

Inspire Excellence

Inspire Partnerships

Inspire Individuality

Inspire Futures



Inspire Partnership  
Multi-Academy Trust

# Staff Wellbeing Charter



**INSPIRE**  
Partnership Multi-Academy Trust



## “Wellbeing (noun):

**A state of complete physical and mental health that is characterised by high-quality social relationships.”**

*Department for Education.*

The Department for Education (DfE) has developed a Wellbeing Charter for all staff working within education settings in England, which sets out the commitments to protect and promote the wellbeing of education staff.

At IPMAT, we recognise the value of promoting wellbeing across all of our academies and have signed up to the charter.

However, as a Trust, we want to go further than this. We have set up a working party to support wellbeing across our Trust and to develop our own Wellbeing Charter, which will go above and beyond that published by the DfE.

We are committed to reducing the workload for our staff. We have started to develop our own Trust curriculum, complete with resources to reduce the time teachers spend on planning. We allow our teachers to take their PPA time at home, and we are driving down unnecessary paperwork and tasks across our Trust to support our staff further.

We carry out two staff wellbeing surveys every year and act on feedback. We value the opinions and ideas we get from our staff team and will continue to develop and strengthen our approach to wellbeing.

## **The IPMAT Central Team**

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***“Workload is taken into account and staff care.”***

***Ash Grove***

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# The Education Staff Wellbeing Charter (DfE)

The Department for Education has committed to doing the following:



## 'Design-in' wellbeing

1.

The DfE will integrate wellbeing into DfE's school workload policy test, where appropriate, considering the impact of policy changes on staff wellbeing.

## Measure and respond to changes in staff wellbeing



The DfE will measure the levels of anxiety, happiness, worthwhileness, life satisfaction and job satisfaction across the sector on an ongoing basis, using established metrics and methods.

It will track trends over time and build this evidence into policymaking.

It will continue to take the advice of sector experts on wellbeing and mental health.

2.



## Support the sector to drive down unnecessary workload

3.

The DfE will continue to work with the sector to drive down unnecessary workload and promote the Workload Reduction Toolkit.

It will work to remove unnecessary burdens, including improving how it collects data.

## Ensure that DfE guidance meets user needs



Where appropriate, the DfE will ensure its guidance covers staff wellbeing. It will develop guidance based on the needs of educational staff, focusing on what they need to know and do.

Where possible, it will publish gov.uk content aimed at education staff only during working hours.

4.

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## Champion flexible working and diversity

The DfE commits to establishing school cultures to support and value flexible working at all career stages.

It will strengthen its efforts to promote diversity in the sector – eliminating discrimination, advancing equality of opportunity and fostering good relations between those who share a protected characteristic and those who do not.

5.

## Break down the stigma around mental health

The DfE will build staff wellbeing and mental health into its wider communications strategy on recruitment and retention, linking to existing campaigns that aim to tackle mental health stigma in our society.

6.



## Embed wellbeing in training and professional development

The DfE will continue to strengthen support for professional development. It will ensure that training and development are underpinned by the Standard for Teachers' Professional Development and that it includes mental health and wellbeing where appropriate.

It will ensure that teacher training and professional development continue to include a focus on managing pupil behaviour effectively.

7.

## Improve access to mental health and wellbeing resources

The DfE will work to improve access to high-quality mental health and wellbeing resources online, with a particular focus on those that help employers and staff deliver its organisational commitments.

8.



## Review

The DfE will review progress made against its commitments. It will review the impact of this charter in helping to protect, promote and enhance wellbeing among staff.

9.

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# Ofsted

Ofsted recognises its role in protecting and enhancing the wellbeing of staff and has made the following commitments alongside the DfE's Wellbeing Charter.

**1**

Ofsted will ensure that inspectors take staff wellbeing into account in coming to their judgements and monitor this through quality assurance and evaluation.

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**2**

Ofsted will review whether the framework is having inadvertent impacts on staff wellbeing and take steps to alleviate any issues.

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**3**

Ofsted will continue to clarify that it does not expect providers to create documentation for inspection to try to reduce administrative workload.

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## Ofsted will also be clear that:

- It does not grade individual lessons or people.
- It does not require evidence from any lesson visit that could be used in capability/disciplinary proceedings or for the purposes of performance management.
- It does not require lessons to be planned in a certain way or for lesson plans to be provided to inspectors.
- It does not require schools or colleges to prepare for inspections.
- It does not require schools or colleges to provide information in any specific format.

***“It has been noticed that the Trust is working on well-being.”***

*Half Acres*

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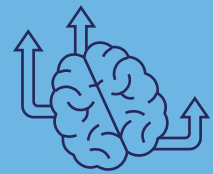


# Our Trust Wellbeing Charter

To build on the Department for Education's commitments to staff wellbeing, we present our own pledges to all IPMAT staff.

## ★ We will prioritise staff mental health.

### We are doing this by:



**1** Educating all our staff about the importance of mental health.

**2** Promoting a culture where staff self-esteem is valued and supported through open discussion, recognising the need for a supportive and friendly work environment.

**3** Fulfilling our legal duty to reduce stress within our settings (e.g. through stress risk assessments and workload reduction).

## ★ We will give staff the support they need to manage their own mental health and that of others.

### We are doing this by:



**1** Providing access to free counselling and wellbeing services, Champion Health App and employee benefits.

**2** Developing policies to support staff, including mental health and wellbeing.

**3** Providing coaching and supervision for staff to support wellbeing.





*“I always have a colleague to talk to.”*

*Girnhill*

★ **We will give managers access to the tools and resources they need to support the wellbeing of those they line manage.**

**We are doing this by:**



**1**

Committing to having trained Mental Health Leads and Mental Health First Aiders in every school.

**2**

Building wellbeing discussions into performance management and coaching sessions.

**3**

Channelling support to staff who need external services.

## ★ We will establish a clear communications policy.

### We are doing this by:



**1**

Reducing the frequency of communications from the central team.

**2**

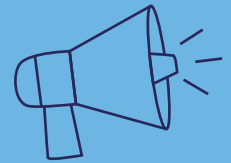
Restricting emails from 6pm to 7am to support workload reduction and wellbeing.

**3**

Developing clear guidance around communications which is shared with all stakeholders.

## ★ We will give staff a voice in decision-making.

### We are doing this by:



**1**

Carrying out a staff survey twice a year to collect staff views and act on the findings.

**2**

Working closely with unions to ensure staff have another route to a voice in our organisation.

**3**

Holding an annual Trust conference during which staff are encouraged to participate in decision-making.

*“I recognise the Academy does try to support our well-being.”*

*Ash Grove*

## ★ We will drive down unnecessary workload.

### We are doing this by:



1

Developing our own Workload Reduction Charter.

2

Developing a Trust-wide curriculum across most subjects with resources and planning to allow teachers to focus on what they do best – teaching!

3

Reducing reports to be short and succinct, minimising workload for leaders.

## ★ We will champion flexible working and diversity.

### We are doing this by:



1

Committing to allowing staff to take PPA at home where they can and offering as much flexibility as possible around family events and special occasions.

2

Considering flexible working requests where it does not impact the offer for our children.

3

Developing all policies to take into account all aspects of diversity and equality.

*“I love my job and the opportunities afforded me.”*

*Ackton Pastures*

## ★ We will create a good behaviour culture.

### We are doing this by:



**1**

Ensuring all schools have effective behaviour policies which promote cultures where behaviour for learning is good.

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**2**

Investing in Learning Mentors for all schools to further promote our expectations of good behaviour.

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**3**

Employing our own Educational Psychologist to work with staff to support their knowledge of dealing with behaviour in effective ways.

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## ★ We will support staff to progress in their careers.

### We are doing this by:



**1**

Developing coaching for staff to support personal development.

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**2**

Offering a strong CPD programme for staff at different levels, including support staff, ECTs and middle leaders.

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**3**

Offering opportunities for staff to work across different schools in the Trust to gain a variety of experiences.

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## ★ We will include a sub-strategy for protecting leaders' wellbeing and mental health.

### We are doing this by:



- 1** Setting up a wellbeing working party with representatives from across the Trust.
- 2** Encouraging leaders and staff in identified roles to participate in supervision sessions and coaching sessions with an external provider.
- 3** Including reflection questions around wellbeing in annual discussions with all staff.

## ★ We will hold ourselves accountable.

### We are doing this by:



- 1** Holding a twice-yearly staff survey with results shared across the Trust.
  - 2** Providing exit interviews for all leavers to identify issues where applicable.
  - 3** Sending regular reports to the Trust Board, members and Local Governing Bodies for accountability.
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# Our Strategic Aims

Here we have included highlights of our Trust strategic aims, which emphasise the importance of staff wellbeing within our family of schools.



## Inspiring Excellence

We are committed to continually developing a highly effective team of people with a shared vision to deliver the best possible outcomes. We provide our people with an environment to continually develop, where they can teach, grow and build a career and are supported to do their best work.



## Inspiring Partnerships

As a family of schools, we take collective responsibility for optimum outcomes for all children, sharing best practice, collaborating and challenging one another to deliver excellent teaching and learning.



## Inspiring Individuality

Our people are at the heart of all we do, and their wellbeing is paramount to ensuring a happy, caring and safe environment.



## Inspiring Futures

Our people matter, and the future life chances of our children depend on them. Effective leadership and succession planning is essential. And we are committed to developing the potential of all our people, recognising achievement and creating opportunities.

A complete version of our strategic aims is available at [ipmat.co.uk](https://www.ipmat.co.uk).

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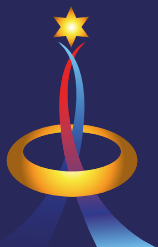


Tracks and signs



**“I feel my workload is manageable and I have a good work-life balance.”**

**Central Team**



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