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Education and the whole person: factors enabling all members of a school community to flourish and achieve

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Abstract

Ever since the 1944 Education Act in England and Wales which enshrined in law the requirement that all schools provide opportunities for spiritual, moral, social and cultural (SMSC) development, there has been a recognition that education should comprise more than the acquisition of academic qualifications. However, more recent education policy has tended to militate against this fundamental premise. The emphasis on school performance league tables and 'measurable outcomes' through which to 'drive improvement' have, perhaps unintentionally, forced many school leaders to focus on academic standards. Often this has been at the expense of the development of the whole child or young person and has created a disconnect in the experience of teachers who find themselves, Ball (2003 p.215) suggests, 'setting aside personal beliefs and commitments' in order to respond to performance targets, indicators and evaluations.

Concurrently, there is increasing evidence of a deterioration in the mental health and wellbeing of the young people in our schools such that an Editorial in the British Medical Journal in 2014 called on schools to promote students' health and wellbeing, claiming that 'Education policy should not focus solely on academic attainment.' The authors note that 'Students' broader development and wellbeing receive more attention in several countries with better academic attainment than in England' (2014). They cite further evidence that promoting academic attainment on the one hand, and health and personal development on the other, is not a 'zero-sum game'. Instead they claim that research suggests 'education and health are synergistic.' The development of a curriculum in which health and wellbeing are integrated should, they state, be promoted by an education policy which includes statutory reporting on health and personal development (British Medical Journal,2014).

Drawing on primary and secondary based research, this paper will explore the ways in which schools address SMSC development and wellbeing as an integrated aspect of school life which has the potential to enhance a range of pupil and student outcomes. In considering links between teacher wellbeing, the curriculum, teaching and learning and development of the whole child, a range of factors will be considered. These include; school ethos and culture, some key variables of school leadership, mediating the tension between teacher beliefs and values and the culture of performance, using inspection outcomes as an incentive to explore the introduction of active policies to develop staff and student wellbeing.

Introduction

Since the Labour Prime Minister James Callaghan asserted the need for greater public accountability in schools in the 'Ruskin speech' of 1976, schools have been increasingly scrutinised by politicians and the public using data based on measurable indicators such as examination and test results. It has been argued by Troman, Jeffrey and Ragl (2007 pp.549-572) that one result of the development of such a high stakes accountability system has been the focus on the collection of what is measurable.

Consequently, according to Ball (2003 p220), in order to do well in these measurable terms, schools adopt forms of performativity that reflect the need to succeed in inspections rather than their own deep seated beliefs about teaching. In questioning how far the education system has progressed since 1976, Millar (2016) maintains that we have yet to see a curriculum in schools "that promotes basic standards while allowing a child's personality to 'flower in its fullest possible way' as Callaghan put it."

This paper will examine the importance of identifying the tension or disconnect which often exists between teacher beliefs and values and the culture of performance, and the ways in which that tension can be mediated in order to facilitate the wellbeing of all members of the school community so that all might flourish and achieve.

Identifying the tension

According to Alexander (2008 p.173), teaching is at the heart of pedagogy but they are not synonymous. Pedagogy goes beyond the pragmatism of "'what works' into the realm of ideas and argument" since pedagogy provides teaching with a "bigger picture", making teaching educative not just technical by providing values, justifications, theories and evidence for the practitioner. For Alexander (2008 p.4) there is a crucial link between teaching and values since, he claims, pedagogy "is the act of teaching together with the ideas, values and beliefs by which that act is informed, sustained and justified…". Similarly, Leach and Moon (2008 p.4) state that good teachers examine values and beliefs not just strategies and techniques since pedagogy is more than an accumulation of strategies and techniques, "it is formed by a view of mind, of learning and learners and the kinds of knowledge and outcomes that are valued" (Leach and Moon, 2008 p.6). They claim that pedagogy is a social, collective process which requires engagement with groups not just individuals and learning expectations that "go beyond the personal", stating that "If we believe that learning is essentially a lifelong process, then identity is at the heart of pedagogy" (Leach and Moon, 2008 p.143).

For Moss and Petrie, in children's settings "sharing daily life is the stuff of the pedagogic approach: pedagogues and children form a learning community sharing ideas, activities, learning, meals and outings" (Moss and Petrie, 2002 p.143). In their view, the essence of a good pedagogue is a reflective practitioner who thinks about situations and relationships in relation to theory, decides how to proceed and reviews the results of their actions. This approach is, they claim, holistic since it views the body, mind, emotions, creativity, history and social history as inter-connected parts of the child's life and it is relational since the child is not seen as an autonomous subject but as living in networks of relationships (Moss and Petrie, 2002 p.143). Thus, for Moss and Petrie (2002 p.144), the pedagogue is someone whose role it is to accompany children in their learning process. This learning is, they continue, an ongoing process which encompasses learning about "self in relation to others, about one's talents and power, about creativity and about the physical world" (Moss and Petrie, 2002 p.144). Such learning, according to Leach and Moon (2008 p.165), has a power to transform lives since it should build the self-esteem and identity of learners by developing their sense of what they believe or hope themselves to be capable of; their sense of self, where they are coming from, where they think they are going, what sort of person they want to be (Leach and Moon, 2008 pp.6-7).

Moss and Petrie (2002 p.145) argue for children to have spaces in which to explore and realise new possibilities where the pedagogue has a central role in getting children to reflect on learning so that they arrive at meanings together; "In this space, children and pedagogues engage in reflective and critical ways of knowing and in the construction rather than the reproduction of knowledge." They

ask whether schools can become "children's space" where there are spaces for co-operative learning, children's culture and children's voices (Moss and Petrie, 2002 p.178). Whilst acknowledging that there may be a place for performance indicators, Moss and Petrie (2002 p.184) express the view that, "A concern for delivery and outcomes leaves little time or space for thinking differently – or much thinking of any kind. A concern for standardisation and regulation is not conducive to the exploration of different approaches, both in theory and practice."

Here we approach what may be seen as the core of the disconnect so often experienced by teachers in the classroom. The work of Ball demonstrates the ways in which, in order to do well in these measurable terms, schools adopt forms of performativity that reflect the need to succeed in inspections rather than their own deep seated beliefs about teaching. Ball discusses the effects of this performativity on the "soul" of teachers who lose the sense of the authenticity of their work and professional identity. Teachers themselves become "ontologically insecure: unsure whether we are doing enough, doing the right thing, doing as much as others, or as well as others, constantly looking to improve, to be better, to be excellent" (Ball, 2003 p.220).

According to Ball (2003 p.215), performativity requires teachers to respond to targets, indicators and evaluations by "setting aside personal beliefs and commitments and liv(ing) an existence of calculation." He maintains that the issue of who controls the field of judgement is crucial since who it is that determines what counts as valuable, effective or satisfactory performance and what measures or indicators are considered valid leads to highly individualised struggles on the part of teachers whose values "are challenged or displaced by the terrors of performativity" (Ball, 2003 p.216). These struggles, comments Ball (2007 p.216), "are often internalised and set the care of self against duty to others." Ball (2003 p.217) argues that these developments are changing what it means to be a teacher leading to a struggle over the teacher's soul which is illustrated in the sense of who teachers are in relations with students and colleagues. He cites Bernstein in support of his assertion that for teachers "contract replaces covenant" or "putting it another way, value replaces values – commitment and service are of dubious worth within the new policy regime" (Ball, 2003 p.217).

Ball (2003 p.218) claims that this performative culture has introduced a new ethical system which is based upon "institutional self-interest, pragmatics and performative worth" creating an ethics of competition and performance that contrasts with "the older ethics of professional judgement and co-operation. A new basis for ethical decision-making and moral judgement is erected by the 'incentives' of performance." This, he continues, leads teachers to become uncertain about the reasons for their actions; "Are we doing this because it is important, because we believe in it, because it is worthwhile? Or is it being done ultimately because it will be measured or compared?" (Ball, 2003 p.220). The result is, according to Ball (2003 p.221), that teachers experience a "*values schizophrenia*" where "commitment, judgement and authenticity within practice are sacrificed for impression and performance" and there is a split between teachers own judgements about "good practice" and students' "needs" and the "rigours of performance."

According to Ball's (2003 p.222) research, teachers find themselves struggling for their identity; as one teacher stated, "I don't care anymore. I think that's why I haven't found myself because I do in fact care ... I don't feel that I'm working with the children, I'm working at the children and it's not a very pleasant experience." Linked to this, says Ball (2003 p.222) is a loss of opportunity for teachers to develop a rationale for practice or to recognise that what they do has meaning since they "are required to produce measurable and 'improving' outputs and performances, what is important is *what works*." Ball (2003 p.222) quotes a teacher from research by Jeffrey and Woods who summarises this loss; "I never get the chance to think of my philosophy anymore, my beliefs. I know

what I believe but I never really put them into words anymore. Isn't your philosophy more important than how many people get their sums right?"

Whole-child, whole-teacher

The Whole-Child Project, funded by the Church of England Foundation for Educational Leadership and Bishop Grosseteste University, explored how school leaders in small rural schools, particularly those serving communities of disadvantage, can best maintain a focus on the whole child in the light of the demands of the performativity agenda. Researchers visited five rural primary schools across Nottinghamshire and Lincolnshire – three church schools and two community schools (referred to here as Schools 1, 2, 3, 4 and 5) – with a range of Ofsted ratings. During the two phases of data collection there were focus group interviews with staff and governors, Year 6 pupil pursuits and interviews with parents of the pupils.

A key finding of the research centred around the ways in which paying attention to the whole-teacher (and indeed the wellbeing of the whole staff team), through intentional leadership decisions and the creation of a lived-out values-based culture, could impact on the nurture of the whole-child. One Chair of Governors was clear that this was part of his remit:

I see my role really as being supportive to Vanessa and to the staff … I'm often just a listener… I'm an outside sounding board for Vanessa, for Vanessa to let off steam and for other staff as well you know if they want … I think that's a leadership role in its own right …
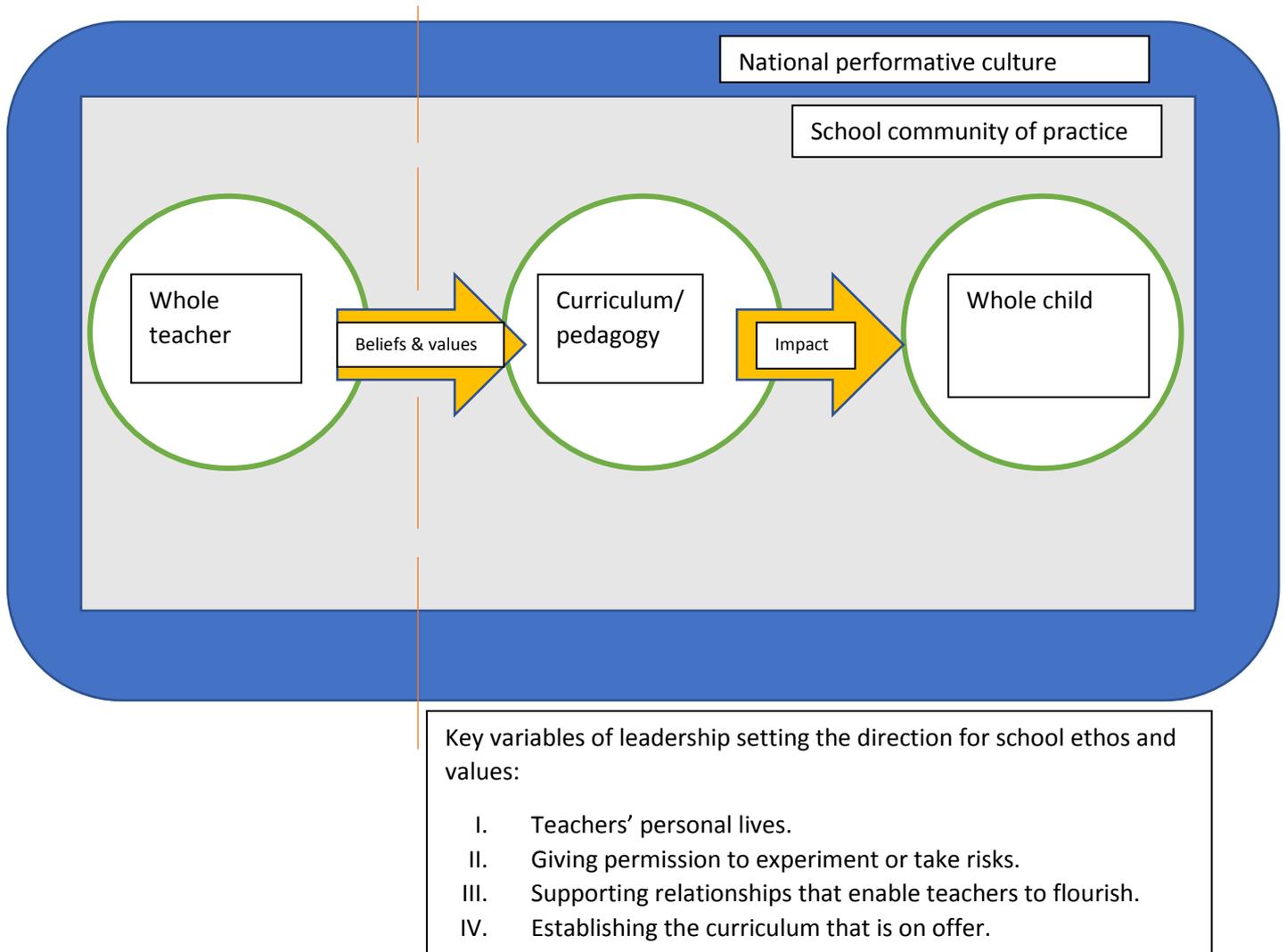
Teachers spoke about ways in which they catered for the needs of the whole child in a performative context. Their values and beliefs affected their approaches to teaching and learning and relationships throughout the school. However, when approaches to teaching and learning they felt they had to adopt did not always align with those beliefs this created conflict;

there are things that we could get out of children in another area of the curriculum which could have a positive knock on to their writing and their reading and their maths… So as a leader you can kind of give license … to that but actually when you are the person who is delivering that you are scared of doing that because you need to focus on the end result that the pressures on, that the targets are set for the school to improve upon. So … there is fear within that system that is unhealthy as well **(Y5/6 Teacher, School 1)**

The role of leaders therefore in mediating the tensions experienced by teachers wanting to nurture the whole child whilst hitting these performance-related targets becomes crucial. In countering the negative effects of the performativity culture, Lumby and English (2010 p.126) suggest that school leaders should adopt a middle way by becoming "strategic compliers" who do not reject all change demanded by policy; "rather, they filter possibilities through their value system and act with shrewdness to accommodate to some degree, and to deflect or adapt, as their values dictate." Such a leader, they claim, makes their primary contribution to the education of children by modelling values-based behaviour (Lumby and English, 2010 p.126). Education, they state, is a moral venture connected to sets of values "and school leaders are the custodians of those values and moral purposes" (Lumby and English, 2010 p.95). They compare the nature of school leadership to that of religious leaders and claim that in doing so this can "open the door to a more realistic view of the nature of our work" (Lumby and English, 2010 p.95).

Mediating the tension

Through analysis of the data from the Whole Child research project, the team suggest the following diagrammatic model as a helpful context in which to evaluate the key variables of leadership which can enable the vital connection between the whole teacher (with their individual skills, talents and interests), through a system of shared values and beliefs, and the curriculum (transmitted through pedagogy) to impact significantly on the nurture of the whole child.

National performative culture

School community of practice

Whole teacher → Beliefs & values → Curriculum/pedagogy → Impact → Whole child

Key variables of leadership setting the direction for school ethos and values:

    I.   Teachers' personal lives.
    II.   Giving permission to experiment or take risks.
    III.   Supporting relationships that enable teachers to flourish.
    IV.   Establishing the curriculum that is on offer.

Tapp, Lumb, Adams and Paige, 2018

From the research findings the team, in consultation with the partner schools, produced a resource for leadership development (Adams, et al, 2017) aimed at highlighting five themes from the research and encouraging school leaders to engage in discussion around these themes. The first theme is that of 'Teachers' wellbeing and the whole teacher'. A Church of England secondary academy has now used the talking points from this theme to generate discussion and action which is beginning to have an impact on both the staff and the students in the school. Whilst this is in the early stages of development, some data is available and has been included in the analysis below.

The remainder of the paper will draw on the primary and secondary-based research outlined above to consider the ways in which school leaders can mediate the tensions between teacher beliefs and values and the culture of performance, through creating a culture of care, keeping performance in perspective, viewing inspection as an incentive to develop staff and student wellbeing and modelling values-based behaviour.

Creating a culture of care

Ball (2003 p.224) documents a shift in the meaning of the word "care" within this performance-related culture, stating that whilst we are no longer expected to care about each other "we are expected to 'care' *about* performances and the performances of the team and the organisation and to make our contribution to the construction of convincing institutional spectacles and 'outputs'". As a consequence, Ball (2003 p.226) concludes; "Effectivity rather than honesty is most valued in a performative regime." Ball (2003 p.226), therefore, warns that the nature of teaching and learning and the inner-life of the teacher are potentially profoundly affected by this regime.

Jeffrey (2002 p.8) claims that the influence of the performativity discourse has led to "the person in the child (becoming) transformed into the 'pupil'" with teachers applying more pressure on the children such that their caring, nurturing role "was reconstructed into caring predominantly for pupil performance". Jeffrey (2002 p.10) claims that the performativity approach changes the learning relation "from an investigative one into one of deliverer and receiver, a relation in which the child as pupil becomes the subject of curriculum aims."

The primary schools in the Whole-Child Project countered this shift in care by ensuring that all the children are nurtured so that, for example, new children settle quickly;

And that's not just because the staff are compassionate to their needs but also … the children are very inclusive of others and I mean we talk a lot about the Christian values and that does go through everything. About the love and respect and care for one another, and you know we do have a very close-knit school … **(Teacher, School 2)**

Staff in School 3 were clear in their view that the children cared deeply for each other and that this was due at least in part to the care they saw teachers and staff showing to each other;

Teacher 1: *it really is amazing here isn't it how they look after each other.*

Teacher 2: *But on the back of that I think it's because we show that we care for each other … the children do as they see, and they see that as a staff, the body of people, we care about each other.*

The Headteacher in School 1 saw the development of a 'Take care' attitude throughout the school as a means of ensuring the 'right kind of nurture' was available to pupils so that they can achieve their best academically, develop transferable skills and flourish as whole children;

I think what we've tried to do most recently is nurture in an academically focused way in terms of focusing on how we can enable the child to reach their full potential by making sure that the nurture is the right kind of nurture, but also bringing in an expectation on top of that that it's about if you can do this in this area can you transfer it to another area.

Teachers in School 4 expressed the view that working together as a team and knowing the children well were the key ingredients in ensuring that children were safe and happy and therefore in a good place to learn:

We all work as a team, you know that what doesn't work for one child might work for another one, … if there's any problems … we can … pull somebody else in. It's just how we all work … we just know our kids very, very well.

Creating a culture of care has become a priority for a Church of England Secondary Academy located in an area of significant social deprivation within Nottinghamshire. This has been a result of several factors coming together, including the outcome of a Section 48 (SIAMS) Inspection (see discussion below), the appointment of a new headteacher and the identification of the role of a 'Wellbeing Lead'. The senior teacher taking the lead on Wellbeing used the talking points from Theme 1 of the **Education and the whole child** (Adams et al, 2017) resource to discuss the issues raised about staff wellbeing with the Executive Team. As a result staff and student surveys were carried out, the results of which became the basis of an action plan for the following 12 to 18 months. It was recognised that whilst there were aspects of nurture and wellbeing happening across the school, these were not sufficiently embedded and systematic to have sustained impact on all staff and students.

Several actions were taken as a result of the surveys (see Appendix 1 for full list) but the most significant aspect of the changes instigated appears to be the shift in culture experienced by staff such that all staff meeting agendas (including Executive Team meetings) begin with 'people and wellbeing first'. Staff are clearly listened to, their concerns taken seriously and actions are taken as a result. Consequently, a senior teacher claims that staff now take ownership of problems which arise, for example around student behaviour, in order to work together to solve the problem rather than seeing the issue as entirely the responsibility of senior leadership.

All staff have been trained to provide initial, low-level mental health interventions for students, recognising that everyone has a role in creating an environment where all students are cared for as whole-people to be nurtured appropriately so that they are in a position to learn and achieve their academic best. Some staff have become Wellbeing champions, providing a drop-in facility for students, whilst the School Chaplain provides a listening service for staff. Staff have also completed a Mental Health Self-Audit (see Appendix 2) enabling them to recognise and take appropriate action around their own wellbeing needs.

In order to attempt to quantify the impact of these actions around wellbeing, data has been collected which indicates that staff perception of their wellbeing has moved in a positive direction between the first staff survey in 2016-17 and the second survey in spring term 2018. A third survey is due in the summer term. The survey also indicates that Labour Stability has improved dramatically from 75% in 2016-17 to 92.5% in 2017-18. Although the data is limited at the time of writing, early signs are that creating a culture of care is one element that is impacting positively on staff retention which in turn creates greater stability and consistency in teaching thus benefitting student experience of the curriculum.

Keeping performance in perspective

One result of the emphasis on using measurable performance indicators in schools has been, according to Lumby and English (2010 p.112), that "values are set aside to deliver primarily the economic goods, rather than the social good." In response to this situation, Lumby and English (2010 p.123) call for leaders to demonstrate the qualities of a steward in their leadership. A school steward, they maintain, recognises the value of every child and the right of that child to be seen as

worthy of care and support (Lumby and English, 2010 p.123). They suggest that whilst passing tests does matter, "a steward would see this achievement as a part of a holistic picture of an individual's worth, and not as the primary value" (Lumby and English, 2010 p.123). A second level of meaning, they continue, is suggested by Murphy's use of the term "moral steward" since "What is to be protected and preserved goes beyond individual students and relates to the values that must be communicated to each generation as it experiences education" (Lumby and English, 2010 p.123).

A number of tweets by headteachers on social media immediately prior to this year's SATs tests would seem to indicate that they would agree with this analysis by Lumby and English, as they sought to reassure their pupils that whatever the results of their SATs these were just one aspect of their learning and their development as whole people. There are signs too that the inspection regime itself may be more ready to articulate and highlight positively this view of education; with Amanda Spielman (HM Chief Inspector of Schools) stating at the Foundation for Church School Leadership Education Conference; "exam performance and league tables should be a reflection of what children have learned. Tests exist in service of the curriculum. Curriculum should be designed to give children the best pathway to the future, not to make the school look good" (Spielman 2018). Could this be the beginning of a more widespread movement beyond the "cautious" creativity identified by Troman, Jeffrey and Raggl (2007 p.562) which did not abandon a focus on maximising test scores but instead sought to raise pupil test scores using "both performative and creative strategies" within a complex policy context (Troman, Jeffrey and Raggl, 2007 p.568)?

Primary school staff interviewed for the Whole-child research project expressed the view that opportunities for creativity, such as a whole-school production, often showed both children and adults in a different light, allowing them to develop different talents;

> *You put them (children) on stage and they do solo singing and I thought … I didn't even know they could sing. You know, that was amazing … some of these little shy ones …* (**Teacher, School 1**)

Similarly, commenting on staff involvement in school productions;

> *You'd see Olivia … really vibrant and quite a dramatist really, considering it's not her background* (**Teacher, School 5**)

However, it appears there is some way to go before teachers in schools are able to express with confidence the view that Spielman states above since the inspection regime in place over recent years has, particularly in schools identified as 'failing', led staff to conclude that without Ofsted; "it (school) would be so much more creative, you know, a lot more outdoor learning opportunities, more sport, more music, more drama" (**Teacher, School 5**).

Inspection as an incentive to develop staff and student wellbeing

Although church schools, in common with other state-funded schools, are accountable to Ofsted and therefore subject to Ofsted inspections, further accountability is provided by the Statutory Inspection of Anglican and Methodist Schools (SIAMS). An analysis of the data from the Whole-child project presented as a paper at last year's NICER Conference, suggests that the culture encouraged in church schools and inspected by SIAMS provides permission for church school leaders and their staff to articulate vision, ethos and values which contribute to nurture of the whole child (Lumb et al, 2017).

Further evidence of the potentially positive impact of the SIAMS inspection process appears to be provided in the example of the church secondary academy referred to earlier in this paper. Since receiving an 'Inadequate' grade in 2016, senior leaders (including the newly appointed headteacher), foundation governors and staff have worked closely with the Diocese to put strategies in place with the aim of ensuring that the academy's Christian values are not only articulated but that they are being lived out by all members of the school community. The senior leader with responsibility for wellbeing makes a direct link between work on character development, and within this wellbeing, and the shift in emphasis which has resulted in Christian values beginning to motivate and direct all aspects of academy life; from the emphasis on wellbeing discussed above, to driving budgetary decisions and the breadth of opportunities offered to the students: "We are living out the values. Senior leaders are listening to the collective voice of the staff and harnessing their ideas. People and their wellbeing are put first on agendas and middle leaders are being empowered through being trusted more."

The importance of living out a school's values and modelling values-based behaviour is, in the view of Lumby and English (2010 p.126) discussed above, the primary contribution of a leader to the education of children since education, they state, is a moral venture connected to sets of values and "school leaders are the custodians of those values and moral purposes."

Recapturing the 'soul' of teachers
This paper has examined the importance of identifying the tension or disconnect which often exists between teacher beliefs and values and the culture of performance, and the ways in which that tension can be mediated in order to facilitate the wellbeing of all members of the school community so that all might flourish and achieve. Using primary and secondary-based research, the paper has considered the ways in which school leaders can mediate the tensions between teacher beliefs and values and the culture of performance, through creating a culture of care, keeping performance in perspective, viewing inspection as an incentive to develop staff and student wellbeing and modelling values-based behaviour.

At the heart of this discussion on staff and student wellbeing is the tension often experienced by senior leaders and teachers in school when external accountability pressures measured by performance data work against the values most teachers bring to their profession; values which place the child or young person and their wellbeing at the centre of the education system, allowing them to achieve their academic potential and flourish as individuals within a learning community. At the beginning of the 21st-century, Ball referred to the effects of performativity on the "soul" of teachers who lose the sense of the authenticity of their work and professional identity (Ball, 2003 p.220). As we approach the third decade of this century can we begin to see ways in which these tensions could be eased and the "soul" of teachers recaptured so that values and performance might work together to ensure not only the best academic outcomes for our children and students but also to ensure the wellbeing of children, students and staff so that all might flourish; in the words of the Church of England Foundation for Education Leadership Vision for Education, by enabling the development of "ethos enhancing outcomes." Indeed, Spielman (2018) endorses the Church of England Foundation's affirmation that "there should not, indeed cannot, be a trade-off between school ethos and school outcomes". Spielman points to the "discontinuity (which) emerges when schools fail to link those two goals (of academic excellence and moral development as active, engaged citizens)… School leaders often feel that in the pursuit of excellent outcomes they have to betray the very ethos they are attempting to impart on young people."

Further expectation has been raised by the Secretary of State's speech to the NAHT Conference on May 4th 2018 in which he appeared to recognise the complex issues and some of the negative effects around teacher workload and staff retention, along with the fear generated by the performance-related accountability system currently operating within the education system. Whilst reinforcing the need for accountability, recognised as important by everyone in education, he also acknowledged that government has a role to play in clarifying expectations and consequences so that education professionals can get on with the job of educating the children and young people; "I trust that you know … better than me, better than the Department for Education – how to improve your schools. You don't need government getting in your way" (Hinds 2018).

There appears, therefore, to be an opportunity to decrease the tensions identified in this paper such that nurture and achievement can be viewed as part of the whole process of education, working together as expressed by a teacher from School 1;
We have to meet the expectation that's on us (to achieve good academic results) but also in making sure that we're true to ourselves in terms of what we want to be as a school. So I think the nurture's quite a crucial bit, if we maintain that nurture and get it right other things can result.

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Appendix 1

Education and the whole child: enabling children to flourish and achieve in small primary schools
Theme 1: Teachers' wellbeing and the whole teacher, Talking points was my key focus for this year.

Using the talking points I spoke with our Executive team – this prompted an audit of how visible wellbeing is within the Academy. The audit then became my action plan for the year.

There were pockets of this around the Academy but it needed to be embedded in everything we did.

- Changes to agendas: people/wellbeing first on Exec and Team Leader meeting agendas
- Wellbeing used to be part of CPD – this was reinstated – specific CPD events for staff that promoted wellbeing, i.e yoga, cooking, painting.
- A specific wellbeing wall in the staffroom with details of clubs, literature, useful websites.
- As part of our yearly Governor's Strategy event – wellbeing was a key focus for staff to talk about and plan for how to support staff wellbeing.
- Large scale social events were planned and implemented such as a staff Christmas party – the cost of tickets was subsidised by the Academy.
- The wellbeing survey utilised every term and the feedback given to Exec team .
- Two colleagues focussed on marking and feedback and how to reduce teacher workload – this has now been implemented.
- Executive team listening to the staff wellbeing surveys and acted in response – all new initiatives are shared with staff and through surveys.
- Data drop cycles have been reduced in response to staff feedback.
- Parents evening cycles have changed in response to staff feedback.

Appendix 2: Mental health self-audit

Mental health CPD – audit and strategy.

1. Access your email and read the articles I send to all staff with tips for mental health.
2. Access the student support links on the website and familiarise yourself with the links provided
3. Identify within your own practice you strengths and areas for development in promoting positive mental health. Audit yourself against the following 1 – 5 (5 being fully embedded):

   - Language within the classroom by yourself and others – do you challenge inappropriate language, do you challenge yourself?
   - Behaviour management approach – do you work to foster positive relationships? Do you consider other possible reasons for "poor behaviour"?
   - Use of positive praise – is this established in your practise? Do you promote the sticker system? Use of a praise board? Positive language?
   - TSCA approach – what have you implemented? Collaboration? Stretch and challenge – promoting and embedding the structures can create positive classrooms.
   - Managing behaviour outside of the classroom – CHECK values – do you live these? Do you promote kindness?
   - Understanding on mental health and support strategies – have you access the relevant CPD? Are you familiar with the website and self-help strategies to advise others?
   - Your role as a tutor (if applicable) Do you share relevant information? Is mental health an area of focus within your practise? Have you embedded the barazza and use of group talking? Have you created a buddy system of support within your tutor group?
   - Do you have displays that link to/promote wellbeing?
   - Do you live these ideas yourself? How often do you visit the staffroom to relax and talk to others from around the school? Do you take a lunch break away from your desk every day? Do you work to form relationships with outside of your own team? Do you demonstrate a positive approach to work – glass half full? Do you eat well/sleep/exercise?
4. Using the information create a mental health/ wellbeing strategy to promote and improve within yourself and your practise. Create key dates/deadlines for completing the work.
5. Share this with your team during next department meeting.