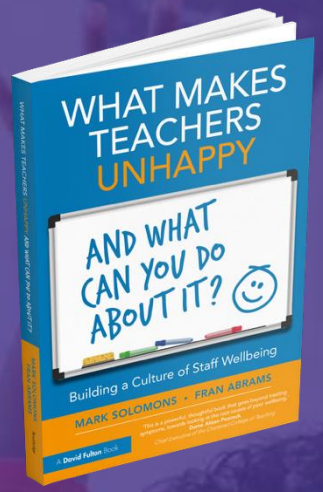
welbee



Improving Staff Wellbeing

Wellbeing Award era 2024 WINNER

Primary Resource or Equipment – Tools for Leadership Management & Assessment era 2024 WINNER

Secondary Resource or Equipment – Tools for Leadership Management & Assessment era 2024 WINNER

Wellbeing Award era 2023 WINNER

Primary Resource or Equipment – Tools for Leadership Management & Assessment era 2023 WINNER

Wellbeing & Safeguarding Award era 2022 WINNER

EducationToday School Of Success AWARDS 2023 PROUD FINALIST 2023

GESS EDUCATION AWARDS WINNER 2022

bett AWARDS 2023 FINALIST

What we will cover today

- ❑What the latest research and statistics tell us
- ❑Where you might focus for greatest impact
- ❑The importance of stakeholder voice and wider data in informing decisions and measuring impact
- ❑The one action that I know delivers the biggest improvement

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“Has staff wellbeing become a more prominent discussion point in your trust, school or college over the past 2 years?”

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“Are you confident that the current actions being taken in your organisation will deliver significant and lasting improvements?”

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Improving Staff Wellbeing

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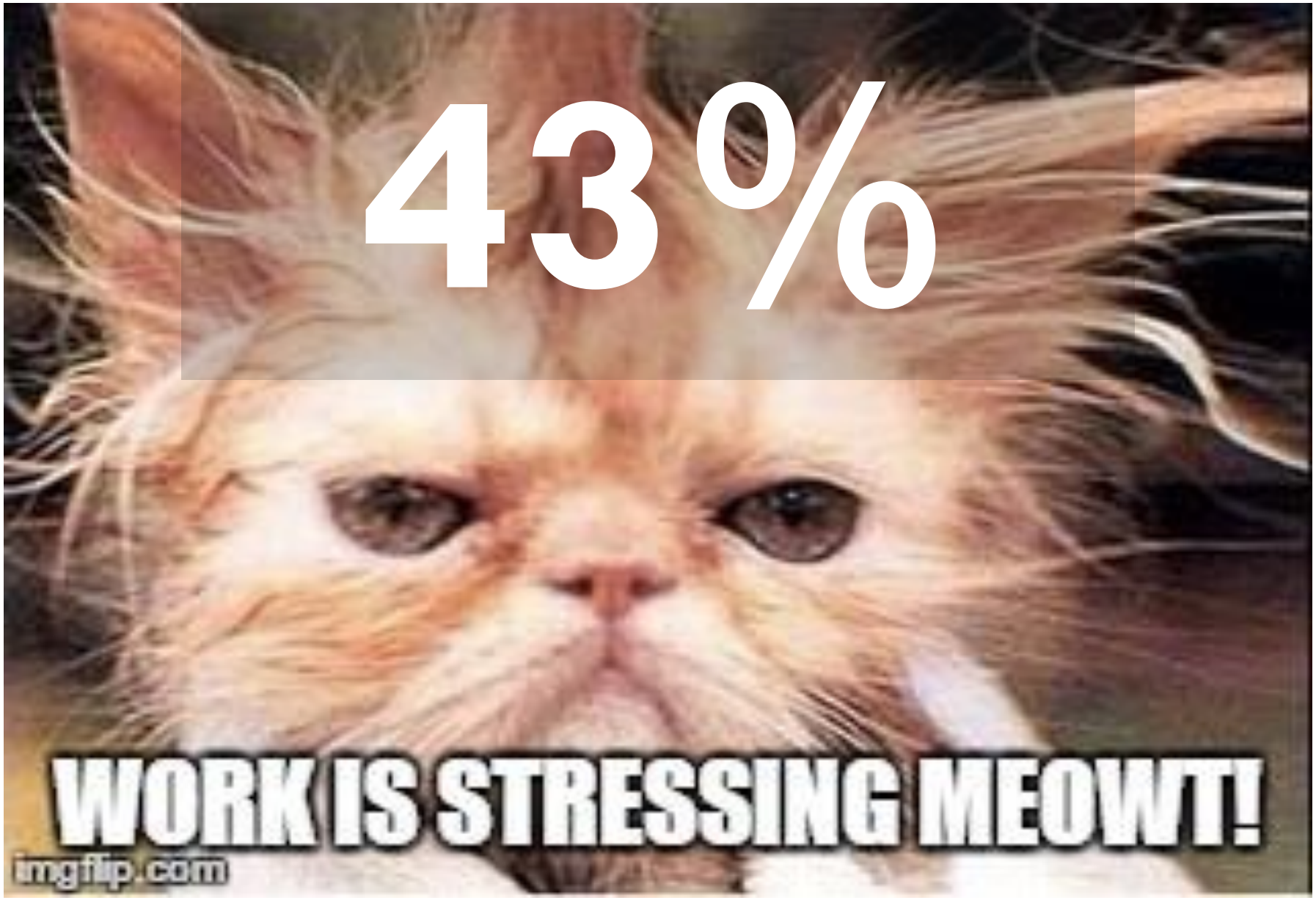

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Evidence

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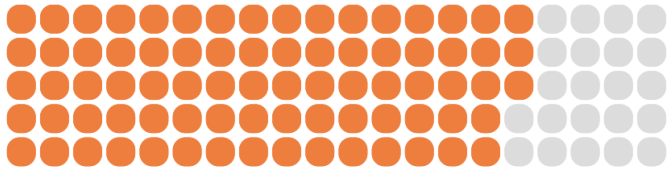
Teacher Wellbeing Index 2024

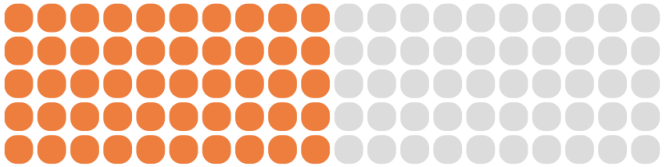
78%



of all staff are **stressed**

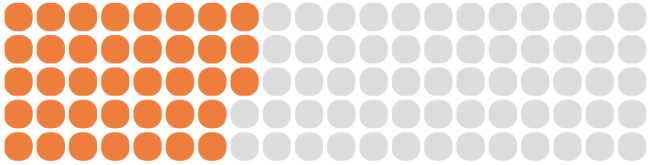
84% of senior leaders | **78%** of school teachers

50%



of all staff consider **their organisation's culture has a negative effect on staff's mental health and wellbeing**

38%



of all staff say their organisations **do not support employees who have mental health and wellbeing problems well**

34% of senior leaders | **40%** of school teachers

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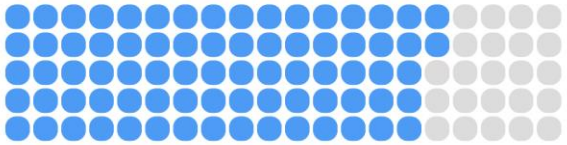
Teacher Wellbeing Index 2024

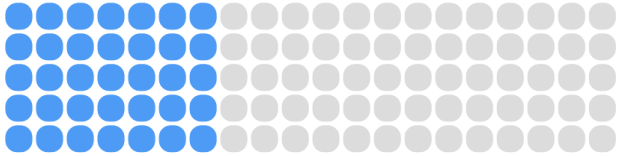
77%*



of all staff **experienced physical, psychological or behavioural symptoms due to their work**

79% of senior leaders | **79%** of school teachers

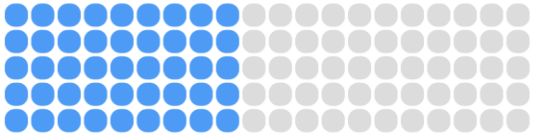
35%



of all staff have **experienced a mental health issue in the past academic year**

33% of senior leaders | **36%** of school teachers

45%



of staff reported that they felt (or someone else suggested to them) **that the symptoms they experienced** (from a list) in the last year **could be signs of anxiety. 31% of the population of Great Britain has high anxiety** (ONS)

43.90

Staff wellbeing score

Lower than the national population scores for:

England	**51.40**
Wales	**48.20**
Scotland	**47.00**

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Why, despite increased awareness and dialogue, do you believe we often fall short of achieving substantial, lasting improvements in staff wellbeing across the sector, and perhaps within our own school contexts?

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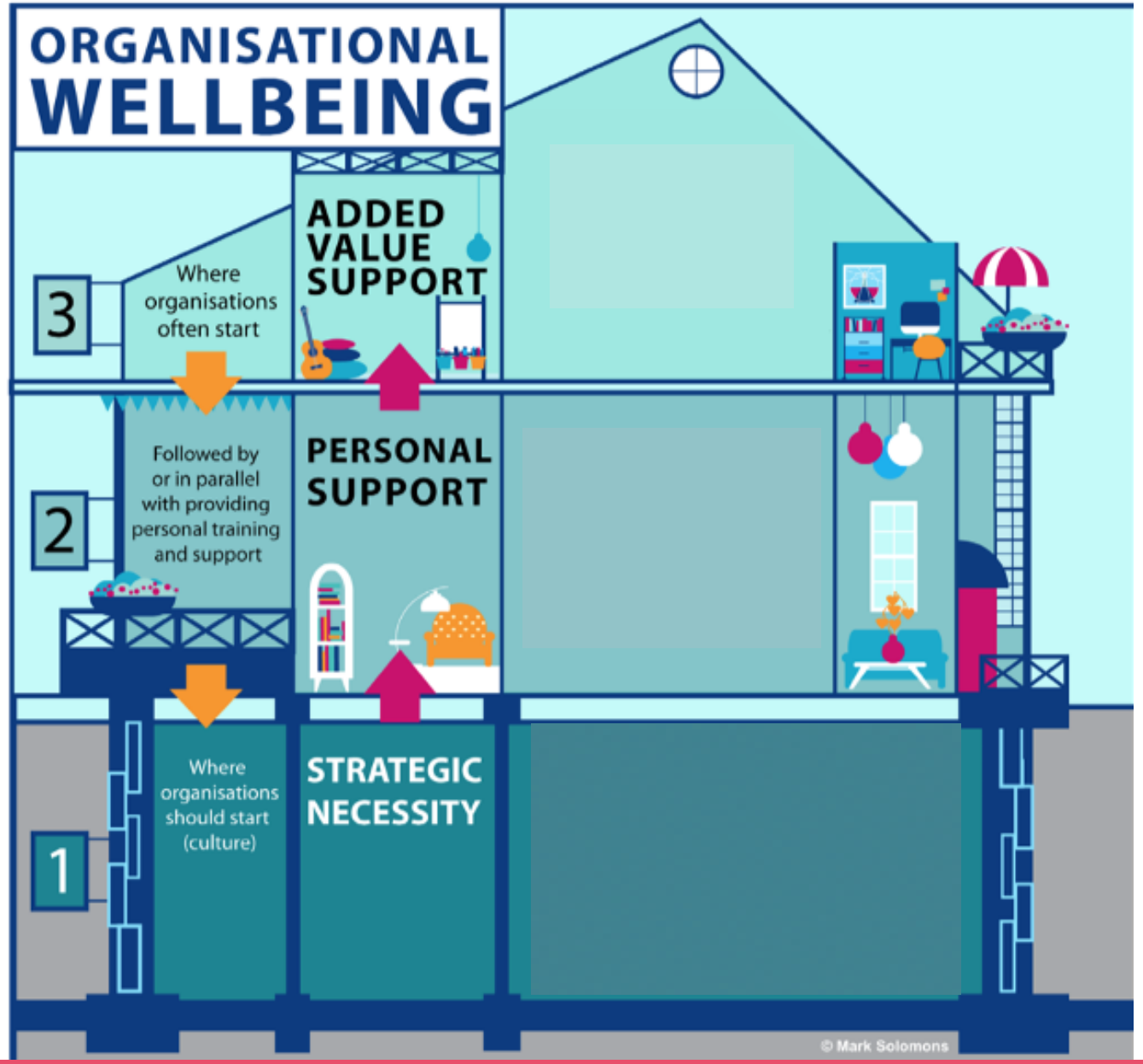
ORGANISATIONAL WELLBEING
3
Where organisations often start
ADDED VALUE SUPPORT
2
Followed by or in parallel with providing personal training and support
PERSONAL SUPPORT
1
Where organisations should start (culture)
STRATEGIC NECESSITY
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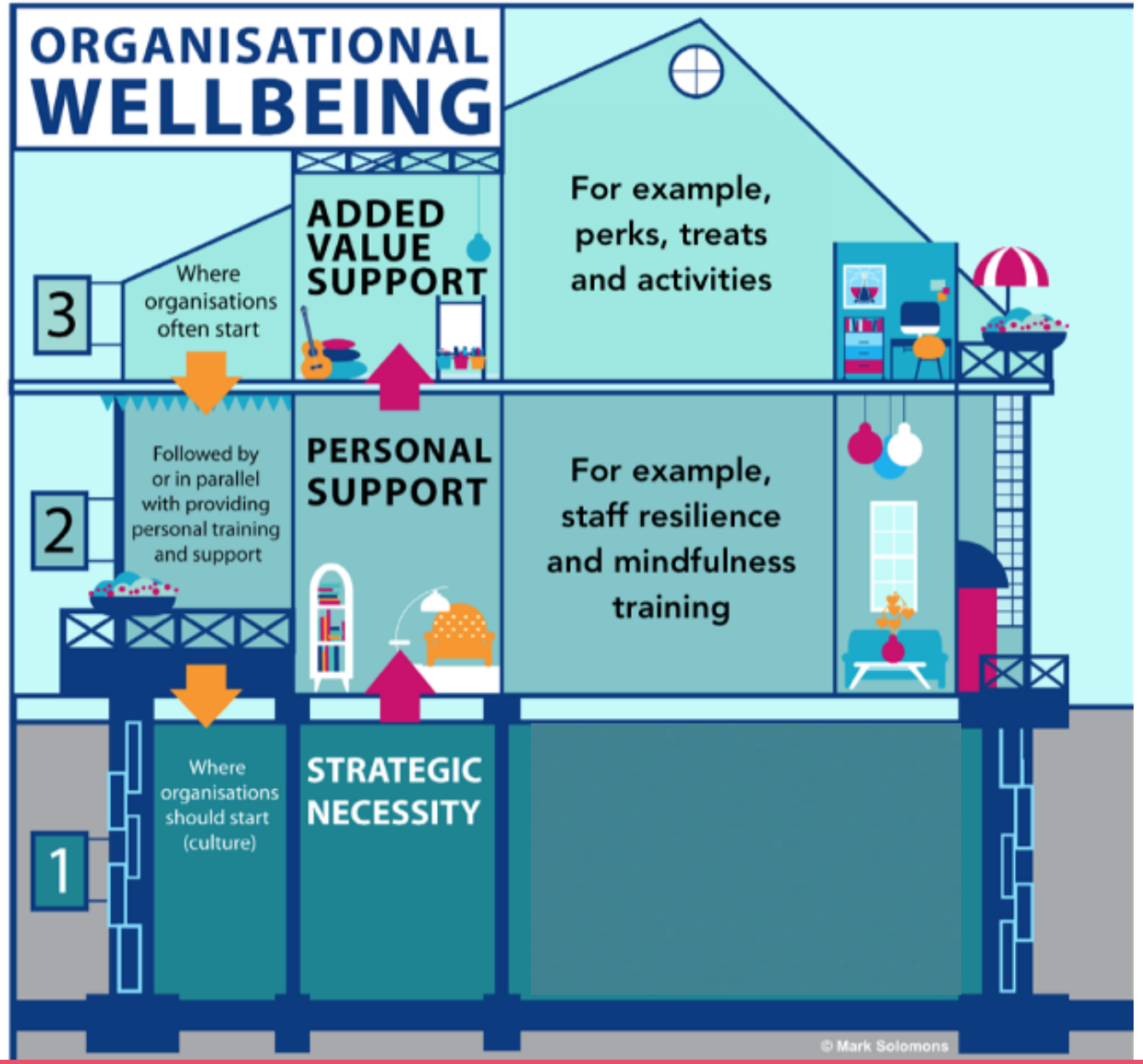
ORGANISATIONAL WELLBEING
3
Where organisations often start
ADDED VALUE SUPPORT
For example, perks, treats and activities
2
Followed by or in parallel with providing personal training and support
PERSONAL SUPPORT
For example, staff resilience and mindfulness training
1
Where organisations should start (culture)
STRATEGIC NECESSITY
© Mark Solomons

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ORGANISATIONAL WELLBEING
3
Where organisations often start
ADDED VALUE SUPPORT
For example, perks, treats and activities
2
Followed by or in parallel with providing personal training and support
PERSONAL SUPPORT
For example, staff resilience and mindfulness training
1
Where organisations should start (culture)
STRATEGIC NECESSITY
Leadership behaviours and systems of support
© Mark Solomons

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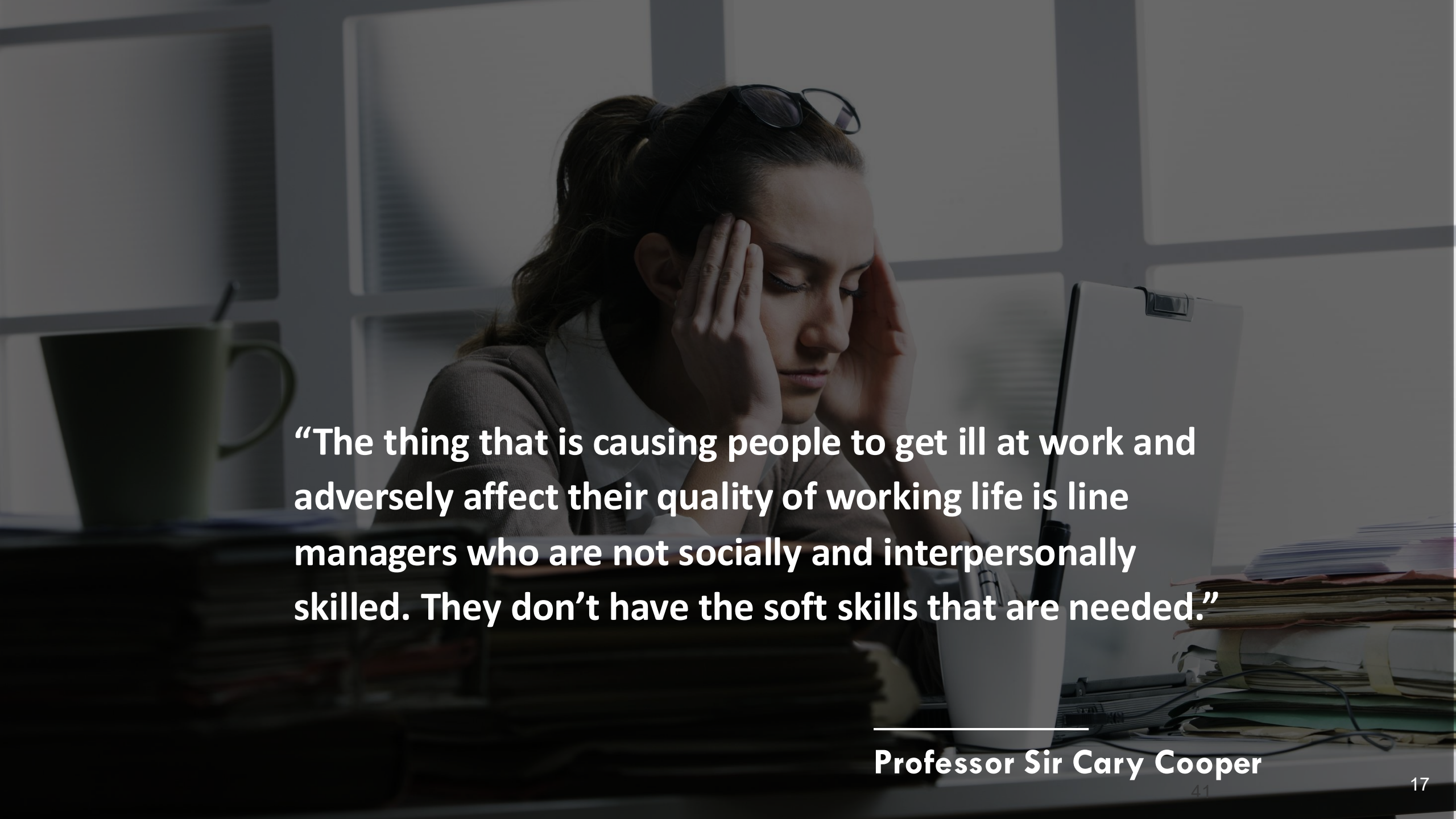

“The thing that is causing people to get ill at work and adversely affect their quality of working life is line managers who are not socially and interpersonally skilled. They don’t have the soft skills that are needed.”

Professor Sir Cary Cooper

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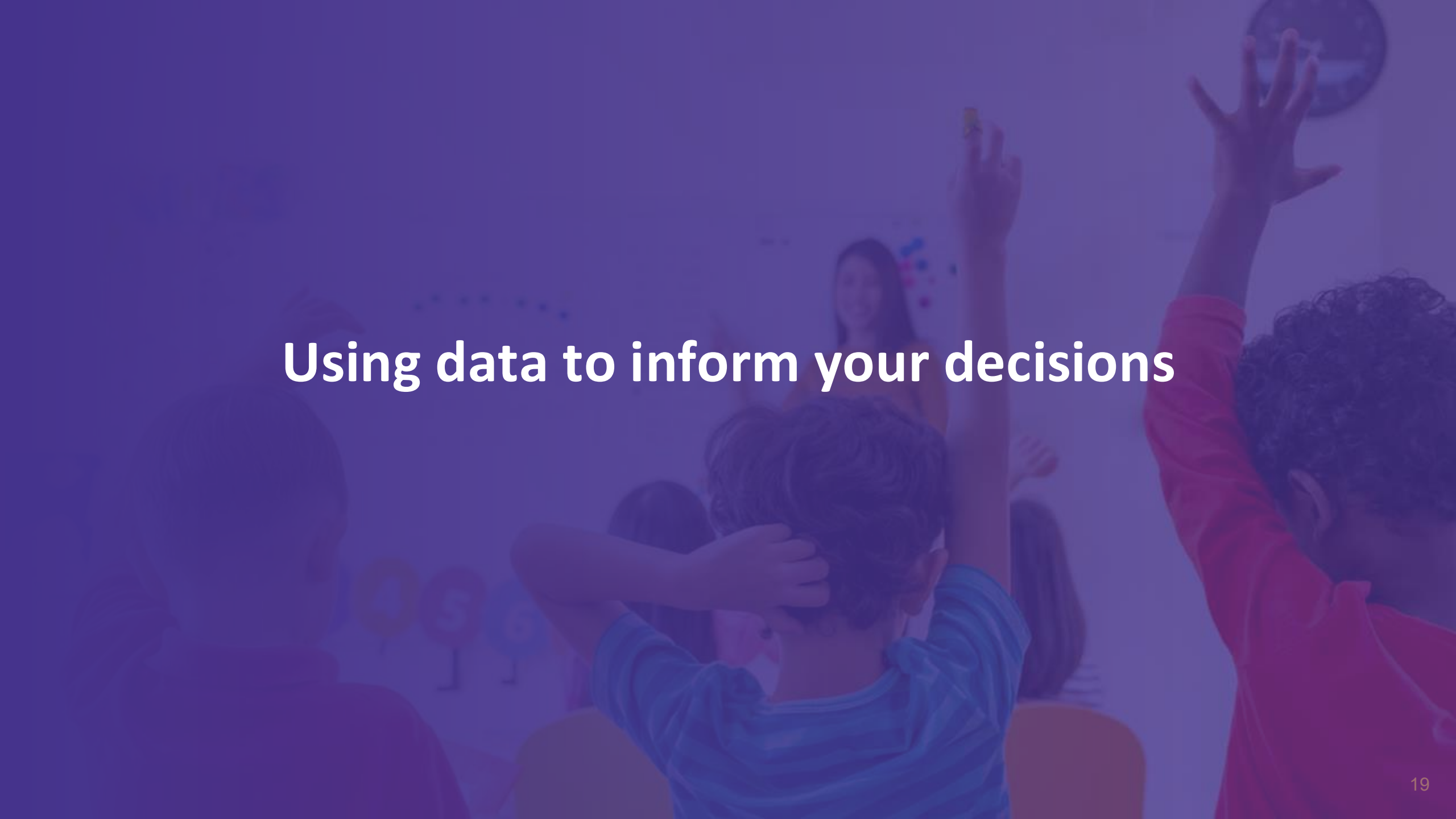
Using data to inform your decisions



What data do you currently collect and use to provide genuine insight into staff experience and their wellbeing at your school?

What don’t you systematically collect but believe could be particularly helpful or crucial for understanding and improving staff wellbeing within your school’s context?

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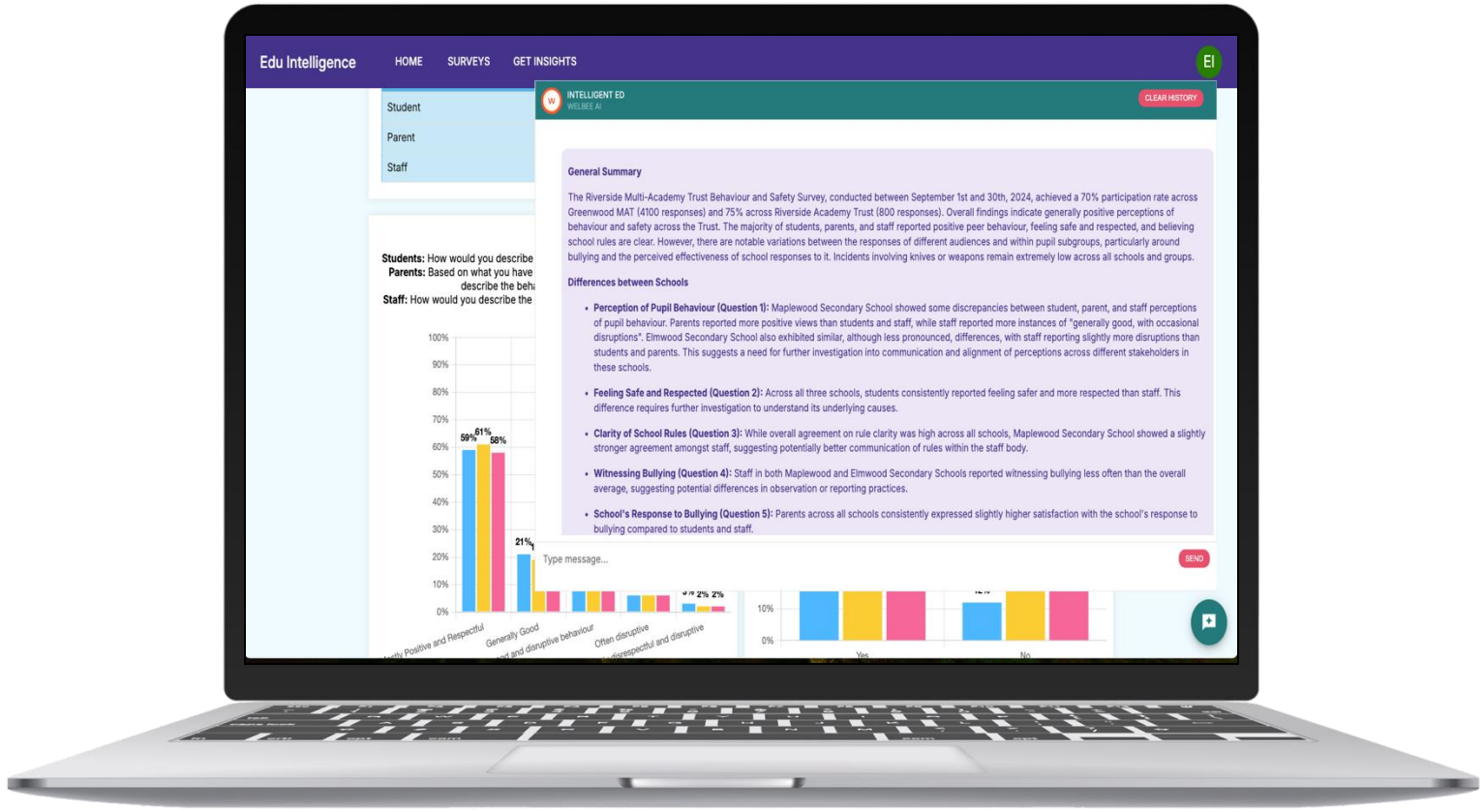
Edu Intelligence
HOME
SURVEYS
GET INSIGHTS
EI
Student
Parent
Staff
INTELLIGENT ED
WELBEE AI
CLEAR HISTORY
General Summary
The Riverside Multi-Academy Trust Behaviour and Safety Survey, conducted between September 1st and 30th, 2024, achieved a 70% participation rate across Greenwood MAT (4100 responses) and 75% across Riverside Academy Trust (800 responses). Overall findings indicate generally positive perceptions of behaviour and safety across the Trust. The majority of students, parents, and staff reported positive peer behaviour, feeling safe and respected, and believing school rules are clear. However, there are notable variations between the responses of different audiences and within pupil subgroups, particularly around bullying and the perceived effectiveness of school responses to it. Incidents involving knives or weapons remain extremely low across all schools and groups.
Differences between Schools
Perception of Pupil Behaviour (Question 1): Maplewood Secondary School showed some discrepancies between student, parent, and staff perceptions of pupil behaviour. Parents reported more positive views than students and staff, while staff reported more instances of "generally good, with occasional disruptions". Elmwood Secondary School also exhibited similar, although less pronounced, differences, with staff reporting slightly more disruptions than students and parents. This suggests a need for further investigation into communication and alignment of perceptions across different stakeholders in these schools.
Feeling Safe and Respected (Question 2): Across all three schools, students consistently reported feeling safer and more respected than staff. This difference requires further investigation to understand its underlying causes.
Clarity of School Rules (Question 3): While overall agreement on rule clarity was high across all schools, Maplewood Secondary School showed a slightly stronger agreement amongst staff, suggesting potentially better communication of rules within the staff body.
Witnessing Bullying (Question 4): Staff in both Maplewood and Elmwood Secondary Schools reported witnessing bullying less often than the overall average, suggesting potential differences in observation or reporting practices.
School's Response to Bullying (Question 5): Parents across all schools consistently expressed slightly higher satisfaction with the school's response to bullying compared to students and staff.
Type message...
SEND
Students: How would you describe
Parents: Based on what you have
describe the beha
Staff: How would you describe the
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
59%
61%
58%
21%
2%
2%
Generally Good
Often disruptive
10%
0%
Yes
No

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Questions to ask

- ❑ What do you want to know?
- ❑ Why do you want to know this?
- ❑ What will you do once you have the data?

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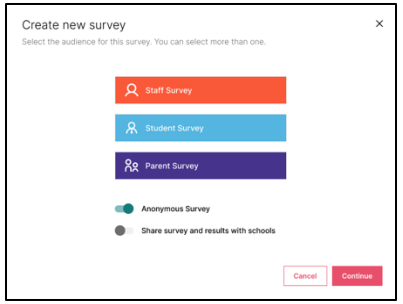
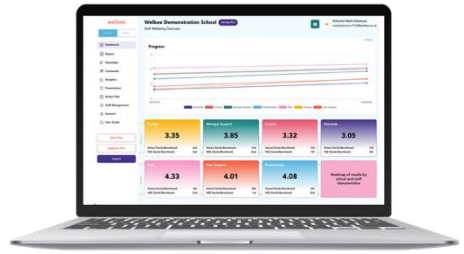
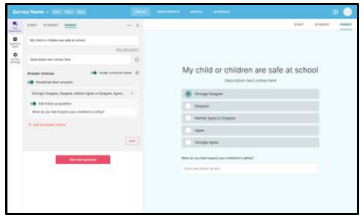
- Staff voice – e.g. wellbeing, engagement, workload (survey, focus groups, 1 to 1, stay & exit interviews)
- Student and parent voice – e.g. wellbeing, behaviour, attendance, SEND, quality of teaching and outcomes







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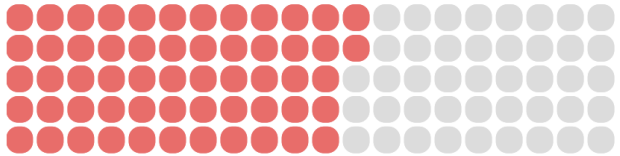
Teacher Wellbeing Index 2024

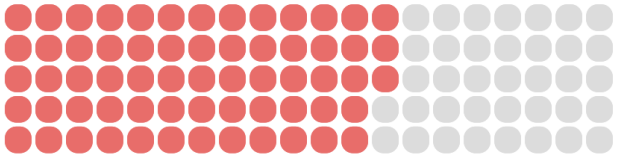
Pupil and student behaviour compared to the last academic year

57%



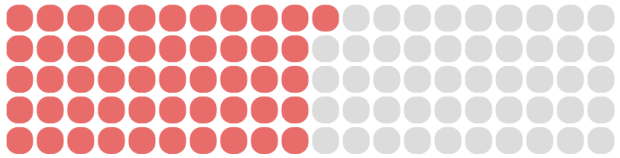
of all staff feel **pupils and students have become more disruptive** in lessons

63%



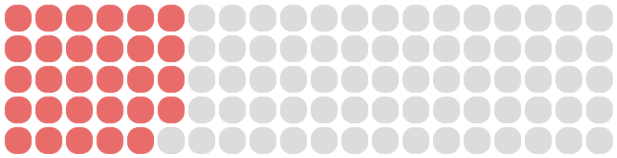
of all staff feel **they have experienced more incidents of challenging pupil and student behaviour**

51%



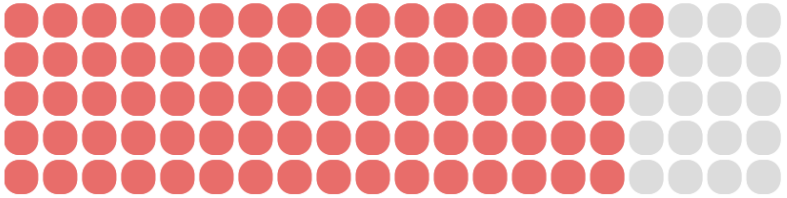
of all staff feel pupils and students have become **more verbally abusive**

29%



of all staff feel pupils and students have become **more physically abusive**

82%



of teachers and education staff who told us challenging behaviours by pupils and students have increased this academic year report **their mental health and wellbeing has been negatively affected by this**

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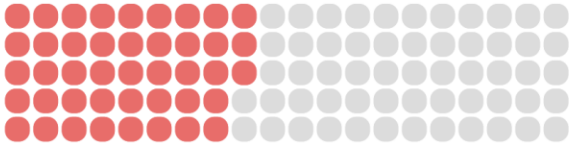
Teacher Wellbeing Index 2024

Parent and guardian behaviour compared to the last academic year

43%



of all staff feel **vexatious complaints* from parents and guardians have increased**

56% of senior leaders | **40%** of school teachers

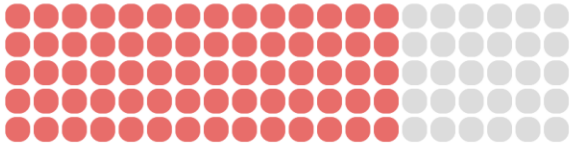
33%

of all staff feel **parents and guardians are more verbally abusive**

6%

of all staff feel **parents and guardians have become more physically abusive**

70%



of teachers and education staff who told us challenging behaviours from parents and guardians have increased this academic year report **their mental health and wellbeing has been negatively affected by this**

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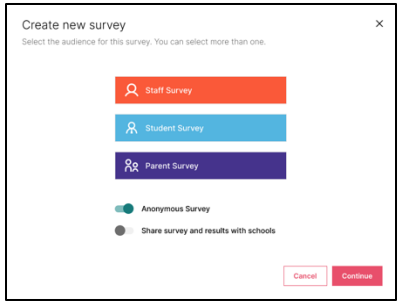
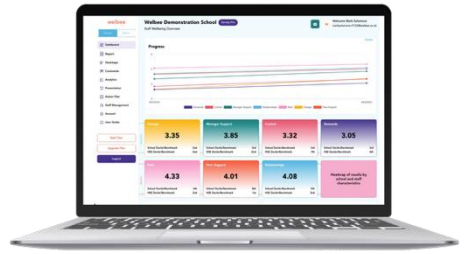
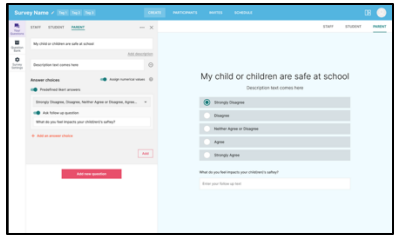
- ❑ Staff voice – e.g. wellbeing, engagement, workload (survey, focus groups, 1 to 1, stay & exit interviews)
- ❑ Student and parent voice – e.g. wellbeing, behaviour, attendance, quality of teaching and interaction
- ❑ Staff absence and supply cover
- ❑ Staff retention & recruitment (time to fill vacancies, etc.)
- ❑ Student attendance, behaviour and attainment
- ❑ Financial performance







https://welbee.co.uk/the-cost-of-poor-staff-wellbeing-calculator

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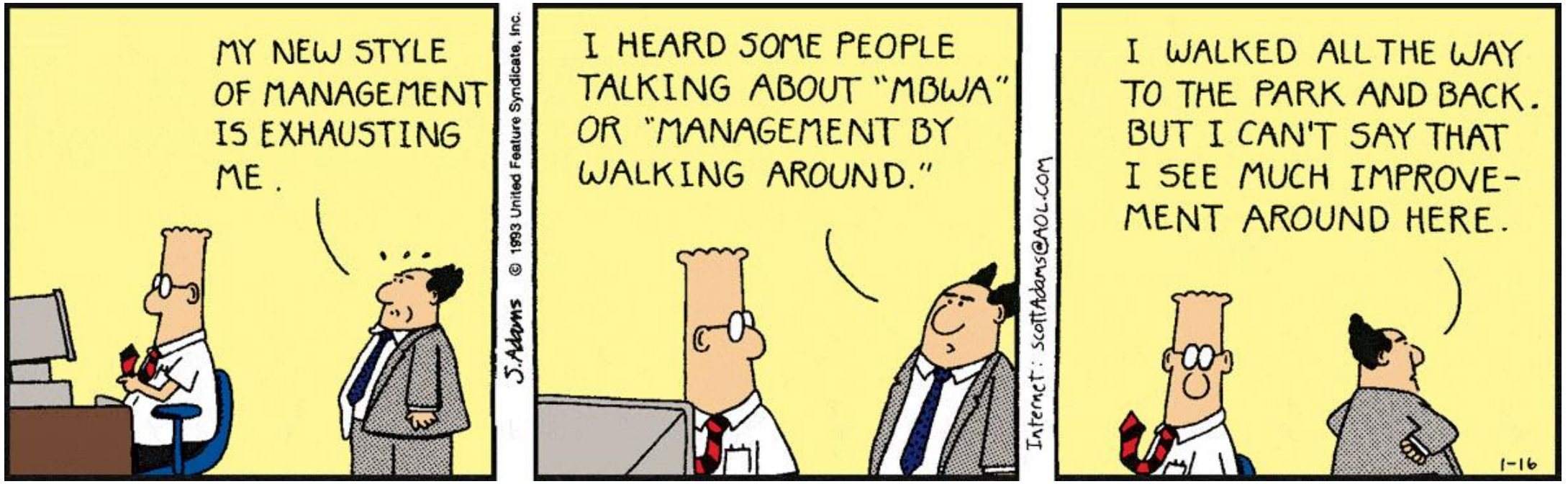
Practical steps that make a difference

MBWA



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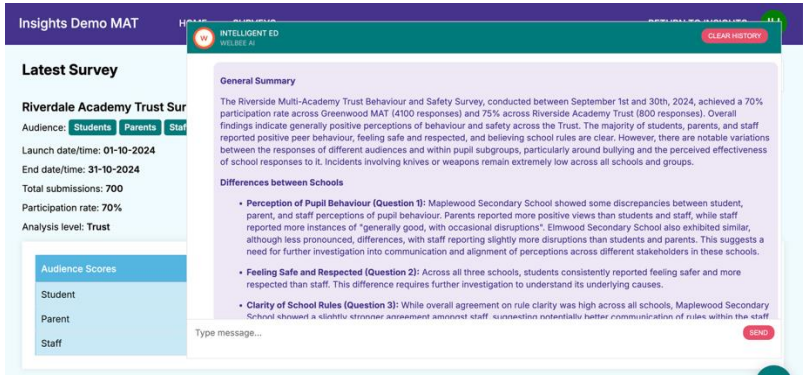
The Impact of AI

https://welbee.co.uk/education-ai-data-security

No Blame Psychological Safety



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Thank You

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