



Staff Wellbeing Policy

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1. 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

2. Roles and Responsibilities

2.1 Roles of the Staff Welfare Team

Adam Packer – Senior Mental Health Lead: Adam is the school’s primary lead for staff mental health and wellbeing. A qualified Senior Mental Health Lead, he provides guidance and strategic direction for staff wellbeing initiatives and oversees mental health provision across the academy.

Andrew Newman – Welfare Ambassador / Assistant Headteacher: Andrew combines his leadership role as Assistant Headteacher with his work as a Welfare Ambassador. He is currently undertaking CPD and training focused on mental health and staff welfare, further enhancing his ability to support colleagues and drive a positive wellbeing culture.

Natalie Berryman-Brown – Welfare Ambassador: Natalie is a qualified Mental Health Lead and holds a Master’s degree in Mental Health and Welfare. She contributes her professional knowledge and academic expertise to shape evidence-based wellbeing practices across the school.

Amanda London – Welfare Ambassador: Amanda is a Teaching Assistant in the Primary who takes a therapeutic and nurturing approach to her work. She provides compassionate support to both staff and pupils, helping to promote emotional resilience and a caring atmosphere.

Gemma Reynolds – Welfare Ambassador: Gemma is a Teaching Assistant working primarily with SEN groups. She is known for her empathetic and therapeutic approach, offering valuable wellbeing support to both colleagues and pupils in her care.

2.2 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
- 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
- To be confident to raise issues regarding personal wellbeing and workload

2.3 Role of Line Managers

Line managers are expected to:

- Keep in mind the workload and wellbeing of other members of staff
- 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
- 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 interviews with staff to help identify any wellbeing issues

3. Role of Senior Staff

Senior staff are expected to:

- Be realistic and mindful of the expectations they set for staff and their individual qualities
- Keep in mind the workload and wellbeing of other members of staff
- 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
- 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
- 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. A weekly information sheet, including events and activities taking place that week (Monday morning briefing)
- Provide resources to promote staff wellbeing, such as training opportunities
- Promote information about and access to external support services
- Organise extra support during times of stress, such as Ofsted inspections and QA (Deep Dives)

4. Role of the Governing Board

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 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

5. Managing Specific Wellbeing Issues

The school 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 line managers or senior staff. This could be through:

- Giving staff time off to deal with a personal crisis
- Arranging external support, such as counselling or occupational health services. APL health and wellbeing services provided through PLT
- 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.

5.1 Post-Incident Staff Welfare Support and Debrief

Victory Park Academy is committed to creating a safe, supportive environment where staff feel valued and cared for, particularly following any incident that may cause distress, concern, or emotional impact. The Academy recognises that staff wellbeing directly influences the quality of care and education provided to pupils.

To ensure appropriate support is provided, the following process will be followed after any incident that affects staff wellbeing:

1. Immediate Check-In

- A member of the Staff Welfare Team or Senior Leadership Team (SLT) will check in with any staff directly involved in or affected by an incident as soon as it is safe to do so.
- Staff will be encouraged to step away from their duties if they require time to compose themselves or recover. Cover arrangements will be made where necessary.

2. Initial Debrief (within 24–48 hours)

- An informal debrief will be offered within one to two working days of the incident.
- This session provides staff with an opportunity to talk through what happened, identify any immediate concerns, and discuss what support they might need.
- The debrief will be facilitated by a member of the Staff Welfare Team (led by Adam Packer) or an appropriate member of the SLT.

3. Wellbeing Follow-Up and Support

- Staff will be offered further confidential support through the Staff Welfare Team, who can provide guidance, practical help, or signposting to professional services such as counselling or occupational health.
- For those requiring additional time or flexibility, reasonable adjustments will be considered by the SLT.

4. Formal Review (if appropriate)

- For serious or repeated incidents, a structured debrief will be arranged to review what happened and to identify any lessons learned.
- The purpose of this meeting is supportive and developmental, not disciplinary. Any outcomes will feed into school improvement and wellbeing planning.

5. Ongoing Monitoring

- The Staff Welfare Team will maintain regular, discreet contact with staff involved to ensure their wellbeing is supported over time.
- Any ongoing concerns will be communicated (with consent) to the SLT to ensure continued care and, where appropriate, workload adjustments.

All conversations and records relating to post-incident welfare are handled sensitively and confidentially, in accordance with the Academy's Safeguarding, Health & Safety, and Data Protection policies.

6. Monitoring Arrangements

This policy will be reviewed annually. At every review, it will be approved and ratified by the full governing body.

7. Links to Other Policies

This policy is linked to our:

- Appraisal policy
- Behaviour policy
- Capability procedure
- Staff code of conduct
- Student mental health policy

8. Appendix 1 – Staff Welfare Team



STAFF WELFARE TEAM



Adam Packer
Senior Mental Health Lead
apacker@victorypark.org.uk



Andrew Newman
Welfare Ambassador
anewman@victorypark.org.uk



Natalie Berryman-Brown
Welfare Ambassador
nberrymanbrown@victorypark.org.uk



Amanda London
Welfare Ambassador
alondon@victorypark.org.uk



Gemma Reynolds
Welfare Ambassador
greynolds@victorypark.org.uk

