

Bushey St James Trust



Staff Wellbeing Charter

Last Reviewed:	February 2024	Next Review:	February 2026
Approved by:	Trust Board	Date:	11.3.24

Rationale

Across the Bushey St James Trust we believe that valuing, respecting and trusting our staff is at the heart of having great schools for every child. We want our staff to be inspired, to feel respected and to flourish within our Trust.

Aims

Our Trust values outlined below are at the heart of how we aim to work with and support each-other and are underpinned by our key desire of wanting to inspire, nurture and empower all staff who work within the Trust.

- deliver educational excellence
- ensure all children exceed expectations
- prepare young people for the future
- ensure that the Trust enhances the local community
- ensure that the schools within the Trust are happy, safe and inclusive
- support families to encourage aspiration
- act with responsibility, accountability and transparency
- create a seamless educational experience
- encourage independence and creativity

Practice

Our practice across the MAT is underpinned by key overarching principles outlined below:

- a) We want to trust our staff to be professionals, to live by our values and to do their very best for our pupils.
- b) We want to invest in our staff and see them as our best resource in helping to create a great learning environment across all the phases in our MAT.
- c) We see continuous professional development as a benefit for all staff.
- d) We give as much flexibility as we can to enable staff to carry out their roles, whilst also ensuring we are all able to make time for ourselves, our friends, and our families.
- e) We will keep in mind the impact on the workload and wellbeing of colleagues in the way we carry out our own roles.
- f) We do not want to operate a 'tick box' culture and in that respect, we try not do anything beyond statutory requirements unless it has impact and makes a difference in children's lives
- g) We welcome constructive challenge and see this as a lever for positive change
- h) We put respectful relationships at the heart of our approach to behaviour in the workplace, including how we treat each-other.
- i) We expect leadership at all levels to be visible and actively supporting colleagues with the application of our school behaviour policies.
- j) We expect leaders to support with whole-school duties, such as lunchtimes and being on the gate at the start and end of the school day.

Assessment and Reporting

- there is no expectation for teachers to write detailed feedback for the sake of it in pupils' books. Written feedback should only be written to extend learning and should be short and to the point
- teachers are not expected to do written feedback for parents and/or external agencies such as Ofsted

- we arrange no more parents' evenings and open days than are necessary for effective engagement with parents. All parents' evenings form part of directed time.
- we aim to keep written reports to parents light-touch, balancing ensuring parents have the necessary information about their child's welfare and progress, with the workload of our staff.
- staff should only be entering or collecting data that will be used and is valuable for the teaching, learning and wellbeing of pupils.

Staff Development

- a) Continued Professional Development (CPD) is tailored to meet the needs of staff and is seen by everyone as an investment in ourselves, as well as in our school and Trust.
- b) Time is provided for staff to complete CPD.
- c) We believe that we can all learn from each-other, as peers.
- d) Staff meetings will be held between 8.00am and 5.00pm unless absolutely unavoidable.
- e) Meetings will also be organised to try to avoid clashes with other meetings and we will seek to avoid having too many meetings during the same week.
- f) Staff twilights will be agreed in advance and not run beyond 1800, up to three times a year. The time will be within the time allocated for staff CPD or repaid with time in lieu, or additional payment, for staff who are on 38-week contracts.
- g) Our approach to appraisal will be focused on development, reflection and celebration.
- h) We wish to support all staff to progress within their respective pay-scales in line with our pay policies.
- i) We expect all staff to do so when this is due, unless there are performance concerns, which will be addressed through professional support.
- j) We develop leadership positions at all levels. If a colleague is ready then they should have exposure to leadership opportunities. This will be supported by senior leadership.

School Calendars

Each school and the central team will set its calendar for the year ahead (Parents Evenings, plays, trips, CPD, twilights, Open Days, cross-Trust events, INSETs etc.) by the end of each summer term, for the following academic year, so that staff can plan ahead.

Where applicable these will be coordinated with other schools in the Trust and with the MAT Central Team.

Communication

- there is no expectation for staff to answer emails or other communications (such as text messages) outside of working hours, unless providing dedicated mailbox monitoring for safeguarding
- we will be respectful in how we email colleagues and considerate if sending emails at evenings and weekends
- we will seek to avoid doing so where possible and will be clear that we do not expect a response, when emailing at times that work for us
- we will keep as many messages as possible to scheduled regular staff communications, rather than send lots of email
- we will also seek to only copy in those who need to see it

Staff Voice

We survey staff, at least annually to get their honest opinions on how to improve and will provide feedback on the outcomes.

Line Management

Line Managers will meet their staff regularly at agreed times, make this a priority and have an open-door culture. No concern is ever too small.

Staff Praise

- we are generous with verbal and written recognition and praise
- we want all staff to feel a sense of belonging and to feel valued as part of a supportive network of colleagues

Staff Induction

- a) All staff will be provided with a thorough induction both to the Trust and the school, which will be overseen by their line manager.
- b) All new staff will have access to the staff induction handbook. This will include all important policies, or their location, and will include our wellbeing charter and details of the Employee Assistance Programme and the Trust Mental Health First Aid Team.
- c) All staff will be made to feel welcome and given as much support as required including access to their line manager for any concerns or questions that they may have.
- d) All new staff have a 3-month and 6-month review with their Line Manager during their probation phase. Additional reviews may be scheduled by request should they be required.

Additional Benefits

There are a multitude of great benefits to joining the Bushey St James Trust including a confidential Employee Assistance Programme for staff to access 24 hours per day that offers advice and support to anyone who needs it – with details signposted in all staff areas and by searching wellbeing on the Trust’s website.

As a Trust we are working towards each school appointing a Mental Health First Aider, who will be able to offer non-judgemental help and signpost staff to services such as counselling/occupation help/financial advice provided by our Employee Assistance Programme Provider. Once appointed the details of Mental Health First Aiders will be clearly signposted in all schools.

Additional benefits are outlined via the hyperlink below which gives access the benefits section of our Trust Website to gain further information:

[Benefits of Joining the BSJT](#)

Click on the icons within the web page above to read case studies from staff, students and governors across the range of key benefits listed below.

- ✓ How being in the MAT benefits teachers and all staff
- ✓ Free Gym and Childcare
- ✓ Exciting Curriculum Initiatives
- ✓ Leadership Opportunities
- ✓ Benefits for Governors

Review

Staff wellbeing across the MAT is reviewed annually by the Trust Finance and Resources Committee.

This Staff Wellbeing Charter will reviewed every three years by the Trust Finance and Resources Committee.

Appendix A

Information about staff wellbeing at Bushey Meads School

In terms of curriculum allocations, non-contact time for all staff is in excess of the statutory specified 10% PPA.

£30 000 was invested in a new staffroom with £15 000 of complimentary drinks is provided all year round. The staffroom is also equipped with computers for staff use.



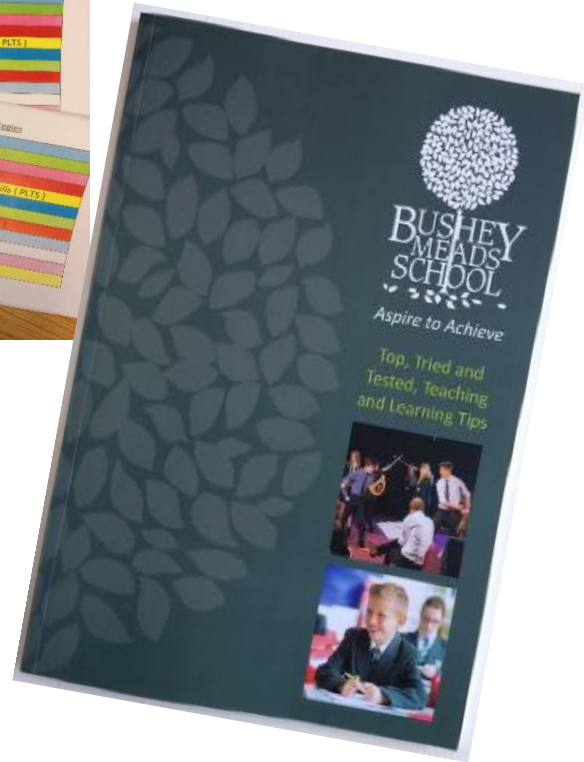
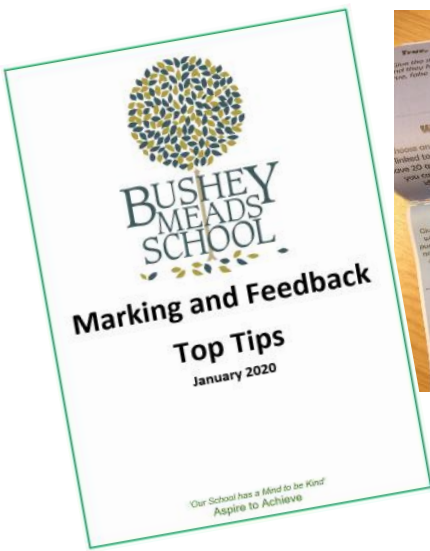
£35 000 was invested in a new Professional learning Are for staff where staff can work in a quiet environment with access to all IT and other resources

A Cohesive CPD Programme is planned and delivered by the schools Teaching and Learning Team comprising Lead Practitioners Advanced Lead Teacher who regularly share best practice and actively support and develop staff.

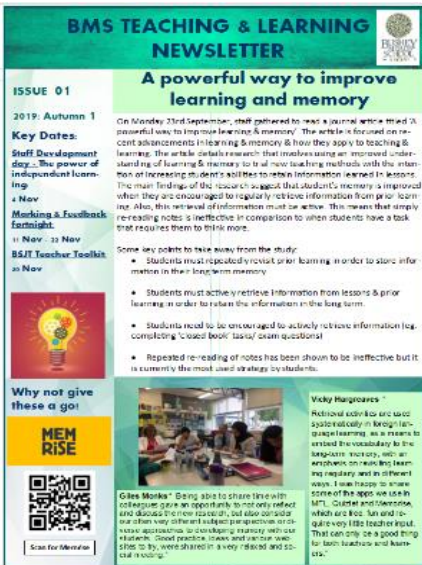


Staff collaborate frequently to support the development and sharing of best practice, often working in Teacher Triads.

The school operates an open-door policy and learning walks are activity encouraged as a means of gathering best practice and sharing ideas as well as supporting colleagues.

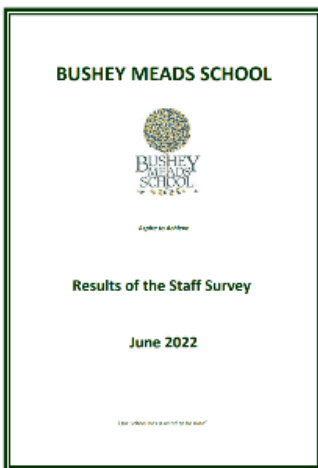


The school regularly publishes resources to encourage the sharing of best practice and to recognise the outstanding work of colleagues across the school.

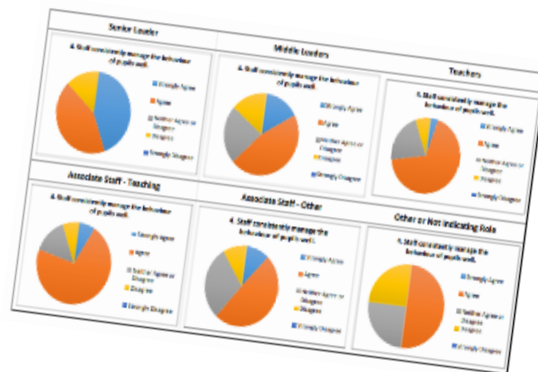


Termly teaching and learning newsletters also promote pedagogical dialogue and professional development opportunities across the staff.

A two-day annual conference is organised each February with Day 2 always being a staff wellbeing day.



Staff voice plays an important part in school development and the annual staff survey and staff suggestion box is reviewed by leaders at all levels.



The staff calendar has been streamlined over recent years and informs the Directed Time policy which currently provides staff with 32 hours of contingency time per year.



Food plays a big part in the life of the school and staff celebrations and INSET days are always catered for with staff wellbeing in mind.



Each year the school site is continually developed to enhance the physical working environment for staff.



Appendix B

Information about staff wellbeing at Hartsbourne Primary School

Teaching and Learning Workload

- Staff are able to request subject leadership as required
- regular subject leader and SEN sessions are built into weekly INSET to allow more time to complete tasks to meet new expectations
- Headteacher covers classes to provide more subject leadership release time
- pupil progress meetings completed during school day with cover arranged
- PP funding invested into teacher CPD during the school day
- allowing PPA and virtual courses to be taken at home when requested
- actively encouraging staff to seek opportunities to go out and see different settings

Health & Welfare

- offering a member of staff an appointment with Occupational Health
- promoting education mutual for mental health support

Mental Wellbeing

- British Bake-Off Competition
- flowers for long term sickness absence and bereavement
- free counselling via our sickness insurance
- open door policy of Head teacher for staff
- SLT support for behaviour management of pupils
- induction and mentor support for NQTs and ECT's
- hot chocolate station was set up in the staffroom at the end of the Autumn term
- ice creams provided as a treat on hot days
- SLT promote a culture of respect, care, and consideration for others
- allowing time for own child class assemblies and sports events
- providing TOIL or overtime hours for residential duties

Appendix C

Information about staff wellbeing at Little Reddings Primary School

Teaching and Learning Workload

- performance management and meetings with line managers to offer support
- Jane Considine's *The Write Stuff* and *Hooked on Books* is followed in school. This is reducing workload and supporting teaching
- *White Rose Maths* is followed in school. This is reducing workload and supporting teaching.
- peer coaching initiative for all staff instead of formal lesson observations
- links with Bushey Meads School to support teaching and learning (e.g. sporting events and Food Technology)
- art, music PE and French teachers working across the trust
- letters of thanks recognising hard work and effort (honorariums provided for outstanding contributions)
- SLT supporting individual members of staff (this includes coaching & mentoring for staff where required and encourages solution focused approach and good mental health).
- Phase Leaders embedded for all phases to further support and manage with behaviour and parental concerns
- Staff voice gathered in relation to learning walks and how they are implemented.
- staff given time regularly in staff meetings to complete necessary tasks
- flexible release time to ensure that all teachers get PPA regardless of attendance/school circumstances
- regular faculty time for all subject leads
- pupil progress meetings completed during school day with cover arranged
- CPD opportunities warmly encouraged and supported by internal cover
- Office Team increased to support teaching staff & SLT with some admin tasks
- Office Manager has been employed
- high staff ratio to pupils in order to support high needs across the school (budget focused on staff being the highest resource, therefore, large teams to share the workload)

Mental Wellbeing

- SLT open door policy
- peer coaching initiative for all staff instead of formal lesson observations
- flowers for staff for extraordinary circumstances (bereavement/operation)
- birthday calendar set up in the staff room & birthday cards are written for all staff
- staff meetings on mental health & well-being celebrating the different things that staff do
- Employee Assistance Programme through Legal and General with support such as the option of 8 sessions of counselling (taken up by several staff)
- Nurture Manager supports staff with regulating behaviour needs and this supports individuals.
- food provided for INSET, training days and to mark weeks such as mental health and wellbeing week
- re-stock of refreshments machine for tea/coffee/hot chocolate & biscuits provided
- planned staff social events

- Department of Education Wellbeing Charter signed. The education staff well-being charter is a declaration of support for, and a set of commitments, to the well-being and mental health of everyone working in education.
- all emails (unless urgent) will not be sent after 6pm or before 8am
- Experienced middle leader has completed senior mental health lead training and become a mental health first aider. This has been shared with staff.
- Two members of the well-being committee have attended Young Children's Mental Health and Development training session by MIND. After this, MIND have come in and run sessions for pupils. By supporting pupils in this way, it is also supporting the mental health and well-being of staff.
- planning INSET days that focus on mental health and well-being. These will include things like yoga, sound therapy, gong meditation, reflexology head massages and art. External charities such as the Ollie Foundation will support this INSET by providing a fully funded Zentangle art class.
- The Menopause Policy has been in place since 2022. A nominated well-being champion supports staff affected by the menopause, who they can speak to about their symptoms in confidence. Information is provided on the menopause in the staff room, e.g. posters and leaflets. Training for staff and managers was also provided by a specialist to achieve consistent practice.
- allowing time staff to attend class assemblies and sports events for their own children (in line with 'family first ethos')
- Baking Competition for staff to be planned.
- anonymous staff surveys carried out (highlighted that staff feel supported)
- We have a staff well-being committee that is led by three staff members to address the thoughts, feelings and needs of staff.
- Joined the National Well-being Pilot to work towards receiving the National Well-being Award (the award will be valid for 3 years). This programme will provide CPD that all staff can access. This is being completed by two members of the wellbeing committee. This programme will further support mental health and well-being in the school and give the school an award that will last three years.

Appendix D

Information about staff wellbeing across the MAT

Conferences across the MAT have welcome internationally renowned keynote speakers



Sue Mordecai Nov 2018



Sir John Jones Feb 2019



C J Simister Nov 2019



Mark Burns Feb 2020



Isabella Wallace Nov 2020



Ross McGill Feb 2021



David Didau Nov 2021



Gavin Oates Feb 2022



Phil Beadle Nov 2022



Adele Bates Feb 2023



Cost price childcare is provided through the Little Gems day nursery for children of staff

Free Gym membership of the Body Mind Soul BSJT Gym based at Bushey Meads is offered to all MAT employees.

