

SECAT

BUILDING STRONG SCHOOLS
BUILDING STRONG PARTNERSHIPS
BUILDING STRONG COMMUNITIES



SECAT
STAFF WELLBEING CHARTER





SECAT WELLBEING CHARTER

We believe that everyone working within SECAT should have the opportunity to enjoy the highest standard of wellbeing and mental health.

In line with the DfE Staff Wellbeing Charter, SECAT recognise that everyone has a role to play in creating an environment free from mental health discrimination, guided by emotional intelligence and characterised by supportive, nurturing cultures.

We have committed to develop this for long-term strategy for improving staff wellbeing:

- Prioritise staff mental health
- Give staff the support they need to take responsibility for their own and other people’s wellbeing
- Give managers access to the tools ad resources they need to support the wellbeing of those they line manage
- Establish a clear communications policy
- Give staff a voice in decision-making
- Drive down unnecessary workload
- Champion flexible working and diversity
- Create a good behaviour culture
- Support staff to progress in their careers
- Include a sub-strategy for protecting leader wellbeing and mental health
- Hold ourselves accountable, including by measuring staff wellbeing





Ofsted

Ofsted recognises that we have a dual role to play in protecting and enhancing the wellbeing of education staff. First, we are committed to making sure our requirements of schools and colleges on wellbeing are clear. Second, we recognise that education staff can feel that inspections are a source of stress.

1. We will ensure that inspectors take staff wellbeing into account in coming to their judgements and monitor this through quality assurance and evaluation.
2. We will review whether the framework is having inadvertent impacts on staff wellbeing (for example, creating unnecessary workload) and take steps to alleviate any issues
3. We will continue to clarify that we do not expect providers to create documentation for inspection, to try to reduce administrative workload. We will also be clear that:
 - we do not grade individual lessons or people
 - we do not require evidence from any lesson visit that could be used in capability/disciplinary proceedings or for the purposes of performance management
 - we do not require lessons to be planned in a certain way or for lessons plans to be provided to inspectors
 - we do not require schools or colleges to prepare for inspections



Principles of Shared Understanding

- Wellbeing is subjective (but it can be measured)
- Wellbeing has multiple benefits
- Wellbeing is holistic
 - Health
 - Security
 - Environment
 - Relationships
 - Purpose
- Wellbeing is a shared responsibility
 - DfE and associated non-ministerial departments
 - Employers
 - Governing boards
 - Senior Leads
 - Individuals

