based on committee meeting and WSLT feedback
- Ensure that staff are aware of upcoming wellbeing events and opportunities via the weekly staff wellbeing newsletter and briefing document
- Plan and implement wellbeing events/initiatives that will increase positive emotions among staff
- Ensure that staff members achievements are recognised and celebrated
- Organise social events that will allow staff the opportunity to strengthen connections and form new relationships with colleagues

All staff:

- Treat one another with empathy, respect and professionalism
- Be mindful of the workload and wellbeing of other team members
- Support team members if they are overloaded or stressed, providing practical assistance or emotional intelligence
- Be honest about wellbeing; be that yours or someone else's - ask for support or inform leaders if you can see someone needs assistance
- Adhere to the schools policy on out of school working and when it is / is not reasonable to send or respond to communications

- Contribute positively towards morale and team spirit
- Take part in training and events that promote wellbeing
- Take an active part in staff wellbeing through surveys or a member of the Staff Wellbeing Committee

POLICY REVIEW HISTORY:

This policy will be monitored, evaluated, reviewed and approved by the Whole School Leadership Team.

Historical Record				
Revision No.	Date	Brief Description of Change	Approved by	Next Review:
0	06.2023	New P&P	WSLT	07/2023
1	06/2024	Updated and WSLT approved	WSLT	06/2025