

Children's Hospital School Wellbeing Charter



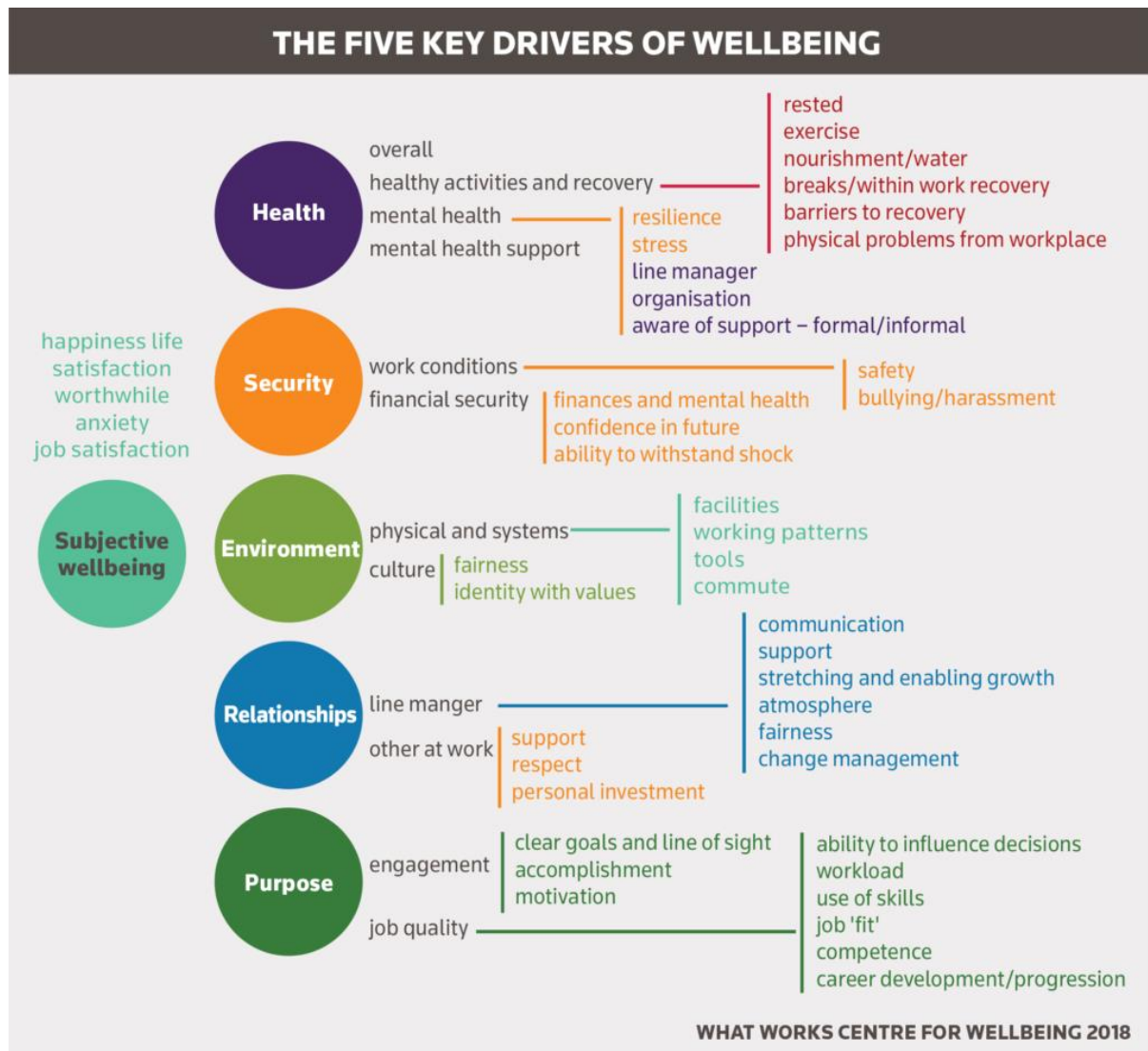
“It is up to school leaders to set a culture where staff are cared for, well-trained and valued and policies are based on common sense and the principle that we shouldn’t be doing things unless they clearly help improve student outcomes.”

(John Tomsett)

Introduction

Staff wellbeing is important to us at The Children's Hospital School and we aim to create the conditions in which everyone is able to thrive in the work environment.

The 5 key drivers of wellbeing identified by [What Works Centre for Wellbeing](#) are:



To show our commitment to staff wellbeing, the School has signed up to the [DFE Education Staff Wellbeing Charter](#) where the aims are to:

1. Prioritise staff mental health
2. Give staff the support they need to take responsibility for their own and other people's wellbeing
3. Give managers access to the tools and resources they need to support the wellbeing of those they line manage
4. Establish a clear communications strategy
5. Give staff a voice in decision-making
6. Drive down unnecessary workload
7. Champion flexible working and diversity
8. Create a good behaviour culture
9. Support staff to progress in their careers
10. Include a sub-strategy for protecting leader wellbeing and mental health
11. Hold ourselves accountable, including by measuring staff wellbeing

Aims of the Charter

- Support the wellbeing of all staff to avoid negative impacts on their mental and physical health
- Provide a supportive work environment for all staff
- Acknowledge the needs of staff, and how these change over time
- Allow staff to balance their working lives with their personal needs and responsibilities
- Help staff with any specific wellbeing issues they experience
- Ensure that staff understand their role in working towards the above aims



Role of all staff

- Treat each other with empathy and respect
- Keep in mind the workload and wellbeing of other members of staff
- Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance
- Report honestly about their wellbeing and let other members of staff know when they need support
- Contribute positively towards morale and team spirit
- Use shared areas respectfully, such as the staff room or offices
- Take part in training opportunities that promote their wellbeing
- Uphold high professional standards to support the wellbeing of colleagues
- Seek to resolve problems face-to-face in an open, honest, constructive and professional manner

Role of line managers

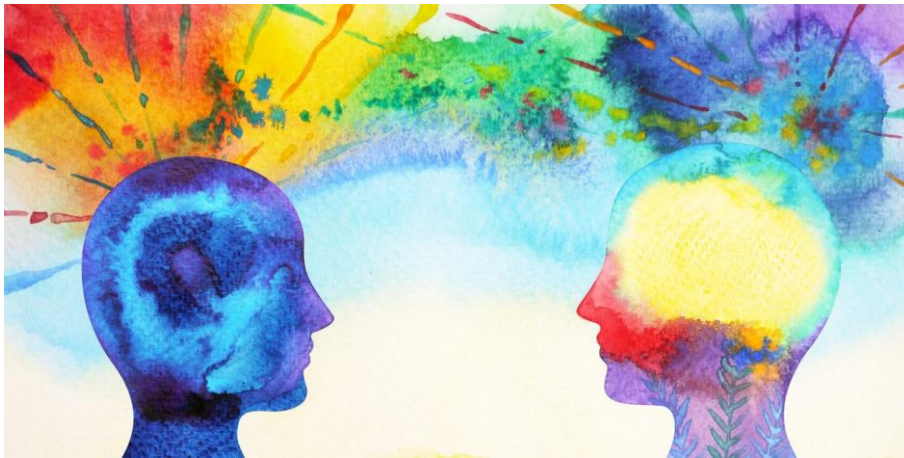
- Maintain positive relationships with their staff and value them for their skills, not their working pattern
- Provide a non-judgemental and confidential support system to their staff
- Take any complaints or concerns seriously and deal with them appropriately using the school's policies
- Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance
- Make sure new staff are properly and thoroughly inducted and feel able to ask for help
- Understand that personal issues and pressures at work may have a temporary effect on work performance, and take that into account during any appraisal or capability procedures
- Promote information about and access to external support services
- Help to arrange personal and professional development training where appropriate
- Keep in touch with staff if they're absent for long periods
- Conduct return to work interviews to support staff back into work

Role of school leaders

- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
- Manage a non-judgemental and confidential support system for staff
- Monitor the wellbeing of staff through regular surveys and structured conversations
- Monitor staff sickness absence, and have support meetings with them if any patterns emerge
- Conduct exit interviews with resigning staff to help identify any wellbeing issues that lead to their resignation
- Publish the school calendar and working-time calculation documents at the start of each year, updating when necessary
- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
- Make sure job descriptions are kept up-to-date, with clearly identified responsibilities and staff being consulted before any changes
- Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives
- Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school
- Make sure that the efforts and successes of staff are recognised and celebrated
- Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
- Provide resources to promote staff wellbeing, such as training opportunities
- Promote information about and access to external support services
- Organise extra support during times of stress, such as Ofsted inspections

Role of the governing body

- Make sure the school is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment
- Monitor and support the wellbeing of the headteacher
- Ensure that resources and support services are in place to promote staff wellbeing
- Make decisions and review policies with staff wellbeing in mind, particularly in regard to workload
- Be reasonable about the format and quantity of information asked for from staff as part of monitoring work
- Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them
- Seek to resolve problems face-to-face in an open, honest, constructive and professional manner



Managing specific wellbeing issues

The school will support and discuss options with any staff that raise wellbeing issues, such as if they are experiencing significant stress at school or in their personal lives.

Where possible, support will be given by line managers or senior staff. This could be through:

- Giving staff time off to deal with a personal crisis
- Arranging external support, such as counselling or occupational health services
- Completing a risk assessment and following through with any actions identified
- Reassessing their workload and deciding what tasks to prioritise

At all times, the confidentiality and dignity of staff will be maintained.

Strategic measures to support staff wellbeing

Workload reduction

- Whole school ethos to regularly review 'what we do' in order to remove unnecessary tasks and/or adopt more efficient processes
- Non-statutory initiatives are not passed onto staff if there is no sound educational benefit for our children
- Staff have additional PPA time, above 10%
- There is no expectation for staff to stay beyond 3.30pm when there is no school meeting, and this is modelled by senior leaders
- Usually only one meeting per week, with consideration to reduce travel between bases
- No set lesson planning formats or requirement to submit them
- Planned approach to designing the school calendar to spread out activities and avoid pinch points. Staff consulted with finalised calendar published well in advance to aid planning
- Directed time for teachers below 1265 hours, agreed with union representatives and published at the start of each academic year
- Maximum of three parent/carer evenings per year
- Data collection and report writing processes reviewed regularly to ensure process is of use and not creating unnecessary workload
- Web-based system for completing professional growth, coaching, CPD processes to save time
- Use of Teams is established to promote efficient collaboration and reduce paperwork / emails
- Weekly email with key information to improve communication and reduce number of 'all staff' emails
- Timetable designed to reduce travel time between bases during the day
- Flexibility to deliver remote lessons from home where appropriate
- All staff have access to their own school laptop if required

Investing in staff

- There are regular staff surveys to assess needs of staff including wellbeing and CPD
- Staff are involved in the development of the school improvement priorities each year
- Regular CPD is provided in-house or by staff attending external events. All staff are encouraged to be proactive and explore CPD opportunities
- Whole school ethos gives staff autonomy to explore areas of interest and develop themselves or their department / area
- Professional Growth is approached as a 'done with' collaborative process, rather than 'done to'
- Leadership development is encouraged through relevant CPD e.g. NPQ, OTP, HLTA, apprenticeships
- Improvements in teaching are driven by a coaching model, rather than formal lesson observations
- QA activities are collaborative processes modelled on coaching to jointly agree strengths and areas for development, known as school self-review
- Staff teaching and learning group provided with key texts and enrolled into Chartered College of Teaching
- Dedicated timetabled slot for the teaching and learning team to meet

Health & Working Environment

- Regular review of the working environment with investment in furniture, fixtures and equipment where necessary
- Staff work areas available at each school site
- Car parking reimbursed so staff can park closer to the hospital for their convenience and safety
- Regular meetings between headteacher and union representatives to discuss any issues
- Termly supervision offered to DSLs
- Staff supervision available through the school art therapist
- Staff are encouraged to send emails at times which do not impact adversely on wellbeing and/or work-life balance
- Flu jabs for staff are arranged each year
- Flexible working requests are considered wherever possible
- Leave of absence requests are usually approved so staff can attend their child's school event or a personal appointment that is difficult to fit outside school hours
- Staff have access to a counselling service and can be referred for physiotherapy through the school
- Early finish at the end of autumn and summer terms
- IT support 5 days a week, 3 of which are on site
- Staff social events, gardening and running clubs organised by staff

Links to other policies / documents

- School Improvement Plan
- Wellbeing policy
- Communication policy
- Appraisal policy
- Behaviour policy
- CPD policy
- Lone working policy
- Stress management policy
- Employee relations policy
- Staff code of conduct
- Absence management policy
- ICT acceptable use policy

Where can staff seek support?

[Amica – phone counselling service for school staff 0116 354 4388](#)

[Education Support – free support line for school staff](#)

[NHS Mental Health Services Leicester, Leicestershire & Rutland \(vitahealthgroup.co.uk\)](#)

[NEU](#)

[NASUWT](#)

[Anna Freud](#)

[Headspace](#)

[Mentally Healthy Schools](#)

[Mindful Teachers](#)

[www.mentalhealth.org.uk/](#)

Email protocols

General principles

- Staff should consider whether it is essential for an email to be sent out of normal working hours, having in mind the work-life balance of the person receiving it
- Staff are encouraged not to send emails after 8pm weekdays, at weekends or during school holidays unless the matter is urgent
- There may be times when emails will be sent out of hours, however, there is no expectation for the person receiving the message to respond until they return to work
- Where a response is required from a colleague, sufficient notice will be given to support the work-life balance of the person receiving the request
- Staff should seek to resolve problems face-to-face in an open, honest, constructive and professional manner rather than via email
- Staff are encouraged to use 'out of office' replies during school holidays
- Use distribution lists effectively and avoid the use of 'whole staff email' or 'reply all' unless required
- Staff are not expected to have access to school emails on their personal phone. This is an individual choice, however, it is not recommended from a work-life balance perspective.

Automatic replies (out of office) – model

The school is now closed for [half-term / Easter] and will reopen again on [date], during which time there will be limited access to emails. I will respond on my return to school but if you have any urgent matters please contact safeguarding@childrenshospitalschool.leicester.sch.uk

The Central Access Point for CAMHS and support for Mental Health can be contacted on 0808 800 3302

If your message requires action to safeguard a child or young person please contact the appropriate Local Authority for Children's Early Help or Social Care or the relevant emergency service(s):

Leicester City - 0116 454 1004

Leicestershire - 0116 305 0005

Rutland - 01572 758 407

Email signature (Calibri font, size 11, bold)

[Name]

[Role]

The Children's Hospital School

[Telephone]

www.childrenshospitalschool.leicester.sch.uk

Additional text for part-time staff

Please note my work days are [days] and I will respond on my return. For anything urgent during this time please contact [relevant office email address].

Email footer – enforced by IT team

If you are receiving this email outside of your normal working hours, there is no expectation for you to respond until you return to work.

E-MAIL CONFIDENTIALITY This e-mail may contain confidential and proprietary material for the sole use of the intended recipient. Any review or distribution by others is strictly prohibited. If you are not the intended recipient, please contact the sender and delete all copies. The Children's Hospital School does not accept legal responsibility for the contents of this message, as the internet is not secure, and this message is subject to possible data corruption either accidentally or on purpose. This message has been virus scanned. Recipients are recommended to apply their own virus checks to this message on delivery, as The Children's Hospital School will not accept responsibility for loss or damage arising from the use of this email or its attachments.

Monitoring arrangements

This policy will be reviewed every two years by the headteacher, supported by other school leaders. At every review, it will be approved by full governing body.

The principles outlined in this Charter will be continually monitored to ensure staff wellbeing is maintained, with amendments made where necessary.