



STAFF WELLBEING POLICY

SANDON PRIMARY ACADEMY

Mrs R Beckett (Principal)

Review date: September 2025

Aims

This policy aims to:

- Support the wellbeing of all staff to avoid negative impacts on their mental and physical health
- Provide a supportive work environment for all staff
- Acknowledge the needs of staff, and how these change over time
- Allow staff to balance their working lives with their personal needs and responsibilities
- Help staff with any specific wellbeing issues they experience
- Ensure that staff understand their role in working towards the above aims

Promoting wellbeing at all times

Throughout the academic year, the academy will complete staff well-being surveys to monitor staff well-being in the academy and to identify staff confidence in relation to supporting children and young people's mental health and well-being. The academy also has a link trustee who supports in leading the mental health and well-being strategy across the academy. The trustee will meet and liaise with staff in the academy to ensure that they are aware of their responsibilities to support the mental health and well-being of pupils and to ensure that their mental health and well-being is being supported.

Performance management/ supervision cycles will be completed with every member of staff by the SLT team in which they will review individual well-being and set targets to further support this.

See appendix A for a list of support in place to promote staff well-being both in the academy and in the local community.

Role of all staff

All staff are expected to:

- Treat each other with empathy and respect
- Keep in mind the workload and wellbeing of other members of staff
- Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance
- Report honestly about their wellbeing and let other members of staff know when they need support
- Follow the academy's expectations on when it is and isn't reasonable to respond to communications
- Contribute positively towards morale and team spirit
- Use shared areas respectfully, such as the staff room or offices
- Take part in training opportunities that promote their wellbeing

Role of Senior Staff

Senior staff are expected to:

- Maintain positive relationships with their staff and value them for their skills, not their working pattern
- Provide a non-judgemental and confidential support system to their staff
- Take any complaints or concerns seriously and deal with them appropriately using the school's policies
- Monitor workloads and wellbeing of staff through regular surveys and structured conversations; and be alert to signs of stress
- Make sure new staff are properly and thoroughly inducted and feel able to ask for help
- Understand that personal issues and pressures at work may have a temporary effect on work performance, and take that into account during any appraisal or capability procedures
- Promote information about, and access to, external support services
- Keep in touch with staff if they're absent for long periods
- Monitor staff sickness absence, and have support meetings with them if any patterns emerge
- Conduct return to work interviews to support staff back into work

- Conduct exit interviews with resigning staff to help identify any wellbeing issues that led to their resignation
- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
- Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives
- Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school
- Establish clear expectations on out-of-school hours working, including on when it is and isn't reasonable for staff to respond to communications, and provide clear guidance to all stakeholders
- Make sure that the efforts and successes of staff are recognised and celebrated
- Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
- Promote information about, and access to, external support services, and make sure that there are clear routes in place to escalate a concern in order to access further support
- Organise extra support during times of stress, such as Ofsted inspections

Role of trustees

Our Link trustee for Mental Health (Mrs Gemma Beckett) is expected to:

- Make sure the school is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment
- Monitor and support the wellbeing of the headteacher
- Ensure that resources and support services are in place to promote staff wellbeing
- Make decisions and review policies with staff wellbeing in mind, particularly in regards to workload
- Be reasonable about the format and quantity of information asked for from staff as part of monitoring work
- Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them

Managing specific wellbeing issues

The academy will support and discuss options with any staff that raise wellbeing issues, such as if they are experiencing significant stress at school or in their personal lives.

Where possible, support will be given by senior staff through application of the academy's policy. This could be through:

- Giving staff time off to deal with a personal crisis
- Arranging external support, such as counselling or occupational health services
- Completing a risk assessment and following through with any actions identified
- Reassessing their workload and deciding what tasks to prioritise
- At all times, the confidentiality and dignity of staff will be maintained.

Policy Review

This policy will be reviewed every year as a minimum.

Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis. If you have a question or suggestion about improving this policy, this should be addressed to Kate Burrows our Mental Health Lead via phone 01782 319097.

Appendix A: Sources of support at the academy and in the local community

- Staff wellbeing policy
- Dedicated staff room for some quiet time
- Mental Health Lead for advice/ support
- Supervision with SLT/ Key Stage Lead/ Cohort Lead
- Reduced cost of dinners
- Implementation of schemes of learning
- Implementation of specialist teachers
- Limited staff meetings and often via Teams
- Training recorded where possible
- Opportunity to take their own children to school once a week
- Professional trust and confidence in staff meaning weekly planning is not submitted
- Referrals to Occupational Health
- Email and social media communication curfews

Local Support:

Education Support Services:

A charity that offers a 24 hour helpline to support the mental health and well being of teachers and education staff including financial support. <https://www.educationsupport.org.uk/>. Contact: 0800 562561

Care First Counselling:

Care first is a confidential, professional telephone counselling service that can help employees proactively manage stress at work, by providing immediate emotional support, advice and practical information, 24 hours a day, 365 days a year. Contact: 01452 623200

Staffordshire mental health helpline:

This helpline is open seven days a week. Calls are handled by Brighter Futures staff. Call handlers offer the person calling a safe space to talk through any issues they may be experiencing, and callers are then sign posted to the appropriate support services available. Contact: 0808 800 2234 <https://www.brighter-futures.org.uk/staffordshire-mental-health-helpline/>

NHS 5 steps to mental well being

This website shares the evidence which suggests that there are 5 steps you can take to improve your mental health and wellbeing. Trying these things could help you feel more positive and able to get the most out of life. <https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/>

NHS Free Mind Plan

Answer 5 simple questions to get your personalised mental health action plan with tips and advice to help you be kind to your mind. <https://www.nhs.uk/every-mind-matters/mental-wellbeing-tips/your-mind-plan-quiz/>

QWELL:

Online mental well-being counselling for adults. <https://www.qwell.io/>

Heads Up:

Free coaching and advice for Headteachers. <https://www.headsup4hts.co.uk/>

Headrest:

Wellbeing service for school leaders. A support service that offers advice to senior leaders feeling stressed, anxious and overwhelmed. <https://www.headrestuk.co.uk/>

Changes:

Changes a mental health services that supports adults who are experiencing mild to moderate mental health issues, from low confidence and self-esteem to stress, anxiety, depression, self-harm and more. Contact: 01782 411 433

CALM:

A campaign against living miserably that offer a helpline and webchat open 5pm-midnight 365 days a year for anybody who is struggling. Contact: 0800 58 58 58

<https://www.thecalmzone.net/what-we-do>

CAMHS:

Child and Adolescent Mental Health Service that assess and treats young people and adults with emotional, behavioural and mental health difficulties. Contact: 0300 123 0907 Option 4

<https://www.camhs-stoke.org.uk/blank>

Anna Freud:

A charity dedicated to training and support of child mental health services. Their website contains many useful documents and resources including training and resources to support you when working with children with mental health and wellbeing needs <https://www.annafreud.org/schools-and-colleges/programmes-and-services/>

Dove:

Free, confidential counselling and support to anyone struggling with issues surrounding bereavement, life-changing illnesses or significant loss. Contact: 01782 683155

Savana:

Providing free counselling and support services for anyone from the age of 4 who have been affected by sexual violence or abuse. Contact: 01782 433204

Samaritans:

A charity that provides emotional support to anybody in distress, who cannot cope or is at risk of suicidal thoughts. Contact: 116123

New Era:

New Era is an holistic Domestic Abuse service operating across Staffordshire and Stoke on Trent, offering help to all those affected by domestic abuse. It provides free and confidential support for victims, perpetrators and their families. Contact: 0808 1689 111

The Community Drug and Alcohol Service:

Provides support to people struggling with drug and alcohol addiction.

Contact: 01782 283113 <https://www.scdas.org.uk/>

ORCHA Health App Library:

The ORCHA health app library has been developed by the city council and ORCHA to help you find the best apps for things such as stopping smoking, improving your mental wellbeing, keeping active and managing health conditions. <http://www.stoke.orchha.co.uk>

Brighter Futures:

A local support service which helps with homelessness and mental health issues.

Contact: 01782 406000 <https://www.brighter-futures.org.uk>

Citizens Advice Bureau Stoke:

An advice line staffed by friendly professionals that provide an initial assessment of your problem before agreeing the best way of resolving it. This service offers advice on finances, housing, employment, crime and mental health. Contact: 0344 411 1444

Occupational Health:

A team that will assess physical and psychiatric conditions and support you in getting physically and mentally well and fit for work. The team will help you to regain skills lost and can also help with anxiety, relaxation and fatigue to support you to return to work. Referral to this services is needed by a health professional e.g. GP.

Appendix B: Whole School Mental Health Strategy for Staff

Whole School Mental Health Strategy-Staff Wellbeing

Prevention and Promotion:

(Workload Reduction Toolkit)

Assessment:	Marking:	Curriculum:	Behaviour:	Communication:
<p>Purposeful, termly data drops Data is analysed and reported on by subject leads or SLT Purchase insight Half termly cohort reviews which focus on objective discussion</p>	<p>Reviewed policy- symbols, self-marking, in the moment, quality not quantity Cohort floor books Work not expected in books every lesson, a range of recording methods encouraged</p>	<p>On site ICT support Written/ purchased high quality schemes with resources and planning Specialist teachers employed- PE, French and Music reducing planning and teaching time Yearly calendar carefully planned to manage curriculum days. Curriculum days planned in are organised by subject leads No daily plans required- use planning time to focus on sequencing lessons, familiarity with schemes and resources and professional discussion/ reflection Subject leader time and guidance from SLT Cover planned by SLT. School trips planned out and booked-SLT attend. PPA taken at home.</p>	<p>SLT write behavior plans SLT visible to support with low level and extreme behaviours SLT visible presence every lunchtime SLT visible presence start and end of day Dojo used for reward-easy, quick and consistent SLT monitor attendance.</p>	<p>Dojo-easy communication with parents-cut off time. CPOMS easy communication with professionals around school for Safeguarding, MH, SEND, Behaviour Emails cut off and checked by Head of School to monitor workload Parents evening online SEND reviews and safeguarding meetings held by SENDCo's/ Safeguarding team Communication with outside agencies managed by SEND team/ office/ safeguarding team Parent nav.</p>
<p>High quality, organised resources High quality classroom environments Report writing time given in summer term Recorded meetings/ training Display coordinator on site Inset day given as time due to twilight sessions worked SLT attend and lead educational visits Dedicated staff rooms-well-resourced and comfortable Reduced cost of dinners/fruit purchased weekly Take own children to school weekly/ early finish for full time staff Assemblies led by SLT Hold booster OR extra-curricular club Staff healthy eating</p>				

Identification:

- Self-identification
- Supervision
- Coaching and mentoring cycle
- Colleague identification
- Staff voice surveys

Getting Advice:

- Advice leaflets on school website/in school
- Meeting with MHL
- Meeting with their line manager
- Supervision
- Staff well-being policy

Getting Help:

- Increased supervision meetings
- Monitoring and adaptation of workload
- Support from teaching and learning mentor

THRIVING

Those whose current need is to maintain mental wellbeing through prevention and promotion strategies.

Getting Risk Based Support:

- Referral to Occupational Health

Getting More Help

- Referral to local support services: Education Support Services, Dove, Savanna, New Era, Citizens Advice