

Staff Wellbeing Charter

At Impact Multi Academy 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. Our values of ambition, collaboration, inclusion and trust are at the heart of how we seek to work with and support each-other.

Overarching principles

1.1 Our default is to trust our staff to be professionals, to live by our values and to do their very best for our pupils.

1.2 We invest in our staff and in ourselves. We see continuous professional development as a benefit and an investment in our staff.

1.3 We give as much flexibility as we can to enable our staff to carry out their roles, whilst also ensuring we are all able to make time for ourselves, our friends, and our families.

1.4 We will keep in mind the impact on the workload and wellbeing of colleagues in the way we carry out our own roles.

1.5 No tick box culture – we try not to do anything beyond statutory requirements unless it has impact and makes a difference. We welcome constructive challenge when colleagues are not convinced this is the case.

2. Behaviour

2.1 We put respectful relationships at the heart of our approach to behaviour in the workplace, including how we treat each-other. This is demonstrated in our [Respect at Work policy](#).

2.2 Senior leadership are visible and support colleagues with the application of our behaviour policies.

2.3 Senior leadership support with whole-school duties, such as lunchtimes and being on the gate at the start and end of the school day.

2.4 The Trust has a clear policy regarding behaviour by parents that supports staff in the event of them feeling bullied or harassed. We will support schools to implement this policy when required.

3. Assessment and Reporting to Parents

3.1 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 then should be short and to the point and subject appropriate.

3.2 Marking is for one audience – the pupils. Teachers are not expected to do written feedback for parents and/or external agencies such as Ofsted.

3.3 We do no more parents evenings and open days than are necessary for effective engagement with parents. All parents' evenings form part of directed time.

3.4 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.

3.5 Staff should only be entering or collecting data that will be used and is valuable for the teaching, learning and wellbeing of pupils.

4. Staff development

4.1 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.

4.2 Time is provided for staff to complete CPD.

4.3 Our approach to our development is non-hierarchical. We believe that we can all learn from each-other, as peers.

4.4 Staff meetings will be held between 8.00am and 5.00pm unless absolutely unavoidable. 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.

4.5 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.

4.6 Our approach to appraisal will be focused on development, reflection and celebration. We wish to support all staff to progress within their respective pay-scales in line with our pay policies. We expect all staff to do so when this is due, unless there are performance concerns, which will be addressed through professional support.

4.7 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.

4.8 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 central team.

5. Communications and Support

5.1 No expectation of answering emails or other communications (such as text messages) outside of working hours, unless providing dedicated mailbox monitoring for safeguarding.

5.2 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.

5.3 We will keep as many messages as possible to scheduled regular staff communications, rather than send lots of emails. We will also seek to only copy in those who need to see it.

5.4 The Trust has 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.

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

5.6 Each school will have at least one Mental Health First Aider, who can offer non-judgemental help and signpost staff to services such as counselling/occupation help/financial advice provided by our Employee Assistance Programme Provider. The details of Mental Health First Aiders will be clearly signposted in all schools.

5.7 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.

5.8 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.

6 Actions to support new staff

6.1 All staff will be provided with a thorough induction both to the Trust and the school, which will be overseen by their line manager.

6.2 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.

6.3 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.

6.4 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.