



## Staff Wellbeing

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<b>Last review:</b>	Jan 2026
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<b>Next review:</b>	Jan 2029	<b>Cycle:</b> 3 yearly
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This policy supersedes all previous Staff Wellbeing policies.

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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

## 2. Promoting wellbeing at all times

The Trust as employer has a duty to ensure the health, safety and welfare of its staff, as far as reasonably practicable. It is also required to have in place steps to manage those factors that could harm staff members' physical and mental wellbeing, which includes work related stress. This duty extends only to those factors which are work related and within each School's control.

This policy accepts the Health and Safety Executive definition of work related stress as "the adverse reaction a person has to excessive pressure or other types of demand placed on them". There is an important distinction between 'reasonable pressures' which stimulate and motivate and 'stress' where an individual feels they are unable to cope with excessive pressures or demands placed upon them.

The Health and Safety Executive have developed a set of Management Standards which cover the primary sources of stress at work, and 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 anything within the work environment that adds to the demands that staff face, including deadlines, student behaviour and parents.
- **Control.** How much say a staff member has in what they do and how they are able to do their work.
- **Support.** Including the sponsorship and resources provided by the school, and encouragement of leaders, line managers and colleagues.
- **Relationships.** Including how positive working behaviours are promoted to avoid conflict and effectively dealing with unacceptable behaviour.
- **Role.** Including the extent to which staff understand their role within the school, how this fits with that of their department or function and the aims of the school and whether leaders ensure they do not have conflicting roles.
- **Change.** Includes how well organisational change (large or small) is managed and communicated within the school.

### 2.1 Role of the Governing Board

The governing board is expected to:

- Make sure the school is fulfilling its duty of care, 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

## **2.2 The Role of the Mental Health Champions**

Each school within Fioretti Trust will have two dedicated Mental Health Champions (one of which will be a qualified Mental Health First Aider). The headteacher will determine which members of staff hold these roles; which should be reviewed annually. The role will include promotion of wellbeing materials; being a ‘listening ear’; acting as a signpost for other services or professionals, relaying ideas and information to senior staff that could further improve wellbeing in school; having oversight of school improvement plans to ensure that mental health promotion has a key place; help to reduce barriers to mental health in school by promoting positive language in relation to mental health.

## **2.3 Role of Senior Staff**

Senior staff 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
- 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
- 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

## **2.4 Role of Line Managers**

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 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 exit interviews with resigning staff to help identify any wellbeing issues that lead to their resignation.

## 2.5 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

## 3. Managing staff wellbeing

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
- 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.

### The Headteacher will

- Listen to the member of staff
- Support the member of staff in completing their own wellness action plan to explore helpful possibilities to enable them to return to work, this may include reducing hours or a role as appropriate
- Signpost them to support, including approaching their GP and which may include arranging a referral to occupational health
- Make reasonable adaptations, including timescales to address issues that are causing stress
- Support and put into place recommendations from professionals involved in supporting the member of staff

- Discuss triggers and identify an individual's potential warning signs which may indicate further support may be needed in the future to help avoid any future struggles

#### **The role of the Trustees:**

- Determine the *Staff Wellbeing Policy* and recommend its adoption.
- Monitor the implementation of the *Staff Wellbeing Policy*
- Ensure that the *Staff Wellbeing Policy* is kept under review and updated as appropriate.
- Develop a school-level risk assessment based on the Health and Safety Executive's [“Management Standards for Work-Related Stress”](#).
- Co-ordinate and deliver appropriate training and briefings to increase awareness of the causes and effects of work-related stress among managers and other staff.
- Assist and support managers to undertake local stress risk assessment where required.
- Organise appropriate activities to promote health and wellbeing.
- Consult with staff voice on the development and implementation of the *Staff Wellbeing Policy* and respond to the results of the staff well-being questionnaires and current issues; developing effective responses.
- Review the policy every two years following feedback from staff surveys, reviewing management information and the findings of stress risk assessments, and in consultation with the executive leader's team and the mental health champions from each school.

## **4. Monitoring arrangements**

This policy will be reviewed every two years following feedback from staff surveys, reviewing management information and the findings of stress risk assessments, and in consultation with the executive leader's team and the mental health champions from each school.

## **5. Where can I go for support and guidance?**

Useful websites are:

- [www.annafreud.org/what-we-do/schools-in-mind/](http://www.annafreud.org/what-we-do/schools-in-mind/)
- [www.mentallyhealthyschools.org.uk](http://www.mentallyhealthyschools.org.uk)
- [www.Mindfulteachers.org](http://www.Mindfulteachers.org)
- [www.nhs.uk/conditions/stress-anxietydepression/improve-mental-wellbeing/](http://www.nhs.uk/conditions/stress-anxietydepression/improve-mental-wellbeing/)
- [www.educationsupportpartnership.org.uk/helping-you/telephone-support-counselling](http://www.educationsupportpartnership.org.uk/helping-you/telephone-support-counselling)
- [www.mentalhealth.org.uk/](http://www.mentalhealth.org.uk/)
- [www.mentalhealth.org.uk/sites/default/files/how-to-manage-and-reduce-stress.pdf](http://www.mentalhealth.org.uk/sites/default/files/how-to-manage-and-reduce-stress.pdf)

## **6. Links with other policies**

This policy is linked to:

- Capability procedure
- Staff code of conduct
- Professional growth policy
- Menopause policy