

DSAT Well – Being Charter 2023

 <p>THE DIOCESE OF SHEFFIELD ACADEMIES TRUST</p>	<p>The DSAT Improvement Mission:</p> <ul style="list-style-type: none">• To create and sustain challenging, stimulating, nurturing and exciting learning experiences where all children achieve well and are keen to learn.• To deliver good and outstanding teaching and learning for all pupils every day.• To offer an inclusive framework for education that opens for our children “life in all its fullness”.• To empower leadership at all levels to drive improvements so that each school is aspirational and moves to its next level of performance.
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What is a Staff Well-being Charter?

This Charter sets out The Diocese of Sheffield Academies Trust (DSAT)’s commitment to the well-being of all its staff. DSAT is committed to providing a healthy working environment, improving the quality of working lives for all staff and recognises that staff are our greatest asset.

We understand that all staff have commitments outside their working lives which can also impact on well-being. We want our schools to thrive and our staff to feel well, working as a team. This Charter aims to support the Trust’s mission and core values, ensuring every member of staff is treated fairly, equally and professionally at all times.

This ‘live’ Charter is developed for all staff, by all staff and is embedded into daily school life.



Why is Staff well-being important to us as a Trust?

Well-being is inherently important to all individuals.

“Well-being can be understood as how people feel and how they function, both on a personal and a social level, and how they evaluate their lives as a whole” New Economics Foundation

‘DSAT has clear practices embedded to ensure all staff feel heard, valued and empowered to fulfil their role to the best of their ability and deliver a high-standard of education to the children; staff enjoy sustainable and fulfilling roles / careers; effective and sustainable work-life balance’

Why do we need a Well-being Charter?

- Ensures the collective culture of well-being across all schools by ensuring that all staff know what is happening, what support is available, and how they can contribute to the shared development of staff health and well-being and the Trust culture

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- Supports DSAT Improvement Mission
- Ensures our commitment to staff physical and mental well-being is embedded into culture.
- Recognition of everything our staff give to the children and their families
- Our Trust is an employer of choice – supports recruitment and retention
- Supports our Trust/School shared vision and values
- Everyone is aware of their role and responsibilities in building and maintaining this commitment to / culture of well-being
- Trust-wide Charter embedded ensures long-term, sustainable and authentic improvements to the health and well-being of all staff
- Enables the Trust to identify any hazards that could lead to poor staff health and well-being and reduce these where possible
- Comply with all statutory requirements



Why is well-being a priority for our schools?

- ✓ We care about our staff and want to support their holistic health.
- ✓ We recognise all that staff give to the children and their families within our Trust
- ✓ Wellbeing is important to the retention of a stable, high quality staff team
- ✓ Investing in wellbeing helps staff to be in school when they are well
- ✓ We understand that people need support at different times due to triggers in both personal and professional lives
- ✓ Increased productivity, engagement and job satisfaction of all staff
- ✓ Staff feeling supported, valued and invested in
- ✓ Staff are able to manage stress better and develop healthier coping strategies
- ✓ Studies / data show the link between staff well-being and pupil attainment



Our Well-being Charter supports our Trust Values;

- ‘Life in all its fullness’
- Collaboration
- Fairness
- Celebrate uniqueness
- Diverse communities
- Dignity and Respect
- Equality

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Who needs to be involved?

TRUST LEVEL

CEO/Deputy CEO
People Director
Trustees
Mental Health First Aiders

SCHOOL LEVEL

Headteacher
All Staff
Well-Being Group representatives
Mental Health Leads/First Aiders
Lead Local Board Member
Wellbeing Champion



Charter (Policy and Strategy)

The Well-being Charter has been developed for and by staff.

- We will share the draft charter initially with Headteachers and then with all staff in spring term.
- We collect staff voice through our annual well-being survey, short MS forms surveys and we will also use the Equality, Diversity and Inclusion survey in the spring term
- We monitor and evaluate our charter and the impact of our work across the Trust through regular reviews, our annual employee survey and exit interviews/questionnaires.
- We review all policies to ensure that well-being is a focus in them all
- We set clear expectations of all staff, explained through the induction process and performance management has a focus on well-being and work-life balance
- Headteachers and Leaders have access to termly professional supervision and an opportunity for coaching and counselling where required
- Wellbeing trustees and governors have an awareness of wellbeing and will be fully trained



Culture and Ethos

- We raise awareness of wellbeing practices through use of emails, posters, joining campaigns and our website.

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- We create positive and safe working environments where everyone feels valued and appreciated
- DSAT's investment in well-being is communicated regularly with all staff e.g. INSET days/Heads conference, website
- We ensure consistent and fair employee recognition – through Vision for Education free offer and wider initiatives such as our flexible day offer to support work-life balance
- Our staff know and use opportunities to voice ideas and opinions
- There is an open door policy with access to support from the Trust Central Team and Senior Leaders



Organisational Structure

- DSAT uses a Hub model for subject leads/Heads across the Trust with an emphasis on teamwork, collaboration, information sharing
- The Trust produces a calendar of events and key dates/meetings which is shared well in advance with all schools
- Training and development opportunities support professional development and allow staff to engage and perform at highest level
- Staff have access to a comfortable, clean and bright space for rest which is uninterrupted by work
- We embed systems for all staff to have regular meetings/performance management
- Supervision can be offered for staff handling challenging situations if appropriate
- Our senior leaders model good working practices and positive well-being
- We have clear and effective communication systems at both a Trust level and a School level

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Accessing Support

- Mental Health awareness is embedded across the Trust
- We have a DSAT Menopause policy
- Staff well-being workshops are prioritised regularly
- Mental health first aiders are accessible and the policy is in each school
- Support for professional development is available and staff are aware how to access this
- Reasonable adjustments are made where appropriate
- The Education support helpline and peer-to-peer support is available and widely publicised
- There is access to Occupational Health self-referral
- We use Buddy/mentor systems to support each other

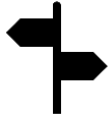


Workload and work-life balance

- We understand that we have a legal duty to control risks associated with work-related stress and control risks
- We offer all Heads Dedicated Headship Time to be taken away from school where possible
- We offer all staff one flexible day per year to support with work-life balance
- We use a work-load toolkit to be used to address any issues across the Trust and discuss with staff who share thoughts and work with leaders to identify solutions
- We offer homeworking for PPA/admin tasks where possible
- Calendars are well-planned and communicated in advance

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- We have a protocol on email communication outside of working hours – there is no expectation to read or respond and this is communicated to all staff



Additional Information

Guidance for staff experiencing Mental Health Needs

- We will regularly review and addresses any potential work-related causes of mental ill health as identified by staff through the annual survey and/or staff voice
- We understand that there may be personal and professional triggers and will offer signposting and support
- We will ensure all staff have access to support with mental health difficulties / needs through occupational health services and counselling
- We will offer reasonable adjustments to all staff where appropriate and possible



Legislation / Duty of Care:

This Charter is informed by a number of related strategies and guidance, as well as a number of legal requirements, including the Trust's Duty of Care for all its staff.

This Charter can be viewed alongside Policies including, but not limited to:

Menopause Policy

Mental Health First Aid

Health and Safety Policy

Anti-Bullying Policy

Attendance and Absence Policy

Whistleblowing / Grievance Procedures

Equal Opportunities Policy

Legislation that will be considered when promoting positive mental, physical and emotional wellbeing, including, but not exclusively:

- The Health and Safety at Work Act 1974

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- The Equality Act 2010
- Working Time regulations
- Employment Rights Act 1996
- Employment Relations Act 1999
- Stress Risk Assessment

This charter will be reviewed and updated regularly by the Trust People Director.

Review date January 2024