

**Staff Well-being Charter**

Adopted: 20th October 2022 Review date: October 2023

## Purpose

St Clare’s RC Primary School recognises that all our teaching and support staff are important assets and we wish to support them fully to thrive both personally and professionally. We recognise that there is a correlation between the well-being of our staff and the well-being of our pupils. We wish to create a whole school approach for staff and pupils in respect of well-being.

We want our staff to thrive, come to work happy and leave work happy.

Our whole school vision is for all staff to succeed and achieve and develop their experience and skills to become excellent at what they do.

How our vision underpins our well-being aims:

### **'Guided by Jesus Christ, our teacher, we journey together, learning to dream, believe and achieve'**

We believe that it is essential that all staff feel valued and part of the St Clare’s RC Primary team, have the opportunity to express their views and are supported to manage their workload within a culture that supports a healthy work-life balance.

The purpose of our Charter is to ensure we consider and develop measures into our; Governance; School wide plan; Leadership and Management practices; Data collection; Communication strategies and our Working Environment.

We want to embrace the many school interventions that support health and well-being, to reduce the harmful effects of stress and ensure that working practices and opportunities are equally accessible to all.

This Charter outlines some of the ways in which we commit to maintaining staff well-being however we all must understand that individuals may have different needs as people at different stages of their lives.

**1.1 Aims**

We aim to ensure that our school:

* models well-being development from the top
* has a recognised well-being action plan
* self-evaluates regularly
* involves staff in decision making
* ensures staff feel valued and respected
* actively reviews the data we hold to improve
* pro-actively supports mental health needs
* minimises stress at work
* educates staff on healthy lifestyles
* invest resources in staff CPD
* recognises and promotes the importance of happiness at work
* takes account of equality implications.

## Roles and responsibilities

The Senior Leadership Team (SLT), Governing Body and school staff will work together to promote a culture where everyone is valued, respected and well-being is taken seriously by all.We expect all staff to show respect and empathy for each other.

**2.1 The Governing Body is responsible for:**

* appointing a link governor for staff well-being
* fulfilling its duty of care as an employer
* monitoring the workload of the headteacher
* ensuring staff enjoy a reasonable work life balance
* reviewing this Charter in conjunction with the headteacher
* operating a fair and challenging performance management policy
* ensuring that other school policies and procedures take account of staff well-being

**The Headteacher / SLT is responsible for**:

* reporting to the Governing Body how they support the well-being of the staff
* producing a well-being action plan in respect of the staff
* providing personal and professional development such as resilience on an individual, and team basis e.g. team building, management of change, stress management, assertiveness, communication
* providing a non-judgemental and confidential support system such as coaching, mentoring and pastoral support for staff
* monitoring and reducing the workload of members of staff and being alert to signs of stress
* supporting staff with consistent pupil behaviour management strategies
* listening to the views of members of staff and providing a range of opportunities for involving staff in school decision making processes
* ensuring that the efforts and successes of staff are acknowledged and celebrated
* ensuring that staff feel valued
* providing a set budget for staff
* ensuring supervision / appraisal meetings for all staff, which include opportunity for staff to discuss their aspirations, career intentions and well-being
* making special arrangements, where possible, to enable staff to combine the demands of family life, work, personal life and health.
* ensuring that there are effective methods of communication throughout school at every level
* ensuring that a mentor system operates within the school and especially for each new members of staff and that the staff induction process is put into place that includes promotion of well-being

The headteacher implements these responsibilities with the support of appropriate staff such as the assistant headteacher, senior leaders and pastoral staff. The headteacher will model good well-being and work life practices.

**2.3 Members of staff are responsible for:**

* treating one another with empathy, respect and kindness
* taking care of their own health and safety and well-being at work, communicating with key staff where they need support
* being committed to the ethos of staff well-being and keeping in mind the workload and well-being of colleagues
* valuing all members of staff in the school and acknowledging the important role that everyone takes
* contributing to the ethos and social aspects of school life where possible to build morale
* developing and respecting shared areas where possible so that there is space to relax as well as appropriate work spaces
* respecting colleagues time if they are on rest or lunch breaks
* **Examples of how well-being will be promoted:**
* working group
* well-being action plan
* weekly communication via whole school staff briefings, phased meetings and email newsletter
* termly 1-2-1s with line managers for teachers / termly meetings with the Inclusion Lead
* enhanced sharing of key wellbeing areas for all staff
* continuing professional development for all staff
* linking staff well-being themes and activities with the school wide events
* effective and inspiring performance management
* all staff encouraged to contribute to the School Development Plan
* all staff invited to INSET days to enhance CPD
* staff areas for staff to relax, work and support colleagues
* staff shared area folder to signpost to well-being
* development of well-being area on school website / Twitter as a recruitment tool and other social media channel to promote WB and awareness of best practice
* Mental Health First Aiders in school (adult) available to staff

1. **Our good practice includes:**

* access to generous EAP scheme via Healthworks
* work load reduction strategies reviewed regularly (marking, behaviour policies)
* staff newsletter (termly)
* providing lunch and refreshments in Inset training
* access to paid counselling and Occupational Health
* regular staff social events
* providing pastoral services – drop-ins and confidential sessions
* recognition and acknowledgement of significant personal life events
* spaces for staff to be able to meet, relax and work quietly
* fresh water supply dispensers
* providing creative opportunities for connecting with team and promoting well-being (e.g. breakfast mornings, cake/fruit days, shared lunches)
* annual wellbeing credits given to all staff to take throughout the year (with advanced agreement from management)

1. **Examples of how we assess the well-being of our staff:**

* Feedback in 1-2-1s /appraisals / performance management
* Feedback from well-being working committee and champions
* Feedback from staff surveys
* Back to work discussions
* Review of retention Data (Governing Body)
* Review of attendance Data (Governing Body)
* Review of attendance management procedures
* General communication with staff

1. **Support in specific circumstances**

The school will provide support and discuss options as appropriate to specific circumstances. In some cases, it may be necessary to seek external services but the school will continue to support even when external services are involved.

Where possible, staff are supported with their work-life balance and well-being outside the school. This could be through providing staff with paid/unpaid leave for special events and celebrations, or time off to deal with specific family circumstances or crisis.

## Related policies

This Charter should be read in conjunction with the school’s policies for:

* attendance management and procedure
* equality
* health and safety
* leave of absence
* lone working
* mental health and wellbeing
* performance management
* staff handbook
* whistleblowing

**Signed by**

**Chair of governors Date: ...............................**

**Headteacher Date: ...............................**