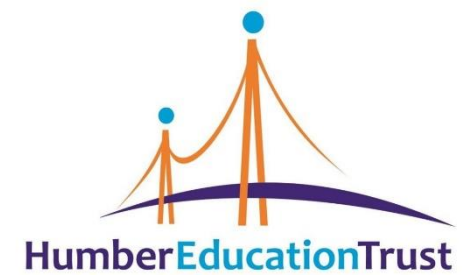
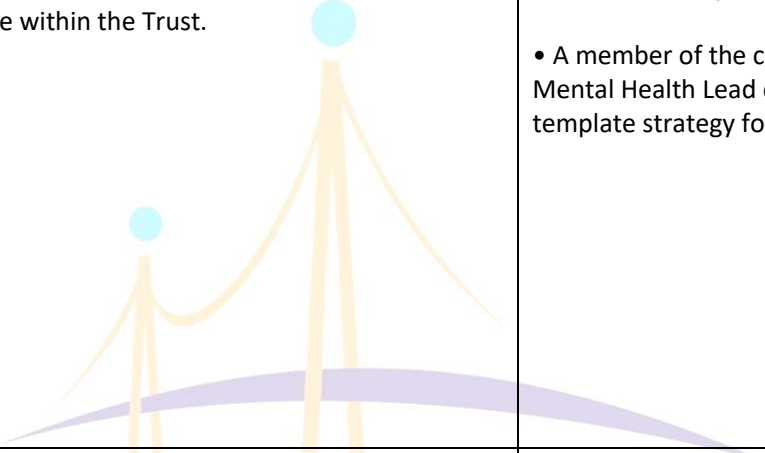


DfE Education Wellbeing Charter
Adopted by HET 2023-24



DfE Charter	Examples of what we currently do	Wellbeing development commitments for 2023-24
<p>1. Prioritise staff mental health</p> <p>We will:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • We have reviewed our wellbeing offer and have purchased an Employee Assistance Programme with SAS. • Counselling sessions and support are available for all staff through occupational health & EAP. • 13 Qualified Mental Health First Aiders are available within the Trust. 	<ul style="list-style-type: none"> • We will review the absence policy to ensure mental health is included as well as physical health. Review the Stress Management procedures in all schools to ensure staff are aware of support available. • Central Team will provide signposting for schools to accredited supervision providers. • A member of the central team will undertake a Mental Health Lead qualification to create a template strategy for use in all schools.
<p>2. Give staff the support they need to take responsibility for their own and other people's wellbeing</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • We have noticeboard signage for our Employee Assistance Programme (EAP) in staffrooms. • We give updates on the wellbeing offer on SharePoint periodically. • SharePoint has a folder of wellbeing resources to access on physical and health, finances and diet. 	<ul style="list-style-type: none"> • We will review induction processes to ensure that new colleagues are fully briefed on the HET wellbeing offer and how to access it.

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<p>3. Give managers access to the tools and resources they need to support the wellbeing of those they line manage</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Heads/SBM/HR have access to resources to support staff through the SharePoint & HR folders as well as signposting staff to the EAP. 	<ul style="list-style-type: none"> • Central Team will work towards developing a handbook for managers to support those they manage.
<p>4. Establish a clear communications policy</p> <ul style="list-style-type: none"> • We will provide clear guidance to all stakeholders (internal and external) on remote and out-of-school 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. 	<ul style="list-style-type: none"> • Adhoc staff have an email signature stating no expectations to answer out of hours emails. 	<ul style="list-style-type: none"> • We will consider whether there is a need to introduce new communications protocols to support colleagues in restricting their use of email and other communication channels to reasonable term-time working hours.
<p>5. Give staff a voice in decision-making</p> <ul style="list-style-type: none"> • We will constantly strive to improve the ways in which the voice of staff is included in the decision-making process across the 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. 	<ul style="list-style-type: none"> • We have good relations with our unions, having regular and additional adhoc JCC meetings • We survey colleagues regularly for their input and feedback results to the Staff Wellbeing Group and all schools via their SWG Noticeboard. 	<ul style="list-style-type: none"> • We will continue to survey staff on their thoughts and ideas, acting where possible on suggestions received.

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<p>6. Drive down unnecessary workload</p> <ul style="list-style-type: none"> • We will work proactively to drive down unnecessary workload, making use of available tools (such as the Workload Reduction Toolkit for schools). 	<ul style="list-style-type: none"> • We welcome challenge as this promotes positive change. • We support our leaders when dealing with change. 	<ul style="list-style-type: none"> • We will continue to listen to staff voice through our staff questionnaires.
<p>7. Champion flexible working and diversity</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • We have a Flexible Working Policy for formal contractual changes to working days and hours. • We support colleagues with leave to attend significant events, e.g. to attend their children(s) graduation ceremonies/wedding of near relative/close friend. • We have an Equality, Diversity & Inclusion Policy and support this from advertising of vacancies through to employment of our colleagues. 	<ul style="list-style-type: none"> • We will update our flexible working policy in line with new 2024 legislation and ensure that all staff are given details on their updated entitlements and how to apply for flexible working.
<p>8. Create a good behaviour culture</p> <ul style="list-style-type: none"> • 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 and SEND issues. 	<ul style="list-style-type: none"> • The Trust has produced a template Behaviour Policy setting out the culture, rewards and sanctions for each school to support good behaviour. 	

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<p>9. Support staff to progress in their careers</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • We run a wide variety of CPD opportunities including NPQs • We run a Teaching and Learning Ambassador Programme for internal progression of teaching staff. • We encourage colleagues to make themselves available for development, secondment and promotion by internally advertising all vacancies on SharePoint. • We support apprenticeships for existing colleagues and new joiners. 	
<p>10. Include a sub-strategy for protecting leader wellbeing and mental health</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Confidential counselling is available through the EAP Scheme to all colleagues. • External coaching has been undertaken with Headteachers/SLT within the Trust. 	
<p>11. Hold ourselves accountable, including by measuring staff wellbeing</p> <ul style="list-style-type: none"> • 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. 5 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. 	<ul style="list-style-type: none"> • Our Trust monitors attendance data and staff surveys. 	<ul style="list-style-type: none"> • Central Team will develop further survey questions for colleagues to explore workload and wellbeing culture