

WELL-BEING | CHARTER



Trinity Multi Academy Trust



What is well-being?



A state of complete physical and mental health that is characterised by high quality social relationships.



DfE Advisory group on Education Staff Well-being



A welcome from the CEO

Michael Gosling

The Department for Education has developed a Well-being Charter for all staff working within education settings in England and sets out the commitments to protect and promote the well-being of education staff.

As a Trust we recognise the value of promoting well-being across all of our institutions and have signed up to the charter. However, as a trust, we want to go further than this, and have developed our own Trinity Employee Well-being Charter. This document evidences our commitment to the well-being of all and provides examples of how being part of Trinity MAT not only improves your skills and experiences as a professional but will also boost your well-being. There are several 'Trinity unique' additions to the charter that we feel colleagues in our Trust schools will receive that go above and beyond the charter outlined by the DfE. **We are committed to regularly reviewing this charter to ensure it remains relevant.**

The Education Staff Well-being Charter (DfE)



Department
for Education

The DfE has committed to the following:

1

Design-in well-being

They will integrate well-being into the DfE's workload policy test, where appropriate, considering the impact of policy changes on staff well-being.

2

Measure and respond to changes in staff well-being

For the school sector, they will measure on an ongoing basis the levels of anxiety, happiness, worthwhileness, life satisfaction and job satisfaction across the sector. They will track trends over time and build this evidence into policy making.

3

Support the sector to drive down unnecessary workload

They will continue to drive this down and promote the Workload Reduction Toolkit. They will work to remove unnecessary burdens, including improving how they collect data.

4

Ensure that DfE guidance meets user needs

Where appropriate they will ensure DfE guidance covers staff well-being. They will develop guidance based on the needs of educational staff, focusing on what they need to know and do. They will publish GOV.UK content aimed at education staff in working hours only.

5

Champion flexible working and diversity

They commit to establish school cultures to support and value flexible working at all career stages. They will strengthen their 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.

6

Break down stigma around mental health

They will build staff well-being and mental health into the DfE's wider communications strategy on recruitment and retention, linking to existing campaigns that aim to tackle mental health in our society.

The Education Staff Well-being Charter (DfE)

7

Embed well-being in training and professional development

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

8

Improve access to mental health and well-being resources

They will work to improve access to high quality mental health and well-being resources online, with a particular focus on those that help employers and staff deliver their organisational commitments.

9

Review

They will review progress made against their commitments in 2023. They will also review the impact of this charter in helping to protect, promote and enhance well-being amongst staff.



The positivity of all the staff ... makes the workplace a happy place to be and makes you want to come to work.

TMAT STAFF MEMBER!



Alongside this commitment from the DfE, OFSTED recognises the role they have to play in protecting and enhancing staff well-being. They are committing to the following:

- 1 They will ensure that inspectors take staff well-being into account in coming to their judgements and monitor this through quality assurance and evaluation.
- 2 They will review whether the framework is having an inadvertent impact on staff well-being (for example, creating unnecessary workload) and take steps to alleviate any issues.
- 3 They will continue to clarify that they do not expect providers to create documentation for inspection, to try to reduce administrative workload.

They will also be clear that:

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

The Trinity Multi Academy Trust Well-being Charter

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Trinity Multi Academy Trust



To coincide and sit alongside these commitments Trinity Multi-Academy Trust and all its establishments commit to placing well-being at the heart of our decision making. We will support staff to make positive choices for their own well-being and encourage a collegiate culture across and between all roles in our establishments. Specifically, we commit to developing a long-term strategy for improving staff well-being.

I feel very supported by the
leadership team.

- TMAT STAFF



Prioritise staff mental well-being

1

Tackle mental well-being stigma by promoting an open and understanding culture where mental well-being is openly discussed and staff are encouraged to seek help and support when required.

2

Give the same consideration and support to mental well-being as physical health, ensuring our absence management policies are followed in the same way and support is provided to staff who require it, through effective return to work meetings, well-being meetings, occupational health referrals, counselling referrals, return to work plans (for those experiencing long term absence) and developing individual risk assessments.

3

Fulfil our legal duty to control the risks associated with work related stress in the education setting so far as reasonably practicable.

4

Channel support to individuals whose role is known to have a significant emotional component. This might take the form of peer support, supervision, counselling and/or support to access tools to take ownership of their own mental well-being.

5

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 promote joint working and ensure there are ample routes to refer for specialist support.

6

Promote a culture where high staff self-esteem is valued as an important element of positive mental well-being, for example, through staff reward ceremonies, thank you and recognition events that acknowledge hard work and commitment.

7

Promote a culture that recognises the need for a supportive and friendly work environment in promoting positive mental well-being, for example, through staff associations, social and celebration events.

Give staff the support they need to take responsibility for their own and other people's well-being



1

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

2

We will encourage a #TeamTrinity ethos in all our schools, where staff have recognised 'buddies' who they can turn to for support. These are more informal buddies such as colleagues from the same department.

3

We will set up Health MOT events where staff can monitor all aspects of their health and well-being.

4

We will enable staff to access online courses where they can learn about key areas and also find strategies to support themselves and others. Courses can be accessed by all staff via the HR team and include:

Communication skills

Responding to change

Confidence building

Managing anxiety

Mental Health awareness

Speaking confidently

Resilience

Stress awareness

Time management

Conflict resolution

Drug and alcohol awareness

Mental Health in Education

Mindfulness

Setting goals

5

Appoint and champion mental health leads in each establishment and develop a team of mental health first aiders.



Give managers access to the tools and resources they need to support the well-being of those they line manage

1

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

2

Enable managers to access the online courses listed above, plus 'Mental Health Awareness for Managers' where they can learn more about their responsibilities in supporting employees with their mental health and well-being.

3

Ensure that there are leaders/managers across the trust, who complete the course 'Mental Health in Education' in our efforts to break any stigma surrounding mental well-being and ensure this is led 'from the top'.



Establish a clear communications policy



1

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, whilst appreciating that some staff want to and prefer to work at 'unsociable hours'.

2

Ask staff to understand and respect the following in regard to communications:
'While I choose to work at this time to suit me, I do not expect a reply to this email outside of normal working hours.'

3

Ensure staff understand that with communications and actions the underlying caveat to all of this is that **the needs and safety of the children come first and are paramount.**





Give staff a voice in decision-making

- 1 Consistently strive to improve the ways in which the voice of the staff is included in the decision-making process across establishments.
- 2 Use a variety of tools (meetings, surveys, staff well-being champions, line management, staff training sessions) to proactively gain the views, opinions, experiences and ideas of all staff.
- 3 Proactively engage with all key stakeholders, including recognised trade unions.
- 4 Ensure that decisions are effectively communicated with employees. Where we make decisions based on staff views/feedback, we are clear on this and refer to any meetings and actions. Where we make a decision without views we are clear on this and inform staff of the reasons why, with an offer to raise any further concerns.

Drive down unnecessary workload



- 1 Work proactively to drive down unnecessary workload, making use of available tools.
- 2 Use a variety of tools (meetings, surveys, staff well-being champions, line management, staff training sessions) to proactively gain the views, opinions, experiences and ideas of all staff of how workload can be reduced.
- 3 Constantly review the staffing structures in place to ensure they are fit for purpose and investment is made to change structures, amend job roles and where required, increase staff teams.
- 4 Further embed policies, systems and practices we have already in place that have been designed to improve quality whilst reducing workload; such as marking policies, administration support, joint planning, curriculum maps, coaching communities.



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DfE Advisory group on Education Staff Well-being





Champion flexible working and diversity

1

Build on and further embed our already existing flexible working policy, promoting a supportive culture around flexible working. Our policy not only recognises employees' legal right to request flexible working but acknowledges that for some staff working flexibly can be a means of protecting and enhancing their personal well-being.

2

Ensure that staff understand, appreciate and support their moral obligation to serve a community and that the needs of the community and children always come first and cannot be affected by any flexible working patterns.

3

Allow establishments to work with staff to support activities that are important to their family, work-life balance, beliefs and well-being. Each establishment will work with staff to ensure the moral obligation detailed above, is never broken in allowing these to proceed.

4

Promote diversity – eliminating discrimination, and advancing equality of opportunity.

5

Ensure that all staff receive online training in relation to Equality, Diversity and Inclusion and we will provide opportunities for all staff to undergo further training where this is required for their own understanding and development including:

Bullying and harassment for employees

Sexual harassment training

Bullying and harassment for managers

Unconscious bias for employees

Disability awareness and inclusion

Unconscious bias for managers



Create a good behaviour culture



- 1 Work with staff and students to maintain and consistently implement the already existing, strong BfL policy.
- 2 Ensure that all staff and students have a shared understanding of how good behaviour is encouraged and rewarded, and that sanctions will be imposed if students misbehave.
- 3 Support staff to create calm, safe and disciplined environments, which allow teachers to teach and students to learn.
- 4 Develop this hand-in-hand with understanding and supporting student mental well-being.
- 5 Work closely with external partners to get expert support and strategies for staff to support students with SEMH and other SEND needs, such as COMPASS, HEY! and other local providers.



Support staff to progress their careers

Ensure that staff are able to pursue professional development without adversely impacting their own and other people's workload and we will achieve this by having in place the following:

Professional development activity that is aligned to the Standards for Teachers' Professional Development.

Strong appraisal and performance management systems for all employees that focus on developing skill, knowledge and allows them to actively progress their careers.

Strong leadership development training.

Use of skills and expertise in our Institute of Education and other professional partners i.e. NPQs and so on.

Provide financial support for those staff wishing to undertake additional courses and qualifications designed to develop their skill, knowledge and expertise.





Include a sub-strategy for protecting leader well-being and mental well-being



1

Ensure that all those with strategic decision-making responsibility (including as appropriate, governors and trustees) should collaborate to develop a sub-strategy specifically protecting leader mental well-being. These should include access to confidential counselling and/or coaching where needed.

2

Set up a buddy programme for new leaders in the Trust.

3

Set up coaching communities for leaders at all levels to discuss experiences and to offer strategies.

4

Ensure each Principal has a partner of equal or higher rank to meet with every term.

5

Ensure the School Improvement Partners have a specific focus on leader mental well-being.

6

Regularly check on leader mental well-being via various means e.g. surveys, informal supervision, leadership days.



Hold ourselves accountable, including by measuring staff well-being

1

Measure the well-being of staff using recognised tools and metrics and be transparent about results. Further, the Trust will work with staff and relevant stakeholders (this might include parents, trade unions and others) to agree an approach to organisational accountability on our commitments, giving due consideration to workload.

2

Open ourselves to external audits on our commitment and approach to employee well-being.



I feel that Trinity does
also really care about
staff well-being

The leadership
team make me
feel valued

The team I work
with are extremely
supportive

The new style of
planning has lightened
my daily workload
significantly

- TMAT STAFF





Key Principles of our Trust's Vision

1 We expect all our schools to actively support each other and to share best practice for the benefit of all.

2 We encourage each of our schools to celebrate its distinctive identity within our trust community.

3 We are committed to providing quality-assured services to keep our schools legal, financially robust and continually improving.

Trust Improvement Plan: Developing our people

1 As a MAT we recognise that the single, most important resource we have is our people. They make our ethos a reality through their day-to-day work.

2 By our people, we mean every person that works for one of our schools, irrespective of role.

3 The trust understands that an employee who excels often has to 'go the extra mile' – we are determined, wherever possible, to recognise and reward that performance, as well as ensuring that the well-being of all staff is at the forefront of our thinking.





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