



Staff Well-being and Resilience Charter

<p>Our Federation Values</p> <p><i>Our commitment to our staff, families and children:</i></p> <p><i>Nurturing people so they become knowledgeable, emotionally secure and empowered.</i></p>	<p>Our commitment to building staff resilience:</p> <p><i>Informed, knowledgeable staff who can achieve expectations.</i></p> <p><i>Providing strategies and tools to enable adults to overcome challenging aspects of their work</i></p> <p><i>The seven Cs of resilience (competence, confidence, coping, contribution, connections, control, character)</i></p>	<p>Our commitment to managing staff workload:</p> <p><i>Implementing key strategic aims and objectives in ways that optimise time, capacity and resources (the management of staff workload).</i></p>	<p>Our commitment to managing staff well-being:</p> <p><i>Adopting and sustaining a well-being culture to enable all adults to achieve their best.</i></p> <p><i>Practical support, advice and guidance to help adults achieve a balance, cope well and recover from set-backs.</i></p> <p><i>The promotion of personal responsibility so all adults can proactively manage their resilience and well-being.</i></p>
<p>CARE</p> <p>Creating and sustaining respectfulness and diversity. A culture that prioritises supporting and protecting staff</p>	<p>Psychologically informed leadership</p> <p>Leaders maintaining a balance between the responsibility of the federation and individuals</p> <p>Having policies and procedures in place to protect staff from bullying and harassment</p> <p>Protection for staff against children who are verbally and physically abusive</p> <p>Building relationships rooted in respect, trust and openness</p> <p>Leading with transparency</p> <p>Leaders promoting good mental health and well-being</p> <p>Leaders role modelling well-being</p> <p>Support for staff experiencing perimenopause and menopause</p> <p>Providing time off for medical reasons and mental health</p> <p>Reasonable adjustments to support individuals</p> <p>Leaders positively promoting diversity</p>	<p>Ensuring staff take regular breaks and have the opportunity for self-investment during the working day</p> <p>Encouraging family friendly working patterns</p> <p>Providing opportunities for regular meetings with teams and leaders to share ideas</p> <p>Seeking opinions about workload and using the views and opinions of others to drive change</p> <p>Minimising taking work home</p> <p>Sustaining, at all times, an open door policy</p>	<p>Buddy and peer support (of choice)</p> <p>Bespoke support systems for individuals (for those that do not find comfort in others- use of grounds, nature walks)</p> <p>Awareness of individual learning needs (preparation for change, time to process)</p> <p>Time for questions</p> <p>Break down stigma related to mental health: what can learn, adapt and change from first hand experiences?</p> <p>Treat mental health in the same way as physical health by making reasonable adjustments</p> <p>Leaders alert to the signs of burnout and stress and taking steps to address this</p> <p>Access to well-being resources:</p> <p>https://www.educationsupport.org.uk/resources/</p> <p>https://www.educationsupport.org.uk/resources/for-individuals/articles/managing-the-menopause-at-school-your-stories/</p> <p>https://www.educationsupport.org.uk/resources/for-individuals/</p> <p>https://www.educationsupport.org.uk/get-help/help-for-you/helpline/</p> <p>https://brandplatform.annafreud.org/share/b3hnhps7DmPbFC32pAvM</p> <p>https://www.educationsupport.org.uk/news-and-events/news/wellbeing-tips-for-teachers-education-support-and-minded-partnership/</p>

<p>LEARN Providing highly focused and effective professional development to support all adults in becoming experts. Providing staff with the support, knowledge and skills to meet personal goals</p>	<p>Clarity of vision and direction – a sense of belonging Fidelity to ‘what counts’ Communicating changes early, clearly and reassuringly Policies and procedures that enable staff to undertake their roles and responsibilities effectively High quality professional development based on transparent needs assessments Co-constructed performance management to develop and demonstrate competence and career progression</p>	<p>Working flexibly as way of protecting and enhancing personal well-being (encouraging remote working where practical) Holding meetings during the school day or in directed time only Providing additional PPA wherever practical Making best use of professional development meetings so that staff have time to fulfil expectations and key tasks Work together to map directed time.</p>	<p>Mental health and well-being support to feature as part of the federation’s continuing professional development strategy Focus on what is going well- praise staff and revisit successes Know yourself- know when to say “no”, leaders to support adults in doing so Being flexible about change- use talking to process emotion and to seek support in times of stress and/or challenge Measuring well-being (staff questionnaire, regular updates, reviews of S.I.P initiatives against workload, monitoring effectiveness of support on reducing stress) and acting on feedback, co-written with adults.</p>
<p>ENGAGE Effective and meaningful engagement with all adults. Working collectively to resolve issues and causes of concern so everyone can be proactive members of our community</p>	<p>Approachable leadership Receptive listening Regular opportunities for all staff to share views and opinions Co-shaping the educational strategy Responsiveness Actively seeking views and drawing on experience and expertise Appropriate autonomy</p>	<p>A clear policy for communication: We do not expect staff to work outside of school hours (remote working and responding to emails) but we will not prevent them from doing so either. It is down to the individual to decide what suits them personally</p>	<p>Developing and embedding a culture committee so we have a culture that adopts and promotes well-being Face problems and work together to resolve them Return to work processes, reasonable adjustments De-briefing sessions- seeking advice and support after stressful situations A voice in decision making- we will actively seek those members of staff who have experienced mental health, issues or discrimination so they can share experiences and shape improvements. Involve staff in workload reduction decisions</p>
<p>ACHIEVE High ambition for all. Enabling all our staff to achieve high expectations whilst managing their workload and reducing pressures</p>	<p>High ambition for all- opportunities for career progression Retaining staff by helping them to thrive: feeling empowered Awareness of pressures on staff Leaders who are realistic and constructive about workload</p>	<p>Careful management of the school calendar to ensure even distribution of deadlines and demands Clear communication to ensure all staff know deadlines in advance Friday/Monday inset to provide ‘light relief’ during longer terms Scheduling parents evenings in the school day/one day only (to avoid too many later nights) Limiting after school events</p>	<p>Calm and compassionate leadership- trustworthy, transparency, integrity Dealing with performance issues with consistency, clarity, honesty and supportiveness Commitment to reasonable adjustments Promoting diversity, equity and equality</p>

<p>REFLECT</p> <p>Supporting our staff to embrace new initiatives by building and nurturing confidence and resilience, so they can support their own well-being</p>	<p>Collaboration between leaders and all staff to drive new initiatives and strategies</p> <p>Examples of excellence showcased and shared, and used to support the development of others</p> <p>Mentoring and coaching</p> <p>Bespoke support</p>	<p>Plan new strategy with workload considerations</p> <p>Ensure staff have the space and time to develop new initiatives (non-contact time)</p> <p>Provide role modelling, guidance and support for teachers when implementing new strategy (leaders and teachers work together)</p>	<p>A dedicated staff space that is comfortable and relaxing</p> <p>Control the risks associated with work-related stress as practically as possible (spaced change, support staff to embrace and drive change, ensure rest periods between implementation).</p> <p>Access to appropriate guidance to empower staff to look out for themselves: personal well-being: mental health, financial, physical health.</p>
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