



THE VINEYARD SCHOOL

THE VINEYARD STAFF ORGANISATIONAL HEALTH AND WELL-BEING SURVEY

RESULTS SUMMARY

PRESENTED BY THE WELL-BEING & LEARNING
ENVIRONMENT STRATEGIC TEAM

KEY STRENGTHS

Over 50% strongly agree

- I always persevere, even when things don't go well
- I am proud of the work I do
- Time flies when I am working
- I feel I have developed in my role since I started at the Vineyard.

POTENTIAL STRENGTHS

Over 90% agree or strongly agree

- We treat each other with respect
- We show appreciation for one another
- We think of each other as friendly and approachable
- We value and respect that we have different areas of talent and expertise
- I find real enjoyment in my role at The Vineyard
- Most days I am enthusiastic about my role at The Vineyard
- I feel motivated by what we are trying to achieve at The Vineyard.

KEY AREAS FOR DEVELOPMENT

32% disagree or strongly disagree

- I feel I have a healthy work/life balance

64% agree or strongly agree

- It is difficult to detach myself from my job

POTENTIAL AREAS FOR DEVELOPMENT

Over 20% disagree, strongly disagree or neither agree nor disagree

- If I am facing challenges I believe I am supported
- I feel I have the opportunity to development my career within & beyond The Vineyard & that there are a range of ways to do this
- I think I am doing pretty well in my role
- We do not blame one another when mistakes are made
- I feel happy when I am working intensely
- At my job I am very resilient, mentally
- When I get up in the morning I feel like going to work

SYSTEMS & PROCESSES

STRENGTHS

- New Leadership Structure/Role of LT – clear hierarchy and support system
- SEND/Inclusion
- New Learning Spaces (displays/shared areas/clutter-free)
- New parent, teacher, child consultations (timings)
- Revised PPA (in most aspects)
- Communication more transparent
- Additional/clearer protocols and procedures

SYSTEMS & PROCESSES

AREAS FOR DEVELOPMENT

- COMMUNICATION (diary dates/events/timelines) – more streamlined to reduce stress/workload
- Forward planning for changes/events/looking at practicalities
- Cover for illness/courses/TLSAs pulled
- TLSA shortages/deployment – interventions
- I.T. issues

WHAT HAVE SCHOOLS DONE TO IMPROVE WELLBEING?

- Having a school strategic team focused on wellbeing.
- Placing wellbeing as a focus in the school development plan shared with governors and school improvement partner.
- Frequently a focused item on the leadership team agenda, particularly a focus when introducing new initiatives.
- Staff wellbeing survey conducted and shared with governors committee and FGB level
- PASS survey with children bought, used and analysis conducted.
- PASS survey shared at governors committee and FGB level.
- Wellbeing and counselling services provided to staff and time away from school to attend
- Work/life balance coaching made available to staff paid for by school.
- A focused wellbeing week last year and another this academic year.
- Time away from school approved for family or wider caring responsibilities as well as funerals that don't fall into the special leave policy (e.g. seeing children's assembly etc.)

WHAT HAVE SCHOOL DONE TO IMPROVE WELLBEING?

- Twilights for shorter term dates.
- Purchasing Jigsaw PSHE - reducing workload, planning time and hopefully impacting longer term on pupil behaviour/wellbeing which will improve staff wellbeing in the longer term.
- Team around the child meetings supported by core leadership team
- Emotional well-being service from CAHMs bought into school
- Provision of support for individual children without an EHCP
- Support for professional development - financial contributions towards professional qualifications
- Time away from school for professional development opportunities
- Blue sky provision to build professional portfolio of professional development
- High quality training provided to enhance development of staff
- No unnecessary staff meetings.
- Differentiated staff meetings for NQTs.
- Parent Teacher consultations in school hours and in the hall to keep them to time.

WHAT HAVE SCHOOL DONE TO IMPROVE WELLBEING?

- Free tea, coffee and milk in the staffroom for all staff.
- Days in lieu (e.g. for Hindleap Warren, setting up the new classrooms over the summer, for leadership team when attending meetings on weekends).
- PPA together and in blocks.
- Improved learning spaces.
- Data entered only twice on Target Tracker for years 1 to 6.
- New behaviour management system consistent across the school.
- Improvements to school newsletter, including providing calendar dates.
- Providing briefing notes and leadership meeting notes and sent to all to view.
- Food provided:
 - Thank you breakfasts.
 - For later night events, e.g. parent teacher consultation evenings.
 - Occasional staff food treats.

WHAT CAN YOU DO TO IMPROVE YOUR WELLBEING?

Leisure-time recovery (how to unwind from the stresses of work):

- DRAMMA Model proposed by Newman, Tay & Diener (2014), there are two basic areas of recovery:
 - ❖ Prevention (demand reduction)
 - ❖ Promotion (resource gain)

Both need to be addressed for employees to properly unwind.

These elements promote work recovery and support subjective well-being:

1. Detachment-Recovery
2. Autonomy
3. Mastery
4. Meaning
5. Affiliation

DETACHMENT RECOVERY

- Physically detach from work
- Psychologically detach from work

AUTONOMY

- Having control over what you do and when you do it.
- When you design your own leisure time, you get the maximum recovery from the activities you engage in.
- Think of reasons why you are grateful for the activities you engage in. Gratitude leads to positive emotions and increases wellbeing (B. Fredrickson, 2003).
- Book in “Me Time” in the diary.

MASTERY

- Mastery occurs when you use your skills to overcome a challenge and experience development and growth.
- Taking part in activities that have the right balance of challenge and skills provides a flow state (Csikszentmihalyi, 2003) in which you feel completely absorbed in the activity and forget about time.
- Serious involvement of effort, skill, and commitment provides greater well-being and life satisfaction.

MEANING

- Engaging in activities which provide a purpose in life can reduce negative emotions, provide a sense of tranquillity and peace of mind, affirm self-worth and facilitate growth and development.
- Finding purpose in the way we spend our leisure time can encourage relaxation.

RELAXATION

- Releases anxiety and helps you cope with stress.
- Relaxation helps rid the mind and body of tension, helping you feel better.

AFFILIATION

- Connecting with others
- Spending your leisure time with friends promotes positive emotions and well-being.
- Having light-hearted fun/play with your friends – Research has found that play raises self-esteem, boosts confidence in decision-making and increases openness to new experiences (Newman, et al., 2014).

WHAT ACTIVITIES CAN YOU DO IN YOUR LEISURE TIME TO IMPROVE YOUR WELL-BEING?

1. Detachment-Recovery
2. Autonomy
3. Mastery
4. Meaning
5. Relaxation
6. Affiliation