



## Lee Brigg Infant and Nursery School Wellbeing and Workload Charter

Date	Review Date	Lead	Nominated Governor
January 2024	January 2026	K Marchant	O Siddle

*The World Health Organisation (WHO) defines mental health as ‘a state of wellbeing in which the individual realises his or her abilities, can cope with the normal stresses of life, work productively and fruitfully, and is able to make a contribution to his or her community.’*

### Why is Mental Health and Well-being important?

Lee Brigg Infant and Nursery School, in conjunction with Waterton Academy Trust, aims to provide excellent education to all our children. We aim to promote positive mental health and well-being for our whole school community; pupils, staff, parents and carers, and recognise how important mental health and emotional well-being is to our lives in the same way as physical health.

Emotional health and well-being promotes school improvement and success in a variety of ways:

- Children are happy and engaged with their learning
- Children and staff have high esteem and resilience
- Improved standards in every subject
- Effective teaching
- Improved behaviour
- Improved attendance for staff and children
- Positive, respectful relationships between children and staff

### Our children

We recognise that children’s mental health is a crucial factor in their overall well-being and can affect their learning and achievement. Persistent mental health problems may lead to children having significantly greater difficulty in learning than the majority of those the same age.

The Department for Education (DfE) recognises that: ‘in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy’.

Mental health and well-being is not just the absence of mental health problems. We want all children to:

- Feel confident in themselves
- Be able to express a range of emotions appropriately
- Be able to make and maintain positive relationships with others
- Cope with the stresses of everyday life
- Manage times of stress and be able to deal with change
- Learn and achieve

Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting pupils well-being and can help engender a sense of belonging and community.

Our role in school is to ensure that they are able to manage times of change and stress, be resilient, are supported to reach their potential and access help when they need it. We also have a role to ensure that pupils learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues and where they can go if they need help and support.

The school recognise that staff are our most important resource and are to be valued, supported and encouraged to develop personally and professionally within a learning and caring community.

This charter aims to support the school's core values, ensuring every member of staff is treated fairly, equally and professionally at all times.

**Our aim as a school is to:**

- 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

School has a dedicated Wellbeing 'working group' which is led by the Mental Health Leads and supported by a range of staff across all roles. Meetings are held each term to review policies and procedures and take into consideration staff voice on any matters arising (Staff surveys are carried out annually to further inform decisions). The Wellbeing Leader also attends Trust wellbeing sessions and disseminates messages to the group.

**Wellbeing Group**

**Wellbeing Leader:** Miss K Marchant

**Adult Mental Health First Aider/ASIST:** Miss L Kilkenney/Mrs D Hendy

**Child Mental Health First Aider/LSA Representative:** Miss L Tate/Mrs D Greaves

**Senior Leader:** Mrs C Holloway

**Teacher Representative:** Miss L Tate

**Wellbeing Governor:** Mr O Siddle

**What does good staff wellbeing look like?**

The Education Staff Wellbeing Charter has been created by the DFE and Ofsted. The charter is a declaration of support for the wellbeing and mental health of everyone working in education, alongside key

commitments for schools. Lee Brigg Infant and Nursery School has signed up to this charter to protect, promote and enhance the wellbeing of all staff, placing wellbeing at the heart of our decision making.

## Culture and Ethos

### Prioritising Staff Mental Wellbeing

Lee Brigg promotes an open and understanding culture where mental wellbeing is openly discussed and staff are encouraged to seek help and support where required. The same consideration is given to mental wellbeing as physical health, ensuring our absence management policies are followed in the same way. These provide support for staff who require it, through return-to-work meetings, wellbeing meetings, occupational health referrals, counselling referrals, return to work plans (for staff experiencing long term absence) and developing individual risk assessments. Through the Schools Advisory Service (SAS) Wellbeing package, staff have access to:

- Counselling
- Weight management
- Cancer and chronic illness support
- Physiotherapy
- Nurse support service
- Menopause support
- GP (phone/video) consultations
- Private medical operations
- Health screening days
- Stress awareness sessions

At Lee Brigg we promote a culture where high staff self-esteem is valued as an important element of positive mental wellbeing, recognising and acknowledging hard work and commitment of all staff. Requests to attend events such as nativities, sports days, graduations will be met wherever possible, where cover can be arranged or is not required. Lee Brigg recognises the need for a supportive and friendly work environment. Opportunities for socialising out of school hours are encouraged.

## Promoting Wellbeing - Roles and Responsibilities

### Mental Health Champion

Lee Brigg staff have a named person to maintain the importance of mental health issues and to champion their interests. This role will include promotion of wellbeing materials; being a 'listening ear'; acting as a signpost for other services or professionals; relaying ideas and information to senior staff that could further improve wellbeing in school; having oversight of school improvement plans to ensure that mental health promotion has a key place; help to reduce barriers to mental health in school by promoting positive language in relation to mental health.

### All Leaders are expected to:

- Maintain positive relationships with their staff
- 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
- Respond sensitively and flexibly to external pressures that impact on staff lives whilst at the same time ensuring the efficient running of the school;

- Promote information about and access to external support services
- Help to arrange personal and professional development training where appropriate
- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
- 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
- Keep in touch with staff if they're absent for long periods
- Monitor staff sickness absence, and have support meetings with them if any patterns emerge
- Conduct return to work interviews to support staff back into work
- Conduct exit interviews with resigning staff to help identify any wellbeing issues that lead to their resignation
- Developing a sensitive performance management process that is linked to clear job specifications.

#### **The ASC (Academy Standards Committee) is expected to:**

- Make sure the school is fulfilling its duty of care as an employer, by 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 regards 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
- Ensuring all Governors meetings are purposeful, focussed, structured and relevant to the school development priorities

#### **Role of Staff**

All Trust staff are given support and training to take ownership of their own wellbeing as well as looking out for the wellbeing of others. We ask that staff model expected behaviours, working within a culture of respect, setting a good example, thereby reducing levels of stress and anxiety for others.

#### **All staff are expected to:**

- Treat each other with empathy and respect
- Keep in mind the workload and wellbeing of other members of staff
- Support other staff members if they become stressed, such as providing practical assistance or emotional reassurance
- Report honestly about their wellbeing and let other members of staff know when they need support, including speaking to senior leaders if they are feeling stressed in their personal lives or at work.
- Contribute positively towards morale and team spirit
- Use shared areas respectfully, such as staffroom/PPA room
- Take part in training opportunities that promote their wellbeing
- Maintain positive staff-pupil relationships to ensure an effective teaching and learning environment
- Act to manage their own stress in the first instance
- Make changes to avoid and prevent stress

At Lee Brigg we ensure that staff know how to access appropriate guidance, support and tools, including access to online resources such as the MindEd Learning Portal. Training opportunities for staff who require more in-depth knowledge will be considered as part of the performance management process and additional CPD will be supported throughout the year.

The staff wellbeing board is situated in the staffroom. Lee Brigg has a dedicated webpage on our website which details support to our staff: [Mental Health & Well Being - Lee Brigg Infant & Nursery School \(leebrigginfants.org\)](http://leebrigginfants.org)

To ensure staff are aware of day-to-day and upcoming events, information is provided through a weekly diary. Staff are encouraged to use the electronic diary to record events and events are displayed on the website.

### **Workload and Work-life Balance**

To reduce workload, Lee Brigg promotes live marking and encourages 'in-the-moment feedback' which allows for meaningful, manageable and motivating feedback at the point of learning. All marking should serve a single purpose – to advance pupil progress and outcomes.

Staff are not expected to submit daily or weekly lesson plans. PPA is protected each week and additional non-contact times are planned in each half term for planning. A designated space is identified for PPA to allow for quiet, focused and uninterrupted work.

All requirements for ECTs are adhered to.

We want all our staff to be able to achieve a healthy work-life balance and we trust them to make decisions that suit them about any work they do outside school working hours.

## **Appendix 1**

### **Legislation/Duty of Care**

This charter/policy is informed by a number of related strategies and guidance, as well as a number of legal requirements, including the school's duty of care to all its staff.

Legislation that will be considered when promoting positive mental, physical and emotional wellbeing:

- The Health and Safety at Work Act 1974
- The Equality Act 2010
- Working Time Regulations
- Employment Rights Act 1996
- Employment Relations Act 1999
- Stress Risk Assessment
- <https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>
- <https://www.annafreud.org/schools-and-colleges/resources/supporting-staff-wellbeing-in-schools/>

This Charter can be viewed alongside policies including,

- Trust Staff Code of Conduct
- Lee Brigg Staff Handbook
- Lee Brigg Wellbeing Policy
- Safeguarding Policy
- Anti-bullying Policy
- Staff Absence Policy
- Trust Whistleblowing Policy
- Equality Policy
- Capability Procedure
- Appraisal Policy