Our Wellbeing Charter

At Tidbury Green School

To develop professionally, we have:	**To reduce workload, we have:**
• A CPD programme for all teaching and learning staff. • Priorities that are planned in advance, linked to the school's improvement plan. • Staff meeting CPD opportunities that are carefully considered to balance developing and supporting staff. • Any staff member can request or lead CPD. • Staff at all levels are encouraged and supported to lead training. • Coaching techniques that are used to support staff with their professional development. • We develop leadership positions at all levels. • We have a comprehensive training programme and support for ECTs. ECTs have time given for reading ECT training materials and cover provided for ECT network events. • We welcome volunteers/trainees at all levels and support them rigorously. • Lesson visit timings are carefully considered in the best interests of the visited staff member's professional development. • Lesson visit feedback is a discussion focussed on how to professionally develop practice further. • PPA time is with year group partners to encourage professional conversations and give maximum support. • Subject leaders each have a curriculum coach for consistency of support and professional development. • Ambitious attitudes to support everyone to develop further and be intellectually stimulated with research and professional discussion.	• A senior leadership team that considers carefully how tasks and events across the school calendar are evenly distributed. • A weekly staff survey to provide opportunities for making suggestions and celebrating the work of colleagues for an on-going wellbeing dialogue. • SLT open door policy at all times. • PPA in teams to share the workload and the resources. • Admin staff who support the teaching and learning team with admin tasks. • Our own school cover team to save time explaining learning and processes to supply staff. • A revised for workload, whole school marking policy to ensure all marking is manageable, meaningful and motivating. • Non-contact time for subject leaders. • Staff meeting time for data entry and parents evening preparation. • Meetings that are held are purposeful, meaningful with an agenda and timescale set in advance. • Diary dates combined into a weekly email of 'briefing minutes'. • Dedicated time for report writing. • No expectation by staff to respond to emails outside of working hours.
For children's wellbeing, we have:	**At Tidbury Green School, we have:**
• Kind and nurturing staff team who listen carefully to children's needs and feelings. • Opportunities to contribute their thoughts and ideas through School Council. • Our Tidbury pets provide therapeutic support and develop empathy. • A school mentor who can meet with an adult to discuss issues worrying them. • Trained Thrive Approach practitioners, who can provide social and emotional learning. • Vigilant staff who have been trained to spot indications of difficulties with mental health. • A lunchtime staff member each for every class. • Playground equipment and structured games for break and lunchtimes • Further enrichment to develop talents and interest such as learning to play an instrument or joining a choir. • A wellbeing week and residential visit for Year 6 pupils in March each year. • Well maintained, well-equipped and generous outdoor green space. • Daily mile each day to support pupils to enjoy the mental health and wellbeing benefits of fresh air and exercise. • Early Years Forest School • Recognition boards, Hot Chocolate Friday and Tea Party Friday with the Headteacher each week.	• Supportive staff who look after each other's mental health and are welcoming to new members of the team. • A mentor system for new staff. • A comfortable staffroom with the facility to eat lunch, relax and support colleagues. • Light refreshments available daily and 'forgotten lunch' options available in the staffroom. • Staff social events out of school. • A flexible approach to appointments, children's events, elderly care etc. • Regular phase meetings, with wellbeing featured on the agenda on a regular basis. • Weekly briefing segment dedicated to sharing good practice and for thanking staff. • Countless opportunities for staff to be involved with the wider life of the school including trips, clubs and residential visits. • A trained, senior mental health lead, who is available to discuss staff mental health and offer support. • Signposting to a wealth of agencies that can support staff wellbeing including buying into the Viv-Up benefit scheme for all staff. • A clean, tidy, organised and well-maintained working environment.