



## The Testwood School Wellbeing Charter

A charter is a promise and this charter is a declaration of support for, and a set of commitments to, the wellbeing and mental health of everyone working in education at Testwood School. This charter builds on commitments made by the DfE and Ofsted to highlight staff wellbeing within education. One in four teachers leave the profession within 2 years of completing their training and as a school, we do not want this to happen. Teaching is a great profession.

### Wellbeing at Testwood School

At its most basic level, staff who are supported, motivated, able to do their job, recognised and have a clear sense of purpose will help to achieve the best outcomes for our students. Supporting the wellbeing and mental health of staff is vital in recruiting and retaining high quality education staff and is crucial in securing better outcomes for pupils.

Testwood School recognises that wellbeing is not a list of 'add ons' that can be offered to support mental wellbeing. Wellbeing needs to be embedded in every day practice to help our staff achieve balance. This charter will outline what Testwood School will do to ensure that is achieved.

In addition to the charter, research has shown staff wellbeing is shaped by a number of factors, all ensuring staff can thrive at work:

- Positive experiences – feel valued, supported and motivated.
- Social relationships – positive connections with colleagues, managers and pupils.
- Task achievement – you can get your 'work done'.
- Meaningful work – the work has an impact and purpose.
- Professional Development - developing teacher knowledge and classroom pedagogy

Testwood School is active in supporting staff wellbeing and reducing workload. Our current actions and initiatives in place:

- An AHT responsible for Staff Wellbeing and Belonging has been appointed to coordinate, monitor and take responsibility for Staff Wellbeing and Belonging.
- Wellbeing is at the top of every meeting agenda. Senior Team meet weekly and as the first agenda item, discuss staff whose wellbeing is of concern and need support. SLT also discuss staff that are flourishing and ensure they are recognised.
- Staff Wellbeing Group - meet every half term with itemised concerns with an SLT link present so that any issues raised can be feedback to Senior Staff.
- Where possible, staff are supported in flexibility in their job, acknowledging that for some staff working flexibly can be a key means of protecting and enhancing their personal wellbeing.
- Testwood School are a member of the Well Schools Network which aims to help improve education outcomes by placing wellbeing at its very heart to support school staff, senior leaders and young people

- To ensure that all staff are aware of day-to-day and upcoming events, information is provided weekly in a Bulletin, sent out every Friday, outlining key dates with a 'recognition Thank You' section for staff who have supported each other.
- We prioritise mental health and staff have access to confidential wellbeing support through Education Support.
- The staff wellbeing board is situated in the Staff Room. Staff are signposted to services, resources and literature to help support their wellness.

### Professional Development

- All requirements for ECTs are adhered to and a professional growth programme is in place to support those on their early career ladder.
- CPD is linked to the School's priorities to ensure that the focus remains on key actions and to avoid a time-consuming scattergun approach which increases workload.
- We support staff to progress in their careers with PMs that are linked to improvement priorities to ensure there is no duplication or additional work required. Additionally, the school fully supports entrance to the 'NPQ' programmes, leading to accredited leadership qualifications.

### Staff Voice

We give staff a voice in decision-making, by proactively seeking their thoughts and opinions on the values and visions of Testwood School.

- Staff are consulted regularly on any new initiatives and changes in policies that may alter their way of working. This is carried out through INSET meetings, Curriculum Leaders and Department meetings, breakout groups, surveys and working parties.
- Staff are all part of a 'Testwood team' through the whole school 'family'. This includes being part of a tutor teams, departments, working parties, social groups.
- We ask that all staff model expected behaviours, work within a culture of respect and set a good example, thereby reducing levels of stress and anxiety for others.
- Flexible working is positively supported. It is understood that staff take responsibility for monitoring and adapting their work to impact positively on their health and wellbeing.

### Workload at Testwood School

- Staff are not required to formally mark all classwork - every department has an assessment and feedback policy where they outline, within their curriculum intent, where students will be assessed. This allows for meaningful, manageable and motivating feedback to be provided to pupils at the point of learning.
- All marking should serve a single purpose to advance pupil progress and outcomes. Live marking is encouraged.
- Collaborative working is highly encouraged. Where possible, non-contact time is provided at the same time as Curriculum group colleagues, to allow for the sharing of good practice and reduce workload and stress. In single department, opportunities to work with other small departments is encouraged.

## Data Collection

- Data collection is limited to 3 times per year to ensure we can monitor progress and attainment without overburdening staff.
- We will not duplicate data for different audiences, therefore we will only 'collect' once.
- No written reports are expected of staff.
- Data software is in place, in the form of 4Matrix, so that staff are not expected to scrutinise their own data.

## Communication

- To promote wellbeing, workload and work – life balance, there is no expectation that staff respond to emails between 5pm and 7.30am. 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. We encourage staff to schedule emails.
- Staff are encouraged to use the electronic diary to record events and events are displayed on the internal Google calendar.
- We have a dedicated email where staff can voice their concerns regarding their wellbeing. This email is monitored by the AHT for Wellbeing:  
[wellbeing@testwoodschoo.co.uk](mailto:wellbeing@testwoodschoo.co.uk)

## Working Practices

- We will minimise meeting times, where possible, and meetings will run to time.
- The calendar is carefully considered to ensure that where possible, evening events (parents evenings, information evenings) are not scheduled closely together.
- Agendas are distributed at least one work day before the meeting, accompanied by all resources to ensure meetings are efficient and effective.
- A designated space in the Staff Room has been identified for PPA to allow for quiet, focused and uninterrupted work.
- Any policy reviews will be completed with staff workload and wellbeing in mind.

## Wellbeing Activities

- Staff wellbeing group plan and organise wellbeing activities and consult with staff during dedicated time in INSET days. These are voluntary and there is no 'forced fun'. Suggestions from staff are most welcome.
- To improve wellbeing, requests to attend events such as nativities, sports days, graduations will be met, wherever possible, where cover can be arranged or is not required.