

## Waters Index of Leadership Support for Teachers' Wellbeing and Mental Health (V5) ©

To calculate your score, choose which column best describes your school. Avoid focusing on individual statements. Use a 'best fit' picture.

(The Waters Index is part of the Teach Well Toolkit (Doc 31) and underpins the School Wellbeing iAbacus: <https://www.teachwellalliance.com/teach-well-toolkit>)

Negative impact: Toxic	Low Support	Medium Support	High Support	Flourishing
-2 or -1	1	2	3	4
<p><b>No</b> positive action.  <b>No</b> support – solve your own problems.  <b>High</b> accountability – results are everything and failure each teacher's fault.  <b>Excessive</b> workload.  <b>Lack</b> of empathy with staff.  <b>School</b> and children come first.  <b>Leave</b> home and family at door.  <b>High</b> rates of absence.  <b>High</b> cover costs.  <b>High</b> turnover.  <b>High</b> recruitment costs.  <b>Mental</b> ill-health regarded as weakness.  <b>Bullying</b> of staff is a daily occurrence.  <b>Most</b> staff who leave have mental ill-health and have lost confidence.  <b>There</b> is a culture of fear.  <b>No</b> responsibility taken by leadership that their actions are causing teachers' mental and physical ill-health.  <b>Happiness</b> is fluffy – it's got nothing to do with results.  <b>'If you can't cope, leave'</b> - teachers are dispensable.  <b>Maternity</b>/paternity leave regarded as inconvenience.  <b>Looking</b> after sick relatives, including children, leads to payback: time or salary.  <b>Flexible</b>/part-time working refused.</p>	<p><b>Some</b> positive actions but mainly peripheral or token gestures e.g. exercise class, cakes on Friday  <b>Some</b> support: Listening without offering solutions.  <b>Accountability</b> overrides concern.  <b>Family</b> time acknowledged but little or no work-life balance.  <b>Staff</b> absences of concern.  <b>Turnover</b> of concern.  <b>Cover</b> costs of concern  <b>Recruitment</b> costs of concern.  <b>Mental</b> ill-health often judged as being unable to control class or cope with workload or demands of teaching.  <b>Leadership</b> shows some understanding of teachers' mental ill-health but blames government for it.  <b>'We</b> want you to be happy but happiness is your personal responsibility'.  <b>'We</b> appreciate that teaching is stressful. Perhaps you should consider taking some steps to look after yourself better'.</p>	<p><b>Positive</b> actions include some whole-school strategies but lack coherence e.g. limits on use of email, together with peripheral or token gestures.  <b>Support</b> depends on line-manager providing it.  <b>Family</b> time promoted verbally but limited attempt to create a work-life balance.  <b>Turnover</b> erratic and subject to variations.  <b>Cover</b> costs are variable and show some evidence of falling.  <b>Recruitment</b> costs are variable and show some evidence of falling.  <b>Mental</b> health is acknowledged verbally and staff are encouraged to seek support. Provision depends on line manager.  <b>Leadership</b> has a good understanding of its responsibility to support teachers with mental ill-health but response lacks systematic strategy.  <b>'We</b> want you to be happy and realise we have a role to play.'  <b>'We</b> appreciate that the pressure in teaching sometimes leads to mental ill-health. Come and see us and we will support you'.</p>	<p><b>School</b> is on a journey to take positive action with evidence of whole-school strategies in place, together with a staff wellbeing policy.  <b>Staff</b> wellbeing policy includes advice on what staff should do if they have mental ill-health and how line managers should respond.  <b>Work-life</b> balance is actively promoted.  <b>Turnover</b> is low.  <b>Cover</b> costs are low.  <b>Recruitment</b> costs are low.  <b>Mental</b> health is discussed both informally and formally in Inset/Staff meetings.  <b>Leadership</b> has a very good understanding of its responsibility to support teachers with mental ill-health. Its response is improving and self-improvement is in place in this respect.  <b>'We</b> want you to be happy and are open to suggestions about how we can improve our support and response if you are mentally unwell'.  <b>'We</b> are determined to reduce pressure on staff. You know how we will support you if you have mental ill-health'.</p>	<p><b>Whole-school</b> approach to support mental health.  <b>All</b> strategies and policies examined to strip back any actions which do not contribute to teaching and learning.  <b>Family</b> comes first. School covers teachers when family emergency.  <b>School</b> examines its own actions when teacher is suffering from mental ill-health.  <b>School</b> has Staff Wellbeing Policy, reviewed yearly.  <b>'Talking School'</b> where staff encouraged to talk about problems without judgement.  <b>Low</b> absence rate.  <b>Low</b> cover costs.  <b>Low</b> turnover – staff don't want to leave: they love their school.  <b>Mental</b> health regarded as important as physical health.  <b>Leadership</b> transparent about their own stresses and difficulties.  <b>'We're</b> all in this together. Come and talk. We're listening and will act'. We value you as a person and as a teacher – you are a precious resource'.  <b>Happiness</b> is fundamental to good teaching and learning.</p>