

# Shottery St Andrew's CE Primary School



This policy is underpinned by our school vision based on the scripture,

*'Let your light shine before others,  
that they may see your good deeds and glorify your Father in heaven.'*  
Matthew 5:16

## Staff Wellbeing Policy

<b>Date adopted by Governors:</b>	<b>September 2025</b>
<b>Date for policy review:</b>	<b>September 2026</b>
<b>Person responsible for review:</b>	<b>Headteacher</b>
<b>Signed by Chair of Governors</b>	<i>L. Cranelly</i>

## **Introduction**

Shottery St Andrew's CofE Primary School recognises that our staff are our most important resource and are valued, supported and encouraged to develop personally and professionally, within a caring, purposeful learning community.

We recognise that there is a direct correlation between the wellbeing of our staff and the wellbeing of our pupils, and that the culture and ethos of a school are determined by the extent to which staff work towards a shared vision.

We believe that it is essential that all staff feel part of a valued team, have the opportunity to express their views, and are supported to manage their workload within a culture that supports a healthy work-life balance.

## **Statement of intent**

Name of school is committed to protecting the health, safety and welfare of our employees. Preventing stress is a major factor in maintaining the wellbeing of the school's staff. In light of this, the school understands the importance of trying to reduce and deal with stress, and the factors that may cause our employees to become stressed.

The purpose of this policy is to outline the responsibilities of the school and staff members in supporting wellbeing and promoting mental health, and to advise employees on how to deal with mental health issues and prevent stress.

The Health and Safety Executive have produced a number of Management Standards which cover the primary sources of stress at work that, if not properly managed, are associated with poor health and wellbeing, lower productivity and increased sickness absence. These are:

Demands – workload, work patterns and the work environment.

Control – how much say the person has in the way they do their work.

Support – the encouragement, sponsorship and resources provided by the organisation, line management and colleagues.

Relationships – promoting positive working to avoid conflict and dealing with unacceptable behaviour

Role – whether people understand their role within the organisation and whether the organisation ensures that they do not have conflicting roles.

Change – how organisational change (large or small) is managed and communicated within the organisation.

## **1. Legal framework**

1.1. This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Health and Safety at Work etc. Act 1974
- Employment Rights Act 1996
- Employment Relations Act 1999
- Equality Act 2010

- The Management of Health and Safety at Work Regulations 1999
- DfE (2018) 'Workload reduction toolkit'

1.2. This policy operates in conjunction with the following school policies and procedures:

- Health and Safety Policy
- Staff Attendance Management Policy
- Induction of New Staff Policy
- Data Protection Policy
- Grievance Procedure
- Flexible Working Policy

## **2. Roles and responsibilities**

At Shottery St Andrew's CofE Primary School, we will work towards an ethos where everyone involved is valued, and where respect, empathy and honesty are the cornerstones of all school relationships, with health and wellbeing central to school practice.

2.1. The governing board is responsible for:

- Ensuring the effective implementation of this policy.
- Fulfilling its duty of care to all school staff.
- Ensuring the school's ethos reflects its commitment to reducing workload and creating a working environment that is focussed, purposeful and considers individuals' wellbeing.
- Supporting the headteacher to be mentally healthy within the challenges of their role and ensuring appropriate provision is available to the headteacher to manage their own wellbeing
- Ensuring staff roles and responsibilities are clearly defined and monitored and specifically monitoring the workload of the headteacher.
- Developing a sensitive performance management process that is linked to the job specification of the headteacher
- Ensuring that all school policies are assessed for workload impact and take account of staff wellbeing.
- Encouraging stress awareness throughout the school – promoting stress as a serious issue rather than a weakness.
- Working with the headteacher on managing staff stress and promoting wellbeing, ensuring all relevant parties are consulted on decisions that are made.
- Ensuring the headteacher puts measures in place to support staff wellbeing, and encouraging subscription to employee wellbeing services e.g. an employee assistance programme
- Actively trying to eliminate stressors in the school, e.g. by considering the format and quantity of information it requests from the SLT.
- Ensuring monitoring visits are strategic, focussed and reflective of its monitoring plan, and being clear with staff ahead of the visit about what the focus will be and the information that will be required from them.

- Ensuring all committee meetings are purposeful, focussed, structured and relevant to the school development priorities

Developing an annual schedule of work and ensuring work is not duplicated between meetings of committees and the full governing board.

## **2.2. The headteacher and senior leaders are responsible for:**

- Creating a positive and supportive atmosphere throughout the school.
- Implementing CPD which equips staff with the tools needed to effectively manage stress.
- Developing a sensitive performance management process that is linked to clear job specifications.
- Including all staff in the school's decision-making processes, where possible.
- Organising extra support for staff at times of increased stress, e.g. during Ofsted inspections.
- Encouraging staff to take advantage of any initiatives introduced to promote wellbeing and effective working, e.g. an employee assistance programme.
- Ensuring that all policies that affect staff wellbeing are properly adhered to and reviewed.
- Monitoring employees' workloads and holiday entitlement, ensuring they are not overworked, and providing regular updates regarding absence to the governing board whilst maintaining staff confidentiality in line with the Data Protection Policy.
- Regularly communicating with staff, encouraging them to be open when discussing stress.
- Conducting and implementing the recommendations of risk assessments, considering the causes of stress.
- Organising thorough inductions for new employees, explaining the school's policies and code of conduct.
- Encouraging all staff to attend events and training opportunities that promote wellbeing and health.
- Providing information that helps staff to manage stress effectively.
- Ensuring that regular contact is maintained with members of staff who are absent for long periods of time.
- Ensuring new members of staff have received all the relevant information they require, including the procedures for raising concerns about wellbeing.
- Gathering information in any cases that allow monitoring of this policy, for example sickness and absence data; staff turnover; exit interviews etc

## **2.3. All staff members are responsible for:**

- Being able to recognise the early signs of stress or mental health issues in themselves and their colleagues.
- Supporting co-workers if they become stressed, which may include practical assistance or emotional reassurance.
- Maintaining a healthy work-life balance.
- Promoting a positive, supportive atmosphere throughout the school
- Being open to discussing stress.
- Reporting honestly about their wellbeing and any incidents of stress, e.g. being overworked.

- Where possible, asking for help when they feel under pressure or stressed.
- Attending events and training opportunities which promote wellbeing and health.
- Not acting in a manner which endangers themselves or others.
- Undertaking additional training and personal development opportunities.

### **3. Identifying warning signs**

3.1. Shotton St Andrew's CofE Primary School recognises that individuals will react differently to stressful situations and become stressed by different situations and stimuli throughout their working lives. Because of this, it is important that staff understand the different factors that may cause themselves or their colleagues stress.

3.2. The school has a legal requirement to actively respond where any employee displays symptoms of work-related stress. The school will strive to identify and deal with symptoms of stress quickly in order to maintain a healthy workplace.

3.3. All members of staff will be aware of the warning signs that can indicate that a person may be having trouble managing stress.

The following sources of stress can often be attributed to work:

- Overworking or undertaking work that does not match the employee's skills and abilities
- Fear of change and trying to cope with change, e.g. advancements in technology
- Insufficient workload or not being able to use skills
- Lack of job security
- Poor relationships with colleagues and a lack of involvement
- Harassment or bullying
- Crisis management
- Not having a long-term plan in place

3.4. Shotton St Andrew's CofE Primary School recognises that home and personal lives can also prove stressful for staff; bereavement, separation, financial and family problems make people more vulnerable to stress at work. It is common that a combination of stress at home and work can make people particularly stressed.

3.5. All members of staff will look out for the following indicators when identifying stress in themselves or others:

#### **Behavioural indicators**

- Difficulty sleeping
- Changes in eating habits
- Increased smoking or drinking
- Isolation from friends and family

### **Physical indicators**

- Tiredness
- Indigestion and nausea
- Headaches
- Aching muscles
- Heart palpitations

### **Mental indicators**

- Indecisiveness
- Difficulty concentrating
- Memory loss
- Feelings of inadequacy
- Low self-esteem

### **Emotional indicators**

- Anger or irritability
- Anxiety
- Hypersensitivity
- Feeling drained and lethargic

## **4. Actions to support staff**

### **4.1. To help manage stress, the headteacher and senior leaders will:**

- Lead by example and encourage staff to be open if they feel stressed, to take breaks and to have a full life outside of work.
- Make the most of INSET days to build relationships, as feeling comfortable amongst colleagues will make discussing stress easier.
- Assist with work and help to manage employees' workloads.
- Reach out to staff during difficult points in their personal lives, e.g. bereavement, allowing sufficient time off and supporting them when they return to work.
- Arrange a meeting with all members of staff in which the current working times and practices will be discussed.
- Research and implement an employee assistance programme relevant to the needs of all staff, regularly monitoring its effectiveness and impact on wellbeing.

4.2. To effectively address workload issues and support staff wellbeing, the headteacher and the SLT, will take the following actions:

- Measure staff wellbeing and identify workload issues by:

- Commissioning staff surveys and organising structured conversations about workload with staff.
- Arranging workshops and drawing together a summary of outcomes from staff surveys and questionnaires.
- Address the workload issues that have been identified and developing a response which is evaluated on a regular basis.

## **5. Monitoring and review**

**5.1. This policy will be reviewed every two years by the governing board and the Senior Leadership Team.**

**5.2. Any changes made to this policy will be communicated to all members of staff.**

**5.3. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.**