



Staff Wellbeing Policy

Applicable to:	✓	Astley Community High School
	✓	Seaton Sluice Middle School
	✓	Whytrig Middle School
Approval body:	Resources Committee	

Status:

Statutory policy or document	No
Review frequency	Governing Body to determine
Approval by	Governing Body to determine

Publication:

Statutory requirement to publish on school website	No
Agreed to publish on school website	Yes

Review:

Frequency	Next Review Due
Every three years	Spring 2027

Version Control:

Author	Creation Date	Version	Status
Head of School SSMS (KMc)	25 March 2024	0.1	Initial draft based on The Key model policy (July 2023)
Changed by	Revision Date		
Business Director (BW)	15 July 2024	0.2	Minor changes to formatting and layout
Business Director (BW)	29 July 2024	1.0	Final approved version for publication

1 Introduction

“Mental health is a state of mental wellbeing that enables people to cope with the stresses of life, realise their abilities, work productively and make a contribution to their community.”
([World Health Organization](#))

1.1 Some common mental health issues include:

- self-harm
- eating disorders
- anxiety
- depression
- loss and bereavement

2 Aims

2.1 At Seaton Valley Federation, we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders.

2.2 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 Promoting wellbeing at all times

3.1 There are designated mental health leads in each school who support staff wellbeing across the federation:

- ACHS - Natalie Gilhooley, Luscia Sykes and Rebecca Wright
- SSMS - Karen McSparron
- WMS - Deb McClellan
- SVF-wide - Angela Hall

3.2 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 federation’s policy on out-of-school hours working, including guidance 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

3.3 Line managers 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 federation'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
- promote information about, and access to, external support services
- help to arrange personal and professional development training where appropriate
- 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

3.4 Senior leaders are 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
- regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
- make sure job descriptions are kept up-to-date, with clearly identified responsibilities and staff being consulted before any changes are made
- 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 in the federation
- establish a clear policy 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
- 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
- organise extra support during times of stress, such as Ofsted inspections

3.5 The governing body is expected to:

- identify a lead governor for mental health (Gillian Barry)
- make sure the schools are fulfilling their 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 Senior Leadership Team
- 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

4 Managing specific wellbeing issues

4.1 The federation 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.

4.2 Where possible, support will be given by line managers or senior leaders. This could be through:

- allowing 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

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