

Gorse Hall Primary and Nursery School



Staff Wellbeing Policy

Reviewed: March 2025
Review date: December 2028

1. Introduction

At Gorse Hall Primary and Nursery School we recognise that our staff are our most important resource and are valued, supported and encouraged to develop personally and professionally within a close-knit, 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.

The senior leadership team (SLT), governing board and school staff will work towards an ethos where everyone is valued, where respect, empathy and honesty underpin all school relationships and where health and wellbeing are held central to school practice. We expect all staff to show respect and empathy for each other, and to treat confidential information sensitively.

The nominated persons are :

Wellbeing Lead -J. Evans,

Wellbeing Working Team – J.Evans/S.Abbott/ K.Smith/B.Brittain/J.Hand

Wellbeing Nominated Governor – Glyn Goodchild

2.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

3. Roles and responsibilities

At Gorse Hall we believe that all members of the school community should contribute to a positive ethos and culture and that all members support each other.

3.1 Role of all staff

All staff are expected to:

- Treat each other with empathy and respect
- Acknowledge and take responsibility for their own mental health and wellbeing where appropriate and reasonable
- 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 school's policy on marking and feedback and parent communication which both intend to reduce teacher workload

- Contribute positively towards morale and team spirit
- Acknowledge that there are times when flexibility is required to planned activities on the pre-planned school calendar
- Take part in training opportunities that promote their wellbeing
- Acknowledge and be mindful that all staff may have differing opinions on when to read and respond to emails/messages
- Ask for help and support when needed from SLT
- Contribute to an open, positive learning environment and remain professional and respectful towards all staff and all pupils
- Be mindful of added stress/workload to staff by planning in advance where realistically possible e.g. using shared online calendar
- Contribute to ensuring that there are areas of school for staff to relax e.g. keeping the staffroom for adults during break times/lunch times

3.2 Role of senior leaders

Senior Leadership Team 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 be alert to signs of stress, and regularly talk to staff about their work/life balance
- 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
- Communicate new initiatives, when known and applicable, effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school
- Help to arrange personal and professional development training where appropriate
- Train admin staff to address parent matters/issues that could reduce teacher workload and lesson impact upon teaching and learning
- Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
- Make sure that the efforts and successes of staff are recognised and celebrated

3.3 Role of Mental Health Lead

The Mental Health Lead , with support of the Wellbeing Team, is expected to:

- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
- Manage a non-judgemental and confidential support system for staff
- Monitor the wellbeing of staff through regular surveys and structured conversations
- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
- Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives
- Ensure all stakeholders are made aware of reasonable expectations regarding out of hours working such as responding to emails and other forms of communication
- Provide resources to promote staff wellbeing, such as training opportunities
- 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
- Coordinate work with external agencies e.g. Emotionally Friendly Schools /Local Wellbeing Networks/Trust to ensure a positive culture towards staff wellbeing is maintained
- Organise wellbeing training for pupils and staff dependent on need

3.4 Role of the governing body

Glyn Goodchild is link governor responsible for staff wellbeing. The governing board 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 regard 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

3.5. Role of headteacher

The headteacher implements these responsibilities with the support of appropriate staff such as the deputy headteachers, senior leaders, Wellbeing leads and pastoral staff and who all strive to be positive role models through their own practice.

- Contribute to staff wellbeing e.g., allocating staff wellbeing days, ensuring meetings are purposeful
- 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
- Making sure job descriptions are up to date, with clearly identified responsibilities and staff are consulted before any changes made
- Promoting 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

At all times, the confidentiality and dignity of staff will be maintained.

Where possible, support in specific circumstances will be given by:

- 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.

Related policies

This policy should be read in conjunction with policies for:

- Appraisal policy
- Child protection and Safeguarding
- Behaviour policy
- Capability procedure
- Staff code of conduct
- Out of hours working policy
- Health and Safety
- Lone working policy
- Whistleblowing
- Model Pay policy
- Feedback and marking

This policy should be read in conjunction with guidance for:

- Equal statement
- Staff Handbook
- Staff Code of Conduct
- Behaviour policy