

OAE

Wellness

Charter

Principal Statement

At Oasis Academy Enfield we place the wellness of staff at the centre of our ethos, values and approach to education.

Wellness is defined as, *'the state of being healthy, especially when it is something that you actively try to achieve.'* (Oxford English Dictionary, 2024).

At OAE we support the wellness of staff through a holistic lens. That is, we **'look after the whole person.'** We are focussed, as an organisation in cultivating a workplace where health and wellbeing are seen as motivational driver for success. Our school community is built on the OCL 9 habits.

Compassionate	Patient	Humble
Joyful	Honest	Hopeful
Considerate	Forgiving	Self-controlled

This means that we are a school community that values trust and autonomy in all our practitioners. We appreciate that to ensure that our staff feel supported in their roles, a core element of wellbeing, we appreciate the hard work and skill that is shown every day, when working with young people. We focus on noticing and appreciating the role that all our staff play in ensuring that we provide a good quality of education for our young people. We have a culture of constant engagement with our staff body, where feedback drives change and a constant commitment to improving standards across the Academy.

The Wellness Charter outlines how we ensure that we remain committed to this philosophy, no token gestures but a culture of wellness, whilst building resilience in our school community.

Emma Robinson

Principal

The Oasis Academy Enfield Wellness Strategy

The OAE Wellness Strategy is based on four key principles.

1. Ethos and Culture

We encourage all our staff and student to align themselves with the Oasis Community values and ethos, grounded in the 9 habits. At OAE, our academy ethos is to be best you can be. We therefore recognise that this is not possible unless we live and breathe both the OAE and OCL ethos of inclusion but also that we recognise the importance of consistency, and high expectations has on creating an environment that is inclusive of all our stakeholders.



2. Systems

OAE, operates under a systems approach to ensure that we are efficiently and effectively supporting an education system at the Academy that enables our students to aspire for a brighter future. Our systems allow us to be flexible and innovative to ensure that we are providing a holistic approach to education, as we work collaboratively with all stakeholders.



3. Professional Development

The Enfield Way is to LEARN, which is not only an acronym for our values but also a passion across the academy community to support life-long learning. Professional development is central to creating an outstanding quality of education for young people. It is essential to provide the highest quality of staff education to ensure they we are up to date and constantly expanding our knowledge and skills to ensure that we provide an environment that supports aspirational student outcomes.



4. Feedback

The Enfield Way is to LEARN, which supports a culture of constant feedback. Where we value that feedback is the only way we can learn, grow and improve. Research shows that high quality feedback not only builds confidence, competence and motivation but in doing so, our reflection ensures that we become more self-aware.



Principle One:



Ethos and Culture

- Supporting staff wellbeing is a central priority at OAE. Meaning that when considering any systems change, policy development or policy into practice we ensure that there is a positive impact on the wellbeing of both our staff and our students. The production of this Wellness Charter for OAE.
- The Oasis Way for Inclusive Practice and Leadership is our framework for transformational inclusion at the heart of the community. All Oasis academies recognise that relationships are vital, and our inclusive approach is based on cutting-edge cognitive science and developmental psychology research into the impact of trauma, attachment, ACEs and SEND on the way our children learn and develop. OAE is a bronze level ETIPPS – Trauma Informed School. The Oasis Way ensures all our academies are aligned in a shared approach to relational, restorative and-trauma responsive practice through three core policy areas: Behaviour and Pastoral Care, Special Educational Needs and Personal. <https://www.oasiscommunitylearning.org/education/the-oasis-way>
- To help us in this process of personal growth and development we have the Oasis 9 Habits. It is our bespoke and unique approach to character development. We know that by living the way of the Habits, the Oasis Ethos will become second nature to us. We also believe that this process of continually developing our character and being transformed to become the best version of ourselves is important for every student and staff member alike. Therefore, we actively promote and practice the Oasis 9 Habits which are an invitation to a way of life characterised by being compassionate, patient, humble, joyful, honest, hopeful, considerate, forgiving and self-controlled. <https://www.oasiscommunitylearning.org/about-us/vision-and-values>
- We understand the people are at the very heart of what we do. It is vital to our ethos, aims and mission that our staff are happy and feel supported in their workplace. We therefore are continually working on a robust staff wellbeing offer for everyone in our family. This includes a free counselling service, and specialist materials via our Occupational Health partners. As part of that offer, we also release regular wellbeing resources to all our staff via subscription and our staff intranet. <https://www.oasiscommunitylearning.org/careers/our-offer-to-you/staff-wellbeing>
- We understand the value for staff of working in an environment where of staff are being supported to balance the needs of our families with our work-life. Therefore, where possible the Academy aims to recognise the importance of attending family events and personal appointments. It does so by taking a personal approach to our staff absence policy.
- A minimum of one staff social event per term. These are subsidised by the Academy and organised by a committee of staff. We also have a calendar of staff House events, which support an ethos of collaboration and community.

- We are proud to be part of the Health Shield Cash Plan Scheme. Our employees can opt in* for a small monthly fee.
<https://www.oasiscommunitylearning.org/careers/our-offer-to-you>
- We are located approximately a 10minutes on foot from Enfield Lock station, which is accessible using the Greater Anglia train line, with trains to/from Stratford and Hertford East. We also have a large car park, which offers free parking facilities to all employees.
- Calm and purposeful workspaces are plentiful at OAE. Each faculty has a space where they can work both privately and collaboratively. We have prioritised a large education zone, a resourced staff room and faulty work rooms, where the physical environment is clean, calm and green.
- OAE offers all staff one annual wellbeing day per year, where staff can book a day out of the Academy to take part in an activity that supports their wellbeing, ranging from a birthday, family day or taking part in a hobby/course. * OAE reserves the right to restrict the number of employees off on any one day.
- OAE has a fully operational fitness facility which is in the process of being upgraded. This is accessible to all staff free of charge, before and after school and during weekends.
- **Cycle to work** scheme with the Green Commute Initiative's cycle to work scheme, here you can spread the cost, using a salary sacrifice scheme over a maximum of 48 hours.
- ICT provision, including laptops, iPads and mobile phones are provided for all staff and enable staff to organise and manage their own workload.
- At OAE we have the privilege of employing our own Mental Health First Aider and the possibility of being trained as one. We also provide time with our onsite counsellor for staff supervision on request.
- We recognise that birthdays as an important day to be recognised by the workplace and in doing so demonstrate a sign of being valued. As such we celebrate all staff birthdays with a card and a gift of a book voucher.
- We enjoy celebrating each other, the service we provide and the support we provide each other to enable us to our jobs effectively. We do this through half termly ABCD, FRED awards and weekly staff LEARN cards.
- Positive affirmations are displayed throughout the Academy, on walls, windows and replacing mirrors in the student toilet facilities. We do this as we recognise that displaying positive affirmations will disrupt negative thoughts and habits. This will improve self-esteem, self-confidence and mental wellbeing. We also have a weekly gratitude as a standing agenda item in leadership meetings.
- In summer 2 term, we have a centralised WFH application process, where staff can request time to work on academy-based projects from home to allow focus and increased productivity.

Principle Two:



Systems

- We operate a learning walk and deep dive approach to monitoring and improving the quality of education across the Academy. Lessons are not graded and there is no requirement for lesson plans to be submitted.
- We manage data collection centrally via the Raising Standards Lead, which ensures that data collection is done so to improve outcomes for students. That the points in the calendar when data is collected is managed alongside the other demands on workload and time.
- OAE has a centralised communication systems at faculty, department, whole academy level. This means that we can manage workload requests, which has the most positive impact on the wellbeing of our middle leaders. Our own internal researched showed that middle leaders can use the centralised communications to support the organisation and prioritisation of time, thus positively improving the wellbeing of all.
- The School Teachers Pay and Conditions Document (STPCD) for England says: “Teachers should be required to provide cover only rarely, and only in circumstances that are not foreseeable (this does not apply to teachers who are employed wholly or mainly for the purpose of providing such cover).” This policy is applied at OAE for all teaching staff. We currently employ three full time cover supervisors at OAE.
- We are located within the outer London pay scales.
- One break per week. Paid additional lunch duties.
- We have a system of ongoing, weekly professional development that meets the needs of all staff. This along with academy events, such as parents’ evenings all take place on a Wednesday, meaning that there is no requirement to attend a programme of meetings on any other day of the week (*staff maybe required to attend strategic meetings based on the MER programme but will be given advanced warning). We also have a ‘no meeting week’, once per half term. We are transparent about our commitment to 1265 and as such we consult on directed time, every academic year.
- There is no requirement for any member of staff to read or respond to e-mails before 7am or after 7pm, nor at the weekends.
- The Academy calendar is drafted and consulted on in June of each academic year. It is published in September of each year, with all commitments/events in one location.
- JDs
- A clear and robust policy on requests for flexible working, KIT days, work-based support via occupational health and absence management. The Academy uses both centralised OCL policies and OAE localised policies.

Principle Three:



Professional Development

- The Academy consults on and publishes its 1265 directed time commitment annually.
- PM targets and review includes a focus on professional development for all staff.
- The weekly professional development programme allows for time to develop pedagogy and professional practice as a whole academy and then into context via faculty or department focussed professional development. The programme supports our continued development and embedding of the OAE Six Fundamentals at OAE. We use the 'Walk Thrus' resources to provide a common, shared language around teaching and learning. We provide free access to the resources from this programme online.
- As an academy with above 50% pupil premium students, we can offer full scholarships on the NPQ programmes of study from NIOTT.
- We support and develop new teachers via the trainee placements. We offer placements for those joining the profession via either the SKITT or PGCE route. We also have expertise to support those joining teaching via the Teach First route.
- All leaders at OAE are provided with a six-week leadership development course from OCL. In helping our leader to become more self-aware and increase their knowledge of leadership practice, we continue to build our collegiate and inclusive ethos. We use the OCL leadership competencies to review our own practice and organise a professional development programme that supports continuous leadership improvement.
- Protected gained time in the final summer term to allow for staff to reflect on the curriculum over the course of the year, student outcomes and prepare for the following academic year.
- One OCL Centralised INSET day per year plus a plethora of learning and development courses via the L&D zone on the Oasis zone.
- The Academy has access to training, support, advice and guidance from the OCL National Lead Practitioner network.
- Free digital access to TES both via the internet and the TES app.

Principle Four

Feedback



- Each year the Academy conducts a staff survey to ascertain the views of the whole staff body on key issues that affect those working in education, with the focus on wellbeing. This allows the Academy to continually evaluate the quality of our provision, make improvements and welcome ideas on how to adjust and grow as an organisation.
- Rigorous and supportive Performance Management process.
- The Academy Leadership Team conduct annual 1:1 wellbeing interview with all staff members, providing a personalised feedback approach which ensures that all areas of the Academy are functioning under a supportive framework.
- The OAE Wellbeing committee meet once per half term to discuss Academy policies and improvement. This feedback contributes to the annual SEF report and the OAE LOP.
- Subject specific feedback policies that are developed from the Academy feedback policy, which has been created to reduce workload
- Use of StepLab for shoutouts linked specifically to teaching and learning. All staff are expected to conduct learning walks on each other, specifically focusing on areas of their practice they wish to develop further and learn from each other. This system produces shout outs with the app and personalised via the weekly briefing or LEARN car.
- OAE have adopted an open-door policy, which enables a culture of support and learning.
- Change at OAE is consulted on with the whole staff body, allowing space and time for feedback, low scale roll out and whole scale feedback on success. At all stages of the process the feedback from staff is acknowledged, reviewed and used to improve our systems.