



V E N N

DfE EDUCATION WELLBEING CHARTER

Together we will...

Pioneer | Inspire | Achieve | Collaborate | Create

VENN'S COMMITMENT TO THE DfE WELLBEING CHARTER 2024/5

Venn is committed to supporting staff's mental health and wellbeing and are committed to working to the principles set out the DfE's Wellbeing Charter. Examples of activities and how Venn adheres to these principals are listed below. This document should be read in conjunction with Venn's Wellbeing Policy and Venn's People Strategy.

01 PRIORITISE STAFF MENTAL HEALTH

WE WILL:

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.



Mental Health first aiders are available throughout the trust.

Supervision available to those who need it.

Stress risk assessments available to support those in school.

Wellbeing champions in each school.

Generous employee assistant programme available to all staff from day one.

Counselling sessions available to staff, and their adult family members, free of charge.

02

GIVE STAFF THE SUPPORT THEY NEED TO TAKE RESPONSIBILITY FOR THEIR OWN AND OTHER PEOPLE'S WELLBEING



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.

Ensure that staff know how to access appropriate guidance, support and tools, and that their use is encouraged throughout the organisation.

Dedicated internal staff SharePoint with numerous signposts to external support.

Venn support sheet for Venn staff is widely publicised across the trust with external and internal support.

Frequent email communication regarding topical days regarding wellbeing and mental health.

Newsletter articles highlight the importance of wellbeing.

Emotional wellbeing support highlighted within staff induction.

Occupational health is available to all staff when needed, across all regions.

03

GIVE MANAGERS ACCESS TO THE TOOLS AND RESOURCES THEY NEED TO SUPPORT THE WELLBEING OF THOSE THEY LINE MANAGE



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.

Training for all managers to be supportive, in return to work meetings, probation meetings, and “sensitive conversation” meeting.

New to Principal course.

Internal training resources on sharepoint.

Internal and external supervision available for staff and leaders.

04

ESTABLISH A CLEAR COMMUNICATIONS POLICY



WE WILL:

Provide clear guidance to all stakeholders (internal and external) on remote and out-of-school 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.

Staff who email after working hours should have a “although I may choose to reply after my working hours, there is no expectation for you to read or respond outside of your working hours”.

Training has been given on how to “delay sending”.

05

GIVE STAFF A VOICE IN DECISION-MAKING



WE WILL:

Constantly strive to improve the ways in which the voice of staff is included in the decision making process across the 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.

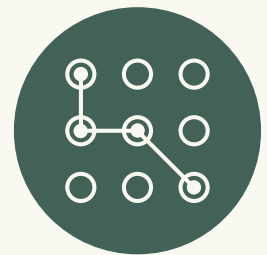
Good relationships had with Trade Unions.

Productive VJCC meetings, where we meet with trade unions across all five authorities.

An annual employee survey is circulated, results analysed and improvements made.

06

DRIVE DOWN UNNECESSARY WORKLOAD



WE WILL:

Work proactively to drive down unnecessary workload, making use of available tools (such as the Workload Reduction Toolkit for schools).

Live marking is encouraged.

Network meetings and shared areas allow planning to be shared to reduce workload.

Teams meetings are utilised where face to face meetings are not required.

07

CHAMPION FLEXIBLE WORKING AND DIVERSITY



WE WILL:

Work to create a supportive culture around flexible working.

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.

Over the last academic year (2023/4) 15 of the 15 FWR received, have been granted.

Flexible working policy available for all.

PPA can be taken at home, or at school, to allow teachers to have flexibility of where they best work.

08

CREATE A GOOD BEHAVIOUR CULTURE



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.

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 and SEND issues.

Each school has a pupil behaviour policy, which is reinforced and the code of conduct to outline expectations.

Debriefs occur frequently in our specialist settings, for staff to learn and process challenges from the day.

EHCPs highlight the needs of pupils to support a positive culture.

Positive language of praise as rewards helps create that positive behaviour culture.

09

SUPPORT STAFF TO PROGRESS IN THEIR CAREERS



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 is aligned to the Standard for Teachers' Professional Development.

Aspirant Leader Programme.

The Artisan Teacher Programme.

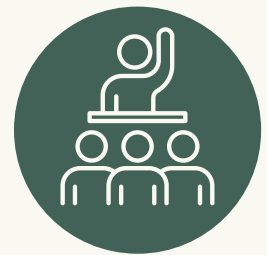
Hear My Voice.

1:1 CPD with directors of learning
Career development pathways.

NPQs are encouraged.

10

INCLUDE A SUB-STRATEGY FOR PROTECTING LEADER WELLBEING AND MENTAL HEALTH



WE WILL:

Ensure that all those with strategic decision-making responsibility (including where governors and trustees) should collaborate to develop a sub-strategy specifically for protecting leader mental health. This should include access to confidential coaching where needed.

Counselling is available through the EAP.

Supervision is available for leaders (internal or external).

Hear My Voice coaching available for all staff (where requested).

Wellbeing is a regular agenda item on governing body agendas.

11

HOLD OURSELVES ACCOUNTABLE, BY MEASURING STAFF WELLBEING



WE WILL:

Measure the wellbeing of staff using recognised tools and metrics and be transparent about results.

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.

Annual employee survey happens, results analysed, and improvements made.

Sickness rates are analysed.

Exit interviews are held to assess reasons for leaving.

Regular agenda item on VJCC with the trade unions.

