



LIGHTHOUSE
SCHOOLS PARTNERSHIP



DfE Education Wellbeing Charter adopted by LSP May 2022

DfE charter	Examples of what we currently do	Wellbeing development commitments for 2022-23
<p>1 Prioritise staff mental health</p> <p>We will:</p> <ul style="list-style-type: none"> tackle mental health stigma within the organisation, promoting an open and understanding culture. give the same consideration and support to mental health as physical health, including in the management of staff absence. fulfil our legal duty to control the risks associated with work-related stress in the education setting so far as is reasonably practicable. channel support to individuals whose role is known to have a significant emotional component. This might take the form of peer support, supervision, and/or counselling. 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 therefore ensure there are opportunities to increase joint working in support of pupils, as well as routes to refer for specialist support. 	<ul style="list-style-type: none"> We have reviewed our wellbeing provider and have increased offering available to our colleagues. We ensure that the DSL or Deputy DSL (with significant hands-on responsibility) receives emotional support/supervision/counselling appropriate to the context. Our schools all have qualified Mental Health First Aiders. A member of the central team is qualified as Mental Health First Aid instructor. 	<ul style="list-style-type: none"> We will review the absence policy to ensure mental health is included as well as physical health. Review the Stress Management Policy also. Our HR team will provide signposting for schools to accredited supervision providers.
<p>2 Give staff the support they need to take responsibility for their own and other people’s wellbeing</p> <ul style="list-style-type: none"> We will empower staff to take ownership of their own wellbeing and look out for the wellbeing of others. This will include ensuring that all staff are familiar with the different dimensions of wellbeing, including mental health, financial wellbeing and physical wellbeing. We will ensure that staff know how to access appropriate guidance, support and tools, and that their use is encouraged throughout the organisation. 	<ul style="list-style-type: none"> We have noticeboard signage for our Employee Assistance Programme (EAP) in staffrooms and other prominent locations. We give updates on the wellbeing offer at staff meetings periodically. LSP Gateway Wellbeing Centre has resources available to colleagues on physical and health, finances and diet. 	<ul style="list-style-type: none"> We will review induction processes to ensure that new colleagues are fully briefed on the LSP wellbeing offer and how to access it.



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<p>3 Give managers access to the tools and resources they need to support the wellbeing of those they line manage</p> <ul style="list-style-type: none"> We will work to provide managers with tools, resources and training to support their staff. We will not, however, expect managers to provide professional wellbeing support for which they have no professional training, and will ensure that there are clear routes in place to escalate for further support. 	<ul style="list-style-type: none"> Headteacher receive guidance and induction on tools, resources and training available in the trust to support wellbeing. We employ independent coaches (who are outside the line management chain) to support colleagues whose jobs are especially stressful (such as headteachers) or others who have identified need for support. 	
<p>4 Establish a clear communications policy</p> <ul style="list-style-type: none"> We will provide clear guidance to all stakeholders (internal and external) on remote and out-of-school/college hours working, including when it is and isn't reasonable to expect staff to respond to queries. This should not necessarily include preventing staff from accessing email at 'unsociable' hours if it suits them personally. 		<ul style="list-style-type: none"> We will consult on and introduce new communications protocols to support colleagues in restricting their use of email and other communication channels to reasonable term-time working hours. We will work with leaders to develop a culture that does not expect or reward 'round the clock' working.
<p>5 Give staff a voice in decision-making</p> <ul style="list-style-type: none"> We will constantly strive to improve the ways in which the voice of staff is included in the decision-making process across the college or school. (This may also include engagement with key stakeholders, such as recognised trade unions and others). In particular, we will proactively seek to draw upon the experience of those with mental health issues and/or of discrimination, ensuring that they are able to share their experience confidently and safely. 	<ul style="list-style-type: none"> We have good relations with our unions and through the employee liaison committee. We involve colleagues in Headteacher appointments and other significant appointments within schools. We survey colleagues at least annually. 	



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<p>6 Drive down unnecessary workload</p> <ul style="list-style-type: none"> We will work proactively to drive down unnecessary workload, making use of available tools (such as the Workload Reduction Toolkit for schools). 	<ul style="list-style-type: none"> We have developing workload impact assessments alongside our unions. We support our leaders when dealing with change. 	<ul style="list-style-type: none"> We will use the new workload impact assessments across all our schools to ensure that the workload implications for others is considered when any significant change is introduced.
<p>7 Champion flexible working and diversity</p> <ul style="list-style-type: none"> We will work to create a supportive culture around flexible working. We will agree an approach that not only recognises employees' legal right to request flexible working but acknowledges that for some staff working flexibly can be a key means of protecting and enhancing their personal wellbeing. We will work to promote diversity – eliminating discrimination, and advancing equality of opportunity. 	<ul style="list-style-type: none"> We have a Flexible Working Policy for formal contractual changes to working days and hours. Informally we support colleagues with leave to attend significant events, e.g. to attend their children(s) graduation ceremonies. We have a Equality and Diversity Policy and support this from advertising of vacancies through to employment of our colleagues. 	
<p>8 Create a good behaviour culture</p> <ul style="list-style-type: none"> We will work with staff and pupils to maintain and implement a school-wide behaviour policy. All staff and pupils will have a shared understanding of how good behaviour is encouraged and rewarded, and the sanctions that will be imposed if pupils misbehave. We will support staff to create calm, safe and disciplined environments, which allow teachers to teach and pupils to learn. Our approach will go hand-in-hand with understanding and supporting pupil mental health issues. 	<ul style="list-style-type: none"> Our schools' Behaviour Policies set out the culture, rewards and sanctions for each school to support good behaviour. 	<ul style="list-style-type: none"> The Trust will introduce a template behaviour policy to support schools in best practice. We will work with Behaviour Hubs to ensure that schools have access to high quality support to develop a 'good behaviour culture'.
<p>9 Support staff to progress in their careers</p> <ul style="list-style-type: none"> We will ensure that staff are able to pursue professional development without adversely impacting their own or other people's workload. In schools, we will ensure that any professional development activity 	<ul style="list-style-type: none"> We have a Centre of Professional Development to support colleagues with their careers. We run a very wide variety of PD opportunities including NPQs 	



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<p>is aligned to the Standard for Teachers' Professional Development.</p>	<ul style="list-style-type: none"> • We encourage colleagues to make themselves available for development, secondment and promotion through the LSP opportunities register. • We also support apprenticeships for existing colleagues and new joiners. 	
<p>10 Include a sub-strategy for protecting leader wellbeing and mental health</p> <ul style="list-style-type: none"> • We will ensure that all those with strategic decision-making responsibility (including as appropriate governors and trustees) should collaborate to develop a sub-strategy specifically for protecting leader mental health. This should include access to confidential counselling and/or coaching where needed. 	<ul style="list-style-type: none"> • We promote coaching and Local Governing Bodies fund coaching for all Headteachers. • The same offer is made available to leaders within the Trust Central Team. • Confidential counselling is available through the EAP Scheme to all colleagues. 	<ul style="list-style-type: none"> • Provide Heads and other leaders with confidential personality profiling to support their self-reflection.
<p>11 Hold ourselves accountable, including by measuring staff wellbeing</p> <ul style="list-style-type: none"> • We will measure the wellbeing of staff using recognised tools and metrics and be transparent about results. We will monitor trends over time, and act in response to changes. Further, we will work with staff and relevant stakeholders (this might include parents, recognised trade unions and others) to agree an approach to organisational accountability on our commitments, giving due consideration to workload. 	<ul style="list-style-type: none"> • Our Trust KPIs include the monitoring of attendance data and staff surveys. 	<ul style="list-style-type: none"> • We will develop further survey questions for colleagues to explore workload and wellbeing culture.

