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The Linden Centre

Wellbeing Charter

**The Linden Centre Wellbeing Charter**

Creating a thriving school community by nurturing the wellbeing of all staff

**Our Commitment**

We believe that the wellbeing of our staff is essential to the success of our school. We are committed to creating a supportive, inclusive, and mentally healthy environment where everyone feels valued, respected, and empowered to flourish.

**Whole-School Wellbeing Principles**

* Prioritise psychological safety, trust, and kindness
* Encourage open dialogue and active listening
* Recognise and celebrate staff contributions
* Provide clear communication and manageable workloads
* Promote work-life balance and healthy boundaries
* Offer ongoing professional and emotional support

**Roles and Initiatives**

**Pupils**

Role: Be kind, respectful, and actively contribute to a positive classroom atmosphere  
Initiatives:

* Pupil voice activities: regular opportunities for feedback on learning and classroom climate
* Wellbeing ambassadors or peer mentors supporting positive relationships
* Behaviour charters co-created with students
* Lessons on emotional regulation and empathy (PSHE, assemblies)
* Celebrate Staff Appreciation Week with pupil-led thank-you initiatives

**Parents & Carers**

Role: Support a culture of respect, collaboration, and mutual care for staff  
Initiatives:

* Parent code of conduct promoting respectful communication
* Clear channels for concerns that protect staff from undue stress
* Workshops on supporting children’s emotional needs at home
* Positive feedback opportunities (e.g., “Appreciation Friday” messages)
* Parent Wellbeing Committee member to liaise with school leadership

**Teaching Assistants & Support Staff**

Role: Collaborate, communicate and contribute to team wellbeing  
Initiatives:

* Regular wellbeing check-ins with line managers – Monthly 1:1s and open door touch base
* Inclusion in planning and decision-making processes
* Access to professional development and coaching
* Protected time for breaks and wellbeing activities
* Peer support groups and “TA Tea & Talk” sessions weekly

**Teachers**

Role: Model positive wellbeing practices and support colleagues  
Initiatives:

* No marking or emails before 7am or after 7pm and weekends
* Wellbeing INSET day
* Access to supervision or mental health support sessions
* Flexible working requests considered where feasible
* Simplified planning formats to reduce workload
* Celebratory events and informal staff socials

**Senior Leaders (SLT)**

Role: Champion staff wellbeing, lead by example, and monitor impact  
Initiatives:

* Staff wellbeing survey twice yearly with transparent follow-up actions
* Workload impact assessments before policy changes
* Wellbeing reps from each team to feed into leadership meetings
* SLT visibility and presence during challenging times
* Regular “You Matter” messages, shout-outs, and drop-ins
* 1 day out of class per week – Protected management time

**Headteacher**

Role: Strategic wellbeing lead; responsible for embedding a culture of care  
Initiatives:

* Dedicated Staff Wellbeing Policy integrated into the School Development Plan
* Headteacher open-door policy and monthly “Wellbeing Coffee with the Head”
* Annual budget allocation for staff wellbeing
* External wellbeing audits or MHFA training every 2 years
* Ensure leaders are held accountable for staff welfare in performance management
* 1x protected WFH day per week

**Universal Wellbeing Offer (for all staff)**

* Access to a Mental Health First Aider
* Free counselling via Employee Assistance Programme (EAP)
* Access to Pupil, Parent and Colleague Pastoral Welfare Support
* Wellbeing newsletter with tips, gratitude notes, and inspiration
* Annual Wellbeing day
* Recognition board and Termly staff awards
* Subsidised or discounted gym/wellbeing app memberships

**Monitoring & Review**

This charter will be reviewed annually in consultation with staff through surveys, forums, and 1:1 feedback. The Wellbeing Lead will report to governors on progress and developments.