

Staff Emotional Wellbeing Survey – Rowhill School

**with support from the Emotional Wellbeing
Team**

June 2024

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 April and May 2024. The document provides an overview of staff wellbeing at the point of administration only.

This survey follows an annual staff-survey undertaken in April 2024 and May 2024. There was a 91% response rate in 2021, a 50% response rate in 2022 and a 56% response rate in 2023. This year, there was a 31% response rate.

This survey comprised:

- 19 statements with response options from *strongly agree* to *strongly disagree*.
- Two open-ended questions inviting further information in relation to how staff manage their emotional wellbeing, and what they feel could be offered at work to improve this moving forward.
- 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

*Kent and Medway Emotional Wellbeing Team
for Special Schools and Alternative Provision Services*

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

A total of 33 members of staff (approx. 31%) completed the wellbeing questionnaire. 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	June 2024
What is your role in the school?	Teacher (including SLT)	61% (23)	44% (21)	39% (13)
	Teaching Assistant	24% (9)	25% (12)	36% (12)
	Office / Admin / IT	5% (2)	6% (3)	9% (3)
	Other agency (SaLT / OT)	0% (0)	0% (0)	9% (3)
	Other	11% (4)	19% (9)	6% (2)
	Missing		6% (3)	

		February 2022	March 2023	June 2024
Gender	Male	31% (11)	29% (14)	27% (9)
	Female	67% (24)	48% (23)	70% (23)
	Other	3% (1)	2% (1)	3% (1)
	Missing		19% (9)	
Age	Under 18	3% (1)	2% (1)	0% (0)
	18-24 years	0% (0)	4% (2)	3% (1)
	25-34 years	18% (7)	19% (9)	6% (2)

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	35-44 years	24% (9)	15%(7)	30% (10)
	45-54 years	37% (14)	23%(11)	30% (10)
	55-64 years	16% (6)	17%(8)	30% (10)
	65 and older	3% (1)	0%(0)	0% (0)
	Missing		21% (10)	
Ethnic Group	White	91% (31)	75%(36)	88% (29)
	Black / African / Caribbean / British	0% (0)	4%(2)	3% (1)
	Asian / Asian British	0% (0)	0%(0)	0% (0)
	Mixed / Multiple Ethnic Groups	6% (2)	2%(1)	0% (0)
	Other	3% (1)	2%(1)	9% (3)
	Missing		17%(8)	

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Survey results

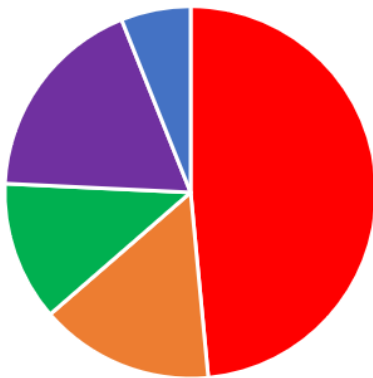
The results of the survey have been considered across two subcategories:

- *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

66% of staff at Rowhill School described feeling positive when at work, in comparison to 63% from last year. 60% of staff reported feeling generally cheerful and in good spirits, with 9% disagreeing with this statement.

I feel positive when I am at work



- Strongly agree 18% (6)
- Agree 48% (16)
- Neither agree or disagree 12% (4)
- Disagree 15% (5)
- Strongly disagree 6% (2)

61% of staff reported that it is not unusual for them to feel tired at this point in the academic year, which is similar to last year (69%). 39% agreed that it is not unusual for them to feel stressed at this point in the academic year, which is lower than was reported last year (63%). 27% of staff denied feeling calm and relaxed, and 30% denied feeling active and having energy.

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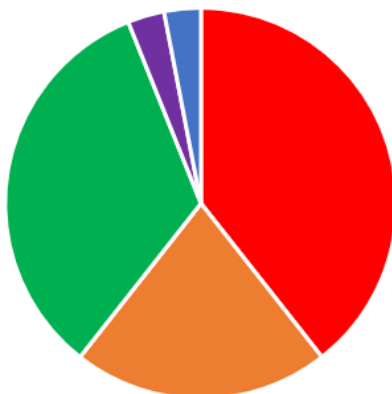
It is not unusual for me to feel tired at this point of the academic year



- Strongly agree 6% (2)
- Agree 55% (18)
- Neither agree or disagree 30% (10)
- Disagree 6% (2)
- Strongly disagree 3% (1)

82% of staff feel they have the skills and knowledge required to develop young people’s social and emotional wellbeing, similar to last year (79%), 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%), one third of staff reported often leaving work feeling overwhelmed (33%), with 24% feeling that they cannot switch off after leaving work.

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



- Strongly agree 3% (1)
- Agree 39% (13)
- Neither agree or disagree 33% (11)
- Disagree 21% (7)
- Strongly disagree 3% (1)

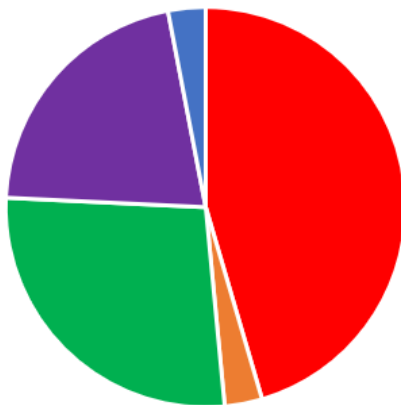
When asked about things they do at the moment to manage their own emotional wellbeing, staff reported engaging with a number of hobbies that encompass the ‘ways to wellbeing’ promoted by NHS England. The most common activity reported was a form of exercise, including yoga, running, swimming and walking. Other activities included connecting with others, cooking and mindfulness practice.

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Relationships with others and Support

67% of staff reported feeling encouraged by their colleagues, which is lower than last year's figure of 79%. 79% of staff report having someone they can speak to when they need. 82% feel able to ask for help when they need it, which is higher than last year (65%). 67% of staff reported good working relationships in the school. 70% of staff disagreed with the statement 'I feel too overwhelmed to provide emotional support to my colleagues', with 18% agreeing with the statement (6 staff members).

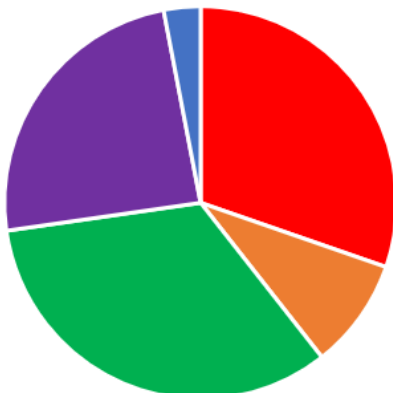
I am encouraged by my colleagues



- **Strongly agree 21% (7)**
- **Agree 45% (15)**
- **Neither agree or disagree 27% (9)**
- **Disagree 3% (1)**
- **Strongly disagree 3% (1)**

Just over half of staff reported feeling supported though emotionally demanding work and situations (55%) and 48% feel supported to reflect on and take action to support their own wellbeing. Just under three quarters of staff reported that they would find additional space to think and reflect on the demands of the job as useful (72%).

I am supported through emotionally demanding work and situations



- **Strongly agree 24% (8)**
- **Agree 30% (10)**
- **Neither agree or disagree 33% (11)**
- **Disagree 9% (3)**
- **Strongly disagree 3% (1)**

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



- Strongly agree 27% (9)
- Agree 45% (15)
- Neither agree or disagree 18% (6)
- Disagree 6% (2)
- Strongly disagree 3% (1)

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Lastly, staff were invited to share ideas for things they believe would improve their emotional wellbeing at work. A common theme was to have **group reflective practice**. **Better support from SLT** was mentioned several times, as well as the need for staff to feel **appreciated and valued**. Many staff members felt that there needed to be better consequences for pupils when they display aggressive and intimidating behaviours. Another theme was **improved staff communication**, with suggestions that it needs to be more open and transparent, with staff wanting to feel like they have been listened to by someone who understands them. There was mention of the need for **better planning and structure**, with a focus needing to be placed on long-term strategies instead of short-term solutions. Another suggestion was for staff to know which meetings and activities have been scheduled for the term in advance, so they can feel more prepared and organised. Finally, **social events** held outside of work was mentioned to encourage more 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 April and May 2024 are listed in the table below. There has been a description of the progress made and suggestions for the future.

Actions proposed: March 2023	Progress	Actions outstanding/proposed: June 2024
<p>Individual support for the school staff team</p> <p>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 could</p>	<p>The appraisal policy is currently under review.</p>	<p>Rowhill School should aim to start the appraisal process for the next academic year once the review has ended. This will be helpful for the development of staff members.</p>

<p>support their wellbeing at work.</p>		
<p>Reflective Practice</p> <p>It has been discussed with SLT that it could be helpful for EWT to provide a reflective space for staff to consider relationships and team dynamics.</p>	<p>Ongoing ✓</p> <p>SLT have received training on reflective practice however they have not yet started delivering this to staff.</p>	<p>Rowhill School to consider reflective practice to be facilitated by an external provider. It will help facilitate more open and transparent discussions among staff members.</p> <p>SLT to help encourage staff to attend group reflective practice sessions when they commence.</p>
<p>Resilience Working Group</p> <p>Consider re-establishing this group to promote and foster a positive culture around emotional wellbeing.</p>	<p>Ongoing ✓</p> <p>The group re-establishment is pending.</p>	<p>Rowhill School to re-establish group when possible.</p>
<p>EWT Consultation</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 and SLT have discussed this and aim to deliver termly consultation slots for the next academic year.</p>	<p>Aim for termly consultation slots to be delivered next academic year. This will help staff to feel more supported, and that there is more open and transparent communication between themselves and SLT.</p>

<p>EWT supporting SLT to embed a culture of positive staff wellbeing</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 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 ✓</p> <p>Staff rewards take place at regular points during the school year. There is one at the end of term two (Christmas), term four (Easter), and term six (Summer).</p> <p>Wellbeing week has been discussed with EWT and SLT. The aim is to create a map with all the events taking place in the school year including wellbeing week, world mental health day and Black history month.</p>	<p>SLT to continue developing the event map, and to consider incorporating staff events outside of work into the calendar, to help encourage more positive working relationships.</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>Ongoing ✓</p>	<p>Next review date; spring term 2025.</p>

Report Date: 28.06.2024

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Team