Framework for Ethical Leadership in Education: *applied* - **#3 Mental health and Well-being**

FRAMEWORK FOR ETHICAL LEADERSHIP IN EDUCATION

TRUST	*Teachers are trustworthy and reliable.* We hold trust on behalf of children and should be beyond reproach.	**Ensure children and young people have quality, reliable people to teach them and look after them. Strong relationships are built on respect, reliability and honesty.**	**Hold trust for children by taking care of staff, enabling high-quality, independent and successful professionalism in a safe emotional climate where staff and pupils can share open conversations about mental health without fear of being judged.**	**Leaders model vulnerability by sharing their own wellbeing strategies, showing that it's safe to speak up.**	*Example: Introduction of "Wellbeing Check-ins" where staff and pupils can confidentially share concerns with pastoral leads.*
WISDOM	*Teachers use experience, knowledge and insight.* We act calmly and rationally, serving our schools and colleges with thoughtfulness, propriety and good sense.	**Be predictable, reliable and wise, ensuring that wisdom seeps through the organisation, applying sound judgements in complex situations through balancing evidence and needs.**	**Enable staff to relax into succeeding in their roles without having to waste energy on preventing, avoiding or responding to capricious or opaque demands.**	**Review workload impact before introducing any new initiatives and seek feedback from staff.**	*Example: Using research on trauma-informed practice to inform a new behaviour for learning policy, which details how to consider adapting approaches to reduce stress and disadvantaging vulnerable pupils.*
KINDNESS	*Teachers demonstrate respect, generosity of spirit, understanding and good temper.* We give difficult messages humanely where conflict is unavoidable.	**Pay attention, though kind and humane leadership, to wellbeing and mental health.**	**Foster healthy working practices to underpin their working lives, with good time boundaries, so staff are the more able to serve young people selflessly.**	**Ensure leaders frame workload discussions with compassion, not compliance.**	*Example: "Kindness Charter" co-created by pupils and staff celebrates daily acts of care — from peer mentoring to thank-you notes in the staffroom.*
JUSTICE	*Teachers are fair and work for the good of all children.* We seek to enable all young people to lead useful, happy and fulfilling lives.	**Establish a foundation of a just educational provision for all children through having high-quality, happy and reliable teachers in a stable school.**	**Ensure staff should be recognisable role models for children and young people.**	**Complete school wellbeing audits and ensure that any identified areas for development are acted upon.**	*Example: Use pupil voice groups as a sounding board for quality assuring your 'just' processes and practices apply to all pupils.*
SERVICE	*Teachers are conscientious and dutiful.* Our actions protect high-quality education.	**Lead for others, not in self interest. Develop a culture of care and collaboration, not competition across the schools.**	**Enable teachers to fulfil their professional requirements and hold them to account for their service.**	**Retrieve, and promote, the language of 'service' and contributing to an 'education service'.**	*Example: Leaders model shared purpose and humility e.g. SLT spending time covering playground duties to ensure staff have breaks where needed.*
COURAGE	*Teachers work courageously in the best interests of children and young people.* We protect their safety and their right to a broad, effective and creative education. We hold one another to account.	**Do the 'right thing', even when it is difficult. Leaders choose to do the 'right thing' for pupils, staff and stakeholders, despite the accountability measures.**	**Courageously resist panics and proxies to concentrate on high-quality stability: a broad and stable curriculum taught by motivated subject experts is an entitlement for all children.**	**Ensure quality development of the school is seen as a high priority.**	*Example: Leaders are transparent in how they are addressing complex issues such as bullying and workload, and challenges stigma and systemic pressures that challenge wellbeing.*
OPTIMISM	*Teachers are positive and encouraging.* Despite difficulties and pressures we are developing excellent education to change the world for the better.	Promote, across the school, a cheerful and upbeat narrative no matter the present difficulties.	Advance staff wellbeing through a frequently-discussed and positive shared vision.	Use a restorative approach rather than punitive measures, using mistakes as learning opportunities.	*Example: Assemblies and staff briefings celebrate small wins -- persistence and optimism are rewarded, building resilience in the school community.*