



“Mental health is a state of well-being in which an individual realises his/her/their own abilities, can cope with the normal stresses of life, can work productively, and is able to make a contribution to the community.”

(WHO) World Health Organisation

Well-being at King Solomon High School

At King Solomon High School, we aim to promote positive mental health and wellbeing across our entire school community, including students, staff, and parents. We recognise the vital role Mental Health plays in the everyday lives and success of all individuals. Whilst we cannot always remove the challenges our students face, we can provide them with access to support to help them build resilience, emotional intelligence and coping mechanisms, forming a crucial part of their development.

At King Solomon High School, everything we do is underpinned by our ethos, in regard to staff well-being “If I am not for myself, who will be for me” and “If I am only for myself, who am I?” are two critical thoughts. At KSHS we recognise that the commitment and care shown by our staff are fundamental to the success of our young people. We strive to ensure that we always respect, encourage and support our staff and we want to provide an enjoyable and rewarding working environment for all.

To ensure that we achieve these aims, our wellbeing committee periodically (roughly once a term) will review policies, staff voice and staff workload/well-being.

Teaching, learning, planning and curriculum

- We trust teachers and departments to decide the best approaches for their students and we encourage our departments to regularly review what and how they teach to ensure the best possible support for our students.
- Schemes of work should be provided to all teachers however they should not preclude the teacher’s professional ability to adapt and change as their classes require it.
- Written lesson plans are not required to be submitted for any lessons except where an external training provider requires it of their trainees.
- We have removed centralised lesson plan formats, seating plans and CRAPs to ensure that teachers are free to use the systems most beneficial to them.
- For KS3 we have reduced the volume of non-data drop marking to Low-Stake assessments and we require individual teachers to provide targeted feedback on “how to improve” instead of an assessed grade.
- We have reduced the volume of assessments and instead, targeted year groups have calendarised “Pitstop” assessments for each subject.
- There is no set moderation time, departments and teachers are free to schedule these for when they are most useful to their needs.
- There is no required format for marking beyond adhering to the above and ensuring students receive feedback that helps them understand *what went well* and *even better if* and *how to improve*.
- We encourage the use of other forms of assessment and feedback including targeted marking and verbal feedback to ensure greater time and impact on student’s learning and progress.
- Quality assurance, book checks and learning walks are all planned in advance and focus on our school improvement priorities. We have streamlined these and expect that Heads of Department will schedule their own departmental QA to suit their own departments rather than following a centralised timetable.
- We provide additional PPA time for staff with management responsibility.



- The school is committed to joint planning and resource sharing, workload is reduced in departments where this is successfully embedded.
- Lesson observations are not graded and focus simply on *what went well, even better if* and *how to improve*.

Working practices and meetings

- In general staff should never do anything for the sake of it – if it does not have an impact on our student's, it is a waste of time
- All school leaders at all levels are required to adhere to our school's ethical leadership standards as well as the Teacher Standards
- We aim to consult on all new policies or initiatives to check their potential impact on workload and well being
- All senior leadership, including the Head, maintain a teaching timetable and are required to participate in duties and detentions to help spread the load
- Lunch duties are not directed, if staff participate in these they are remunerated and receive a free duty meal
- The school calendar is created to reduce pinch points as much as possible, feedback is always sought on this
- Flexible and part-time work is supported wherever possible, in future the timetable should be built to take into account staff needs wherever possible
- Centralised after school detentions share the workload across the school
- Universal expectations of uniform and attitudes to learning and behaviour reduce the impact of poor behaviour or expectations on staff – all colleagues are required to adhere to these to ensure that new or inexperienced teachers do not face a backlash for doing so
- There are no prizes for looking busy or staying late, staff should work in a way that suits themselves and allows them to complete their work in a way that does not affect health or family commitments
- Wherever possible staff should seek to have at least one day a week where they are able to leave site before 3:45pm
- We have an open-door policy amongst senior leadership, no concern is too small
- Meetings should always have a clear purpose, agenda and focussed action points – meetings that do not have this should not happen
- If individual team leaders choose to move team meeting times to suit all their staff this will be supported by leadership
- CPL should be personalised; useful and targeted and wherever possible CPL leaders should incorporate time for updating Bluesky within their sessions
- We encourage staff to participate in school events such as whole school event days such as Purim, non-uniform or themed days and to be involved with the wider life of the school
- We encourage a culture of peer-to-peer praise, for example the Staff Awards, Staff praise letters and simply remembering to say thank you



Communication

- We ask staff to adhere to our email protocol. There is no expectation that emails should be responded to out of normal working hours.
- Professional communication is the key, we support each other by reading and acknowledging our emails and we try to use Teams Instant Messenger to make communication more efficient and reduce email traffic.
- We prefer to talk face to face where possible.
- We do not tolerate verbal abuse from students, staff, parents, or anybody else – bullying behaviour should always be reported.
- We will be reviewing our system for reporting to parents in 2023.