



Lockerbie Academy Wellbeing Strategy

The wellbeing of staff in Lockerbie Academy is paramount to maintaining a successful and forward-thinking school. The welfare of learners is fundamental to all school policies. It is our belief that the best asset in school for learners are staff who are happy, motivated and focused.

We recognise that stress and challenges to wellbeing are national issues currently affecting many working in the education sector. While we cannot solve all the external pressures faced by our staff, we are committed to doing what is within our power to support our wellbeing. Our goal is to foster a positive, respectful, and supportive working environment where staff feel valued, heard, and equipped to manage their workload and personal wellbeing. This policy outlines the steps we are taking in our school to promote a healthier and more sustainable working culture for all.

Our schools commitment to Nurture principles, trauma informed practices and a relationship-based approach, is inclusive for everyone in the building. Staff and pupils have worked hard to develop a nurturing and supportive culture which was highlighted by HMI.

The Nurture Principles are;

1. Learning is understood developmentally
2. The classroom offers a safe base
3. Nurture is important for the development of wellbeing & self-esteem
4. Language is a vital means of communication
5. All behaviour is communication
6. Transitions are important in our lives

How staff feel on an everyday basis is likely to affect their performance and therefore impact on the ethos and atmosphere of the school, which in turn affects learners. If staff are happy, motivated and are purposeful in their approach this will have a huge positive impact on the wellbeing of learners resulting in happier children who achieve more.

The wellbeing of staff is affected by many interrelated factors. This means that levels of low or high wellbeing are rarely due to just one factor, and that the issue should be looked at holistically. There are many evidence-based frameworks that aim to capture the drivers of staff wellbeing inside the workplace. The Department of Education in England, sets out five main drivers of wellbeing in the workplace, some of which overlap. They are

Health: Including mental and physical health. In education, there is often a focus on stress caused by excessive workload (especially hours worked) and lack of recovery time. Importantly, pupils and students can also present with highly complex emotional needs, including mental and physical health issues. This can directly impact the health of those who support them.

Security: Including working conditions, safety, bullying and harassment, and financial security.

Environment: This is a broad category that in education can cover both: a) The organisational environment: including the physical environment and systems. This may also include the degree to which a member of staff identifies with organisational values.

Relationships: In particular, the degree of support and respect an individual has from immediate colleagues, line managers, and leadership. It can also include relationships with parents.

Purpose: For staff, this can mean:

- The right type of work for the individual.
- A sense of 'belonging' – including shared organisational goals and vision.
- The opportunity to develop and demonstrate competence, and progress in their career.
- An appropriate degree of autonomy.

Lockerbie Academy staff wellbeing review findings.

At Lockerbie Academy, we are committed to supporting our staff's wellbeing. To achieve this, we developed a survey aimed at shaping our workplace wellbeing strategies to ensure that it is tailored for our staff. Our questionnaire was developed specifically to be used with Lockerbie Academy staff, with support from educational psychology, focusing on the five main drivers above and leading educational research organisations that are listed below

whatworkswellbeing.org What works wellbeing- The UK's independent body for wellbeing, evidence, policy and practice.

[Supporting staff wellbeing in schools | Anna Freud](https://www.annafreud.org) Annan Freud- The UK's leading mental health charity

[Education Support, supporting teachers and education staff](https://www.education-support.org) Education Support- The only UK charity focused on the mental health and wellbeing of teachers and everyone working in Education.

[Health and Wellbeing in Dumfries and Galloway](https://www.dumfriesandgalloway.gov.uk) blog

The questionnaire identified key factors that staff believe are most likely to affect their mental health

1. Pupil behaviour.
2. Accountability (results, inspections).
3. Administrative tasks.
4. Work life balance.
5. Relationships with colleagues.

Staff identified the following sources as their preferred avenues of support when experiencing stress

1. A colleague in a similar role.
2. Friend or family member who does not work at the school.
3. Their line manager.
4. Their GP
5. Other mental health professional.

A significant number of staff reported feeling that there was no one they could turn to for support if they were experiencing stress.

Evidence showed that when organisations collectively consider three questions when designing and implementing workplace health and wellbeing programmes, they are more likely to be successful
our staff feedback highlighted the following points:

1. Where are we now?

There were some current initiatives that helped, and staff wanted more of these. For example extended coffee breaks and social events.

Staff feel there is a lack of consistency in communication and approaches from SLT.

Some staff bases offer a safe place for staff to discuss their feelings.

Staff moral is being impacted by national and regional decisions.

2. What does improved and embedded wellbeing look like in our school/college?

More open forums or more opportunity to discuss how staff are feeling.

Better communication and clarity of systems.

Transparency in all meetings including SLT and ELT meetings

Focus on relationships and wellbeing programmes.

Allocation of more time to staff wellbeing

Address issues highlighted from staff surveys before others are issued.

3. How can we sustain wellbeing in our workplace?

Staff presence in corridors and at toilets.

Staff wellbeing forum that meets throughout the year and representation from each faculty.

Allocation of hours for staff well-being in SWTA.

Time on in-service days to prepare for teaching and learning.

Ability to request support from SLT at behaviour pinch points.

Recognition by the local authority that staff wellbeing needs to be championed.

Staff Incentives.

For sustainable impact on staff wellbeing a balance is required between incentives and strong staff relationships at all levels. Incentives can provide motivation, but relationships form the foundation of a healthy workplace. A school that prioritises supportive staff culture and emotional connection while also recognising achievements with incentives will have the greatest success in improving teacher wellbeing.

Staff have requested the following initiatives as key priorities to improve and maintain staff wellbeing.

- Support in corridors and classes where behaviour has been highlighted as causing concern.
- Development of a wellbeing forum, where staff can raise concerns on a regular basis.
- Time allocated for staff wellbeing in SWTA
- Recognition of life events (marriage, bereavement, birth)
- Recognition of staff achievements.
- Recognition of length of service.
- Staff leaving.
- Time to attend significant family events.
- Cards for long term illness (absence of more than two weeks)
- Social events (end of term, Christmas night out)
- Trained mental health champions.
- Wellbeing activities in June.
- Extended Breaks.
- Random acts of kindness but with more clarity of when and who is responsible.

Funding for the incentives would come from reinstating the staff social fund £10 a term, £5 for support staff. The school support manager and PT Wellbeing will be responsible for collecting contributions.

Staff can opt out of the social fund and ask that they are not included in any of the initiative. This information will be completed yearly using a Microsoft Quiz issued during the August in-service days. Responsibility for specific initiatives can be seen in appendix 1.

Links to external support and council policies that support positive wellbeing.

[Education Support, supporting teachers and education staff](#) (Poster in staffroom and Appendix)

The only UK charity dedicated to supporting the mental health and wellbeing of teachers and education staff in schools, colleges and universities.

[Health and Wellbeing in Dumfries and Galloway](#)

- On this site you will find a variety of information in relation to the Health and Wellbeing in schools including:

- links to key policy and guidance;
- curricular resources;
- links to opportunities for accreditation and wider achievement;
- information on partnership opportunities; and
- professional learning opportunities.

[Staff Workplace Wellbeing – Dumfries & Galloway Health & Social Care](#)

Dumfries and Galloway Health and Social care with links to Occupational Health and contact details for **Genesis Self-referral counselling service email: info@genesisohts.co.uk or call 01387 248811.**

[DGC WellbeingChampions_Updated16082024.pdf](#)

Dumfries and Galloway Wellbeing champions

[People Strategy 2021 to 2026 | Dumfries and Galloway Council](#)

The councils Our People Strategy sets out the councils' ambition to be a great employer.

[Supporting Staff Through Menopause\(Copy In Staffroom\).](#)

https://glowscotland.sharepoint.com/:w:/r/sites/dumfriesandgallowaycouncil/D&GCouncil/_layouts/15/Doc.aspx?sourcedoc=%7BBDD0A0DFE-8E07-4276-982F-46012D9753B8%7D&file=Guidance-Supporting%20Our%20People%20Through%20Menopause.docx&action=default&mobileredirect=true&DefaultItemOpen=1

[Menopause Matters, menopausal symptoms, remedies, advice](#)

[Samaritans | Every life lost to suicide is a tragedy | Here to listen](#)

[Dumfries And Galloway Carers Policy. \(Copy in Staffroom\)](#)

https://glowscotland.sharepoint.com/:w:/r/sites/dumfriesandgallowaycouncil/D&GCouncil/_layouts/15/Doc.aspx?sourcedoc=%7BA28397BA-2BD8-4436-8512-A08E173F8BD1%7D&file=Carers%20Policy.docx&action=default&mobileredirect=true&DefaultItemOpen=1

Appendix 1

Incentives	Person responsible for organising
Recognition of life events. Marriage, bereavement ,birth	PTC to inform PT Wellbeing and School Support Manager Card and flowers
Recognition of staff achievements.	PTC/DHT to share at extended interval or in-service days.
Recognition of length of service.	5 years – flowers and certificate 10 years- Pen and certificate 15+ years- Set of glasses and certificate. 25 years PTC to inform PT Wellbeing and School Support Manager.
Staff leaving	Staff leaving within one year or probationer teacher – Flowers and card- PTC to inform PT Wellbeing and School Support Manager. Staff leaving whose length of service is more than one year should have flowers, card and collection organised by PTC.
Cards for long term illness.	School Support Manger to inform PT Wellbeing- (two weeks or more)
Time to attend significant family events.	Head teacher in conjunction with Dumfries and Galloway attendance policy.
Staff Social events	DHT
Food before parent/carers evening.	School support manager and catering manager.
Trained Mental Health Champions	Training provided from Dumfries and Galloway council. PT Wellbeing to coordinate staff wishing to attend.
Wellbeing activities in June	PT Health and Technologies.
Extended Breaks.	DHT
Random acts of kindness	“Monday mugging”



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educationsupport.org.uk/helpline

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