

Staff Emotional Wellbeing Survey – Rowhill School

**with support from the Emotional Wellbeing
Team**

March 2023

Introduction

The Emotional Wellbeing Team

The Emotional Wellbeing Teams (EWTs) across Kent & Medway work in Special Schools and Alternative Provision Services (APS), alongside and in addition to the existing support already in place, to provide prevention and early intervention support including 'whole school approaches to emotional wellbeing and mental health' (Public Health England, 2015). The EWT's intention is to provide support to children, young people, their parents and carers, school staff and the wider school community. Based on the eight principles outlined in 'Promoting Children and Young People's Emotional Health & Wellbeing: a whole school & college approach' (PHE, 2015) and utilising the HeadStart Resilience Toolkit, Rowhill school are supported by the EWT to review current practice and identify areas for development.

Rationale

In recognition of the importance of staff wellbeing in promoting the whole school's approach to mental health and wellbeing, and as part of the school's commitment to being a mentally healthy and 'Resilient School', Rowhill school have requested support from the EWT to review staff wellbeing. This document outlines the results of the school wide online survey undertaken in March 2023. The document provides an overview of staff wellbeing at the point of administration only.

This survey follows an annual staff-survey undertaken in February 2021 and February 2022. There was a 91% response rate in 2021, and a 50% response rate in 2022. This year, there was a 56% response rate.

This survey comprised:

- 19 statements with response options from *completely agree* to *completely disagree*
- Two open-ended questions inviting further information in relation to how staff manage their emotional wellbeing now, and what more they feel could be offered to improve this moving forwards
- Demographic information including age, gender, ethnicity, and role was also gathered.

Demographics

The survey was distributed via global email to all members of staff at Rowhill school. Staff were invited to provide feedback relating to their wellbeing at work, with staff reassured results would be handled by

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the Emotional Wellbeing Team only. A response window of three weeks during the Spring Term was provided to complete the questionnaire.

A total of 48 members of staff (approx. 56%) completed the wellbeing questionnaire. Of these 48, 8 (17%) declined to provide some demographic information. The tables below summarise the demographic information obtained, with total number of responses shown in parenthesis. Data from the survey undertaken in previous years has been included as a comparison, however the current results must be treated with some caution as they are not representative of the whole school.

		February 2022	March 2023
What is your role in the school?	Teacher (including SLT)	61% (23)	44% (21)
	Teaching Assistant	24% (9)	25% (12)
	Office / Admin / IT	5% (2)	6% (3)
	Other agency (SaLT / OT)	0% (0)	0% (0)
	Other	11% (4)	19% (9)
	Missing		6% (3)

		February 2022	March 2023
Gender	Male	31% (11)	29% (14)
	Female	67% (24)	48% (23)
	Other	3% (1)	2% (1)
	Missing		19% (9)
Age	Under 18	3% (1)	2%(1)
	18-24 years	0% (0)	4%(2)

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	25-34 years	18% (7)	19%(9)
	35-44 years	24% (9)	15%(7)
	45-54 years	37% (14)	23%(11)
	55-64 years	16% (6)	17%(8)
	65 and older	3% (1)	0%(0)
	Missing		21% (10)
Ethnic Group	White	91% (31)	75%(36)
	Black / African / Caribbean / British	0% (0)	4%(2)
	Asian / Asian British	0% (0)	0%(0)
	Mixed / Multiple Ethnic Groups	6% (2)	2%(1)
	Other	3% (1)	2%(1)
	Missing		17%(8)

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Survey results

The results of the survey have been considered across two subcategories:

- *Staff Wellbeing*; including personal feelings of positivity, motivation and managing day-to-day emotional demands
- *Relationships with Others/Support*; including social and emotional connections within the school community

Staff Wellbeing

63% of staff at Rowhill School described feeling positive when at work, in comparison to 71% from last year. 53% of staff reported feeling generally cheerful and in good spirits, with 17% disagreeing with this statement.

I feel positive when I am at work



- **Completely agree 19% (9)**
- **Agree 44% (21)**
- **Neither agree or disagree 17% (8)**
- **Disagree 17% (8)**
- **Completely disagree 4% (2)**

69% of staff reported that it is not unusual for them to feel tired at this point in the academic year, and 63% agreed that it is not unusual for them to feel stressed at this point in the academic year, similar findings to last year (80% and 60% respectively). Approximately a quarter of staff denied feeling calm and relaxed (23%), and 25% denied feeling active and having energy.

It is not unusual for me to feel tired at this point of the academic year



- **Completely agree 17% (8)**
- **Agree 52% (25)**
- **Neither agree or disagree 21% (10)**
- **Disagree 8% (4)**
- **Completely disagree 2% (1)**

79% of staff feel they have the skills and knowledge required to develop young people’s social and emotional wellbeing, similar to last year (83%), with only 2 members of staff disagreeing. While approximately two thirds of staff reported their daily life to be filled with things that interest them (61%), over half of staff reported often leaving work feeling overwhelmed (55%), with 21% feeling that they cannot switch off after leaving work.

When I have not been at work, I have been able to switch off



- **Completely agree 13% (6)**
- **Agree 40% (19)**
- **Neither agree or disagree 15% (7)**
- **Disagree 13% (6)**
- **Completely disagree 8% (4)**

When asked about things they do at the moment to manage their own emotional wellbeing, staff reported engaging with a number of hobbies that encompass the ‘ways to wellbeing’ promoted by NHS England.

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The most common activity reported was some form of exercise, including yoga, running and walking. Other activities included connecting with others and mindfulness practice.

Relationships with others and Support

A significant number of staff reported feeling encouraged by their colleagues (79%), similar to last year (80%). 73% of staff report having someone they can speak to when they need. 65% feel able to ask for help when they need it. 66% of staff reported good working relationships in the school. 69% of staff disagreed with the statement 'I feel too overwhelmed to provide emotional support to my colleagues', with 6% agreeing with the statement (3 staff members).

I am encouraged by my colleagues



- **Completely agree 25% (12)**
- **Agree 54% (26)**
- **Neither agree or disagree 15% (7)**
- **Disagree 6% (3)**
- **Completely disagree 0% (0)**

Just over half of staff reported feeling supported though emotionally demanding work and situations (51%) and 48% feel supported to reflect on and take action to support their own wellbeing. Over three quarters of staff reported that they would find additional space to think and reflect on the demands of the job as useful (77%).

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I am supported through emotionally demanding work and situations



- **Completely agree 13% (6)**
- **Agree 38% (18)**
- **Neither agree or disagree 25% (12)**
- **Disagree 17% (8)**
- **Completely disagree 8% (4)**

I would find additional space to think and reflect on the demands of my job useful



- **Completely agree 25% (12)**
- **Agree 52% (25)**
- **Neither agree or disagree 17% (8)**
- **Disagree 6% (3)**
- **Completely disagree 0% (0)**

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Finally, staff were invited to share ideas for things they believe would improve their emotional wellbeing at work. A common theme was **improved staff communication**, with suggestions that it needs to be more open and transparent. There was one mention of a feeling of a 'blame culture' in the school when things go wrong. A meeting for primary or secondary staff and TAs was suggested, although the purpose of the meeting was unclear. **Better support from SLT** was mentioned several times, especially in the secondary school, as well as the need for staff to feel **appreciated**. More time for **planning** was another common theme, with some staff feeling that 'staff wellbeing' days should be optional and that a reduction in meetings would help, with some meetings being viewed as unnecessary. A **quiet place** to work for free lessons was suggested. **Supervision** was mentioned more than once, as well as **free counselling**. Low staffing numbers was acknowledged as having a detrimental impact on staff morale and reducing planning time. One staff member felt that there needed to be more consequences for pupils to help reduce aggressive behaviours. **More training** was mentioned by several staff members, including managing behaviour, and one suggestion was to increase after-school CPD sessions. Lastly, **social events** was mentioned to strengthen work relationships.

Outcome

By conducting this survey, the EWT and Rowhill SLT seek to better understand the requirements for the staff team's emotional wellbeing. In doing so, it is envisaged that any support offered by the EWT can be customised in accordance with the findings to assist in meeting the staff group's needs for psychological well-being. The EWT would offer assistance in addition to and in conjunction with current support networks including those established by the school.

The suggested recommendations following the survey conducted in February 2022 are listed in the table below. There has been a description of the progress made and suggestions for the future.

Actions proposed: February 2022	Progress	Actions proposed: March 2023
<p>Individual support for the school staff team</p> <p>EWT previously provided individual reflective practice spaces for staff to support their wellbeing. These spaces were poorly attended and so were ceased from the summer term in 2022.</p>	<p>Helen Thomas (Therapeutic Lead, Rowhill School) has offered in-house reflective and consultation spaces for staff. We understand that these too have been poorly attended, partly due to staffing challenges as it has been difficult to provide cover for classes to enable staff to attend.</p> <p>Additionally, Rowhill school provide staff counselling through an external organization.</p>	<p>Rowhill School to review processes and consider how they can support staff to attend reflective spaces offered. We have discussed how the school does not have a clear appraisal process. This could be helpful for staff to consider their wellbeing and their development in their role. Assuming this is a supportive process, this could contribute to staff feeling valued and support their wellbeing at work.</p>
<p>Mental Health awareness training</p> <p>Proposals for particular workshops and courses can be conducted with the EWT.</p>	<p>Since September 2022, EWT have delivered training days for staff wellbeing ('Tree of Life') and trauma-informed practice.</p>	<p>Ongoing ✓</p> <p>It has been discussed with SLT that it could be helpful for EWT to provide a reflective space for SLT to consider staff relationships and team dynamics. Further training for staff on understanding behaviour was also proposed by SLT.</p>

<p>Resilience Working Group</p> <p>The school established a Resilience Working Group which enabled them to achieve the Resilience Award. It was proposed that this could continue to ensure that emotional health and wellbeing continues to be recognised as high on the school’s agenda.</p>	<p>There has been a pause in this working group.</p>	<p>Consider re-establishing this group to promote and foster a positive culture around emotional wellbeing.</p>
<p>EWT Consultation</p> <p>EWT to continue to offer a regular consultation space for staff. This intends to provide a collaborative space to support staff with clinical decision making and to think about the emotional wellbeing and mental health needs of the children and families they support.</p>	<p>There was a pause in the delivery of this consultation panel due to staffing changes within the EWT. This consultation panel has been resumed since January 2023 on a monthly basis.</p>	<p>Ongoing ✓</p> <p>This consultation space will be continued. Recommendations will be documented clearly and shared with SLT and staff members concerned. Given it can be difficult for staff to find cover for their classes to attend, we will aim to offer this on Monday/Tuesday afternoons (2-5pm), including a reflective space for SLT for the final hour, from September 2023.</p>
<p>EWT supporting SLT to embed culture of positive staff wellbeing</p>		<p>Ongoing ✓</p> <p>EWT and SLT have discussed having a ‘staff award’ system where staff are acknowledged for their good practice and efforts on a regular basis. SLT plan to put this</p>

		<p>into place.</p> <p>Given staff reported that a reduction in meetings would be helpful, the school could consider implementing a 'wellbeing week', where there are no meetings after school for one week per term.</p>
<p>Ongoing monitoring of staff emotional wellbeing and systems in place</p> <p>Reviewing staff wellbeing at regular intervals (i.e., annually) to ensure that the systems in place meet the needs of their staff.</p>		<p>Current survey ✓</p> <p>Next review date; spring term 2024.</p>

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