

# Education Staff Wellbeing Charter



**Your wellbeing matters. Wildern has signed up to the Education Staff Wellbeing Charter.**

*'The mental health and wellbeing of staff in education settings has always been important, but it is now more important than ever in the context of the pandemic and moving towards recovery. I am immensely grateful for the work you do to educate children and young people and I thank you for your dedication to the profession. As Education Secretary, I want you to know that I will always be your champion. The creation of this charter is an excellent example of effective collaboration between the department and representatives from across the education sector, at a time when this was most needed. I am proud of what has been achieved. This charter sets out commitments from this department, from Ofsted and employers working in education on actions to protect and promote the wellbeing of education staff. As signatories, we are accountable to those commitments. Everyone working in education has an important role to play in supporting their wellbeing and that of their colleagues. I encourage all schools and colleges to put wellbeing at the centre of everything you do and sign up to the charter.'*

Nadhim Zahawi Secretary of State for Education November 2021



## To support wellbeing the DfE will...



We will integrate wellbeing into DfE's school workload policy test, where appropriate, considering the impact of policy changes on staff wellbeing.



We will continue to work with the sector to drive down unnecessary workload and promote the Workload Reduction Toolkit. We will work to remove unnecessary burdens, including improving how we collect data.



For the school sector, we will measure on an ongoing basis the levels of anxiety, happiness, worthwhileness, life satisfaction and job satisfaction across the sector, using established metrics and methods. We will track trends over time and build this evidence into policy making. We will also continue to take the advice of sector experts on wellbeing and mental health. Where appropriate we will build this evidence into policy making.





Where appropriate we will ensure DfE guidance covers staff wellbeing. We will also develop guidance based on the needs of educational staff, focusing on what they need to know and do. We will publish GOV. UK content aimed at education staff only during working hours (unless, for specific guidance documents, there is a significant user need not to do so, or there is a legislative requirement).



We commit to establish school cultures, and encourage FE settings, to support and value flexible working at all career stages. We will also strengthen our efforts to promote diversity in the sector – eliminating discrimination, advancing equality of opportunity and fostering good relations between those who share a protected characteristic and those who do not.



We will build staff wellbeing and mental health into DfE's wider communications strategy on recruitment and retention, linking to existing campaigns that aim to tackle mental health stigma in our society.





We will continue to strengthen support for professional development. We will ensure that training and development is underpinned by the Standard for Teachers' Professional Development and that it includes mental health and wellbeing where appropriate. We will also ensure that teacher training and professional development continues to include a focus on managing pupil behaviour effectively.



We will work to improve access to high quality mental health and wellbeing resources online, with a particular focus on those that help employers and staff deliver the 'organisational commitments'.



We will review progress made against our commitments in 2023. We will also review the impact of this charter in helping to protect, promote and enhance wellbeing among staff.



## To support wellbeing Ofsted will...

We will ensure that inspectors take staff wellbeing into account in coming to their judgements and monitor this through quality assurance and evaluation.

We will review whether the framework is having inadvertent impacts on staff wellbeing (for example, creating unnecessary workload) and take steps to alleviate any issues.

We will continue to clarify that we do not expect providers to create documentation for inspection, to try to reduce administrative workload.



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Continue to clarify that we do not expect providers to create documentation for inspection, to try to reduce administrative workload.



We will also be clear that:

- we do not grade individual lessons or people.
- we do not require evidence from any lesson visit that could be used in capability/disciplinary proceedings or for the purposes of performance management.
- we do not require lessons to be planned in a certain way or for lessons plans to be provided to inspectors.
- we do not require schools or colleges to prepare for inspections.
- we do not require schools or colleges to provide information in any specific format.



## To support wellbeing Wildern will...



### We will:

- tackle mental health stigma within the organisation, promoting an open and understanding culture.
- give the same consideration and support to mental health as physical health, including in the management of staff absence.
- fulfil our legal duty to control the risks associated with work-related stress in the education setting so far as is reasonably practicable.
- channel support to individuals whose role is known to have a significant emotional component. This might take the form of peer support, supervision, and/or counselling.
- ensure that staff understand the real benefits that sensitive pastoral support can have, while also recognising where their limits are as non-specialists. We will therefore ensure there are opportunities to increase joint working in support of pupils, as well as routes to refer for specialist support.

### Our response:

- We have written a wellbeing and mental health Policy with the guidance of Creative Education and the Senior Mental Health Lead Coaching Circle and shared this with all staff.
- We have written a provision map to ensure Staff receive the right support for their mental health.
- If staff are absent due to their mental health they meet with the Headteacher to discuss how we can best support them during this time and if possible their return to work.
- Staff pass all safeguarding concerns onto the Safeguarding team to be handled by specialists.
- We have a Wildern wellbeing staff members area with access to support and wellbeing resources.
- Staff and student wellbeing is one of our SDP key priorities with a focus across the whole school
- We have successfully applied for the DfE Senior Mental Health Lead Programme to be able to support both staff and students with their mental health.

### Next steps:

- ➔ We are regularly reviewing what we can do as a school to reduce work-related stress e.g. The feedback policy, WAD/exam calendar etc
- ➔ We are putting in place a form of support for those members of staff whose role is known to have a significant emotional component.



## To support wellbeing Wildern will...



We will empower staff to take ownership of their own wellbeing and look out for the wellbeing of others. This will include ensuring that all staff are familiar with the different dimensions of wellbeing, including mental health, financial wellbeing and physical wellbeing. We will ensure that staff know how to access appropriate guidance, support and tools, and that their use is encouraged throughout the organisation.

### Our response:

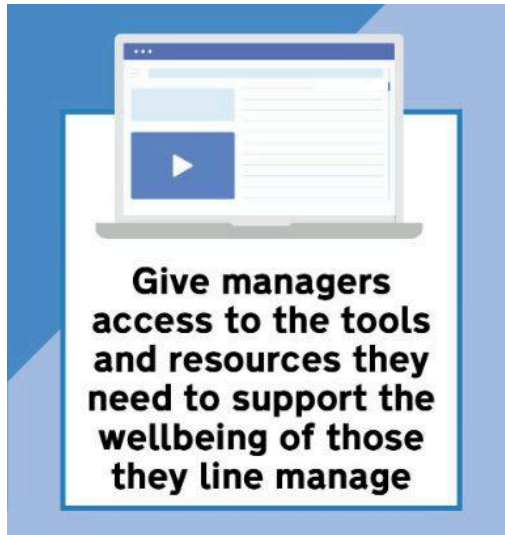
- Our Directors of Learning and Directors of Progress and Achievement regularly feed back to the Senior Leadership Team on their team's wellbeing and mental health. Any issues are addressed and the right support put in place.
- The wellbeing section of the Members area of the website has guidance and support for staff mental health, emotional wellbeing, financial wellbeing, and physical wellbeing.
- All staff have a reduced rate membership to Wildern Leisure Centre promoting physical wellbeing.
- Staff are encouraged to speak to a colleague they feel comfortable with if they are struggling with their mental health and wellbeing.
- As part of the Simply Health package Staff are entitled to counselling sessions.
- We have created a Wildern Wellbeing Hub on the School website, resources and support here are accessible for both students and staff.

### Next steps:

- ➔ We are regularly reviewing and adding new support and external agency links for staff to access via the members area of the website.
- ➔ We plan to highlight how staff can access the appropriate guidance, support and tools to use when at work.
- ➔ We plan to give training to staff to ensure that every member of staff is able to signpost colleagues and students to get the right support for their mental health and wellbeing needs.
- ➔ We are developing a mental health and wellbeing action plan to give ALL staff and students the tools they need to support their mental health and others'.



## To support wellbeing Wildern will...



We will work to provide managers with tools, resources and training to support their staff. We will not, however, expect managers to provide professional wellbeing support for which they have no professional training, and will ensure that there are clear routes in place to escalate for further support.

### **Our response:**

- Our Middle Leaders are aware of the procedure to follow if a member of their team seeks support. They are able to signpost support using the wellbeing section of the Members area of the website.
- Staff concerns are passed on to a member of the Senior Leadership Team who will ensure that the correct support and signposting is given.
- We have trained Mental Health First Aiders on the School site at all times.
- We have sent out surveys to all staff asking about their knowledge of supporting their teams and will use this information to put an action plan together.

### **Next steps:**

- ➔ We plan to further develop our Middle leader's knowledge of mental health and wellbeing in the workplace.
- ➔ We will ensure that all staff know who to speak to in a time of crisis in or outside of school and how to support others in a time of need.
- ➔ We will be making our Mental Health First Aiders more visible within the School Community and raising their profile so that both students and staff can access support.
- ➔ We are developing a mental health and wellbeing action plan to give ALL staff and students the tools they need to support their mental health and others'.





## To support wellbeing Wildern will...



We will provide clear guidance to all stakeholders (internal and external) on remote and out-of-school/college hours working, including when it is and isn't reasonable to expect staff to respond to queries. This should not necessarily include preventing staff from accessing email at 'unsociable' hours if it suits them personally.

### **Our response:**

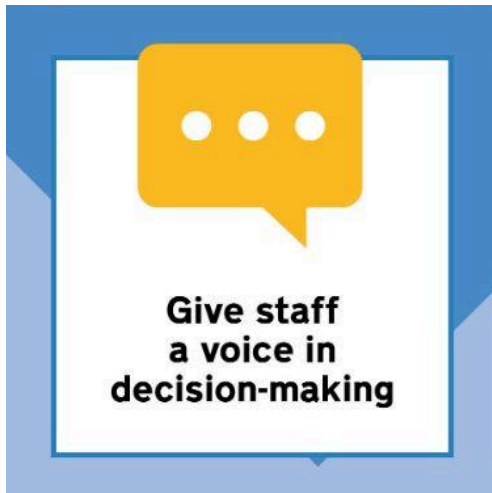
- As part of our communications policy we state that Staff are not expected to respond to emails and phone calls outside of their working hours.
- Staff have been encouraged to schedule emails so that they can be written within flexible working hours but do not need to be sent until working hours.
- We have shared a code of conduct with our parents to ensure that our expectations surrounding positive communication and working together as part of the Home School Partnership is clear.

### **Next steps:**

- ➔ We are writing a new communication policy in line with our parent code of conduct and this will be shared with staff.
- ➔ We plan to give Staff more training on how to ensure their emails are only accessible when they need to be.
- ➔ We plan to update and reshare our updated communications policy so that communication expectations are explicitly clear.



## To support wellbeing Wildern will...



We will constantly strive to improve the ways in which the voice of staff is included in the decision-making process across the college or school. (This may also include engagement with key stakeholders, such as recognised trade unions and others). In particular, we will proactively seek to draw upon the experience of those with mental health issues and/or of discrimination, ensuring that they are able to share their experience confidently and safely.

### **Our response:**

- Staff are encouraged to put forward ideas and opinions using the online platform of 'MyWildern' available in the member's area of the website. These are discussed at weekly SLT meetings. If staff leave their names they will receive a direct response to this.
- Department Meeting feedback is minuted and shared with SLT links who will take this for discussion at SLT meetings. A response is shared directly with the Department and changes implemented where appropriate.
- Staff Meeting feedback is shared with SLT links who will take this for discussion at SLT meetings. Changes are implemented where appropriate.
- DoLs feedback to their SLT links in fortnightly meetings with a specific focus on staff wellbeing in formal minuted link meetings.
- We have successfully applied for the DfE Senior Mental Health Lead Programme to be able to support both staff and students in being able to share their experiences.

### **Next steps:**

- ➔ We plan to develop a Wellbeing and Mental Health PLG where Staff can work together to identify areas for development.
- ➔ We will promote our open door policy to ensure all staff feel comfortable to approach SLT to make suggestions and offer opinions.



## To support wellbeing Wildern will...



We will work proactively to drive down unnecessary workload, making use of available tools (such as the Workload Reduction Toolkit for schools).

### **Our response:**

- We have removed 4 WAD collections and there are now a maximum of 13 data collections a year instead of 17.
- We have a staggered approach to collecting WAD with only one year group as a focus at any one time.
- We have streamlined the reporting system with staff no longer being required to select statements for students but focus on meaningful conversations at Parent's Evening, PLRs as part of the Tutor programme and purposeful WAD reflection.
- We have made the SDP document more concise with key priorities to focus on and short reviews to complete.
- We have moved our WAD collection window to Thursday to Tuesday to support part time staff who are not in at the beginning or the end of the week.
- We have timetabled WAD checking on DoL and SL timetables to ensure they have allocated protected time to check their department WAD.
- We have put in place a Central Detention system so that DoL, DoPA, SL, SLC and ADoPA are not hosting several detentions a week but two in a half term.
- We have implemented a new online appraisal system which is more straight forward than using our original in-house documents and easy to access at any time.
- Our Feedback Policy states that staff will grade or mark a summative assessment a minimum of three times a year.
- We have centralised the upload of Google Classroom work for remote learning.
- We have responded to feedback and moved our whole staff meetings, events and parents evenings to a Thursday to support staff wellbeing.

### **Next steps:**

- ➔ We will continue to look at the whole school calendar to prevent multiple events from taking place in one week where possible e.g. Parents Evening, Whole School Production
- ➔ Our new appraisal system will allow flexible updates and support workload by not taking place at one fixed point.



## To support wellbeing Wildern will...



We will work to create a supportive culture around flexible working. We will agree an approach that not only recognises employees' legal right to request flexible working but acknowledges that for some staff working flexibly can be a key means of protecting and enhancing their personal wellbeing. We will work to promote diversity – eliminating discrimination, and advancing equality of opportunity.

### **Our response:**

- We support staff to move from fulltime to part time working where possible.
- We support staff to finish their working day offsite and by working from home.
- We reasonably adjust a working pattern if staff are unwell or there is a need.
- We have gold forms to request time to attend appointments, events, and outside of school commitments. These are very rarely not signed off.
- We support staff travelling in from afar using public transport by topping and tailing their days in a way that accommodates this.
- We proudly promote diversity and the protected characteristics within the school including a Staff focus within our CPD programme.
- Where possible we calendar afternoon and evening events such as Parents Evening and WINK evenly across the year.

### **Next steps:**

- ➔ We plan to develop a Wellbeing and Mental Health PLG where Staff can work together to identify areas for development.



## To support wellbeing Wildern will...



We will work with staff and pupils to maintain and implement a school-wide behaviour policy. All staff and pupils will have a shared understanding of how good behaviour is encouraged and rewarded, and the sanctions that will be imposed if pupils misbehave. We will support staff to create calm, safe and disciplined environments, which allow teachers to teach and pupils to learn. Our approach will go hand-in-hand with understanding and supporting pupil mental health issues

### **Our response:**

- We have introduced a behaviour priority focus for each term which all members of staff are responsible for implementing.
- Our Eref system, postcards, prizes and house competitions promote positive behaviour across the school.
- Our students work closely within the community to develop their cultural and social understanding, tolerance and empathy skills.
- Our new Inclusion room and Inclusion Manager focuses on learning and demonstrating positive behaviours through restorative work.
- We have committed to expanding our Pastoral team to ensure all students and staff are well supported.
- We have put in place a code of conduct for our parents to ensure staff feel safe and empowered to have challenging conversations with parents whilst supported by the school.

### **Next steps:**

- ➔ Developing and adapting the behaviour policy to support students who have mental health issues.
- ➔ Continue to work with our parents and outside community to develop a positive and trusting relationship.
- ➔ We have enrolled staff onto the NPQ for leading behaviour and culture to further develop the behaviour culture within our school.



## To support wellbeing Wildern will...



We will ensure that staff are able to pursue professional development without adversely impacting their own or other people's workload. In schools, we will ensure that any professional development activity is aligned to the Standard for Teachers' Professional Development.

### **Our response:**

- We support and encourage staff to attend CPD for subject specific development as well as other areas of focus e.g Mental Health, Leadership, Diversity.
- Staff are encouraged to attend our in-house Genius sessions for additional CPD.
- Staff are invited to attend our Newly appointed middle leaders training to support them in their transition to a new role.
- We have an Assistant Headteacher responsible for overseeing CPD for the school and the Wildern Academy Trust.
- We timetable regular appraisal meetings with the capacity to discuss and support career progression.
- The personal learning plan within the new appraisal system is an opportunity for staff to indicate their areas of interest in their career pathway.
- We have a high percentage of internal appointments to support our staff in their career progression.
- We succession plan in order to try and promote from within our school.
- We invite staff to attend PLG to develop their skills in areas outside of their subject.

### **Next steps:**

- ➔ We are continuing to develop our new Leadership Programmes to support staff career progression.
- ➔ We are inviting staff to attend 'Excellence in Leadership', 'Support Staff Excellence in Leadership', 'Aspiring to Leadership', 'Next Generation Leadership' as well as working with LLSE on the NPQ programmes.



## To support wellbeing Wildern will...



We will ensure that all those with strategic decision-making responsibility (including as appropriate governors and trustees) should collaborate to develop a sub strategy specifically for protecting leader mental health. This should include access to confidential counselling and/or coaching where needed.

### **Our response:**

- We secured funding to train two members of staff to become Senior Mental Health Leads and develop Staff mental health and wellbeing within the school including a specific Senior Leader strategy.
- Our Leaders have access to the Simply Health package which includes counselling sessions.
- SLT have the opportunity to receive professional coaching within their school role.
- Our Middle Leaders are given the opportunity to receive Belbin coaching and development.

### **Next steps:**

- ➔ We plan to implement regular safeguarding supervision meetings to offer emotional support and develop the skills, knowledge and values of the individuals working in this area.
- ➔ We intend to appoint a governor with responsibility for Staff wellbeing and mental health.
- ➔ We pledge to continue our work to eradicate any stigmas around mental health across the school.
- ➔ We plan to offer access to mental health and coaching for our school leaders and governors.



## To support wellbeing Wildern will...



We will measure the wellbeing of staff using recognised tools and metrics and be transparent about results. We will monitor trends over time, and act in response to changes. Further, we will work with staff and relevant stakeholders (this might include parents, recognised trade unions and others) to agree an approach to organisational accountability on our commitments, giving due consideration to workload.

### **Our response:**

- We have sent out a Staff wellbeing audit in order to identify our mental health and wellbeing starting point and tailor our action plan to meet our Staff needs.
- We have sent out a Senior Leadership Team wellbeing audit in order to identify our mental health and wellbeing starting point and tailor our action plan to meet our Staff needs.
- We have sent out a Parent and Carer wellbeing audit in order to identify our mental health and wellbeing starting point and tailor our action plan to meet our Parent and Carer needs.
- We are using the support of the DfE Senior Mental Health Lead Programme to be able to develop our mental health and wellbeing provision for staff.

### **Next steps:**

- ➔ We will use this information to develop and implement our action plan.
- ➔ We will share our mental health and wellbeing action plan with staff.
- ➔ We will send out timely audits to continue to reflect upon and develop our action plan.
- ➔ We are implementing a PLG focussing on mental health and wellbeing.

