

Staff Wellbeing Policy

Date last reviewed	October 2024
Committee Responsible	SBS
Designated member of staff	Sharon Mercer
Date of next review:	October 2026

STATEMENT OF INTENT

Grey Court School is committed to promoting a whole school approach to positive mental health and wellbeing and protecting the health, safety and welfare of our employees. We recognise that staff are our most important resource and we seek to value our staff through personal and professional support, involvement in school decisions and access to professional development.

We recognise that preventing work related stress is a major factor in maintaining the wellbeing of staff. In light of this, the school understands the importance of trying to reduce the factors that may cause our employees to become stressed and support them to manage stress in a healthy way.

The purpose of this policy is to outline the responsibilities of the school and staff members in supporting wellbeing and promoting positive mental health; to advise employees on the possible indicators of stress and suggest helpful ways to manage mental health and work-related stress.

1. Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Health and Safety at Work etc. Act 1974
- Employment Rights Act 1996
- Employment Relations Act 1999
- Equality Act 2010
- The Management of Health and Safety at Work Regulations 1999
- DfE (2022) 'Workload reduction toolkit'

This policy operates in conjunction with the following school policies:

- Health and Safety Policy
- Staff Attendance and Absence Policy
- Data Protection Policy
- Grievance Policy
- The Staff Code of Conduct

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring the effective implementation of this policy.
- Ensuring the school's ethos reflects its commitment to reducing workload and creating a working environment that is focussed, purposeful and considers individuals' wellbeing.
- Ensuring staff roles and responsibilities are clearly defined and monitored.
- Ensuring that school policies are assessed for workload impact.
- Encouraging stress awareness throughout the school and promoting stress as an important issue rather than a weakness.
- Consulting the headteacher on managing staff stress and promoting wellbeing, including them in any decisions that need to be made.
- Ensuring the headteacher puts measures in place to support staff wellbeing.
- Actively trying to eliminate stressors in the school, e.g. by considering the format and quantity of information it requests from the SLT.
- Ensuring monitoring visits are strategic, focussed and reflective of its monitoring plan, and being clear with staff ahead of the visit about what the focus will be and the information that will be required from them.
- Recognising mental health issues and appointing a mental health and wellbeing governor who will oversee managing and supporting staff mental health.
- Being supportive of a wellbeing committee to ensure staff have a voice and are supported in their roles and that actions are taken to mitigate overbearing stress in the workplace.
- Developing an annual schedule of work and ensuring work is not duplicated between meetings of committees and the full governing board.

The mental health and wellbeing governor is responsible for:

- Influencing the setting of a school vision which creates a positive wellbeing culture and is underpinned by equality values, a system of accountability, and robust policies and procedures.
- Ensuring the school's strategic plan includes objectives linked to improving, supporting and responding to the wellbeing of staff.
- Ensuring the school has appropriate policies in place that include objectives focussed on meeting staff needs.

- Ensuring there is a whole-school approach to mental health and wellbeing embedded within leadership practice, the curriculum, the school's values and ethos, and the social and physical environment.
- Ensuring a senior member of staff leads on mental health and wellbeing (SMHL) to oversee the provision and support in school, and to ensure effective links exist with local mental health support.
- Meeting with the SMHL on a regular basis to monitor and review the impact of provision and interventions.
- Working with the headteacher to ensure that appropriate training is put in place to support staff.
- Reporting to the governing board on the successes and areas of improvement in planned interventions, and the resources that are in place.

The headteacher is responsible for:

- Creating and promoting a positive and supportive atmosphere throughout the school.
- Implementing CPD which equips staff with the tools needed to effectively manage stress.
- Developing a sensitive performance management process that is linked to clear job specifications.
- Including all staff in the school's decision-making processes, where possible.
- Organising extra support for staff at times of increased stress, e.g. during Ofsted inspections.
- Encouraging staff to take advantage of any initiatives introduced to promote wellbeing and effective working, e.g. an employee assistance programme.
- Ensuring that all policies that affect staff wellbeing are properly adhered to and reviewed.
- The authorising of staff absences related to stress and/or mental health issues, as well as granting extended leave will be considered on a case by case basis
- Monitoring employees' workloads and holiday entitlement, ensuring they are not overworked, and providing regular updates regarding absence to the governing board whilst maintaining staff confidentiality in line with the Data Protection Policy.
- Attending all necessary training, keeping skills current and setting a good example for staff.
- Regularly communicating with staff, encouraging them to be open when discussing stress.
- Ensuring all staff have read and understood this policy.
- Organising thorough inductions for new employees, explaining the school's policies and code of conduct.
- Making reasonable adjustments for members of staff who are struggling with long-term mental health issues.

The HR Manager is responsible for:

- Encouraging all staff to attend events and training opportunities that promote wellbeing and health.
- Providing information that helps staff to manage stress effectively.
- Ensuring that regular contact is maintained with members of staff who are absent for long periods of time.
- Ensuring new members of staff have received all the relevant information they require, including the procedures for raising concerns about wellbeing.
- Gathering information in any cases that allow monitoring of this policy, such as, but not limited to, the following:
 - Sickness and absence data
 - Staff turnover
 - Exit interviews
 - Referrals to the counselling service
 - Referrals to other mental health services
 - Grievance cases
 - Harassment cases
- Monitoring all staff absences and reporting this information to the headteacher.

All staff members are responsible for:

- Being able to recognise the early signs of stress or mental health issues in themselves and their colleagues.
- Supporting co-workers if they become stressed, which may include practical assistance or emotional reassurance.
- Maintaining a healthy work-life balance.
- Promoting a positive, supportive atmosphere throughout the school.
- Being open to discussing stress.
- Reporting honestly about their wellbeing and any incidents of stress, e.g. being overworked.
- Where possible, asking for help when they feel under pressure or stressed.
- Attending events and training opportunities which promote wellbeing and health.
- Not acting in a manner which endangers themselves or others.
- Undertaking additional training and personal development opportunities.
- Reporting any concerns they have about their co-workers' stress and/or mental health to the headteacher, HR manager, DSL or DDSL.

3. Identifying warning signs

The school recognises that individuals will react differently to stressful situations and become stressed by different situations and stimuli throughout their working lives. Because of this, it is important that staff understand the different factors that may cause themselves or their colleagues' stress.

The following sources of stress can often be attributed to work:

- Overworking or undertaking work that does not match the employee's skills and abilities
- Fear of change and trying to cope with change, e.g. advancements in technology
- Insufficient workload or not being able to use skills
- Lack of job security
- Poor relationships with colleagues and a lack of involvement
- Harassment or bullying
- Crisis management
- Not having a long-term plan in place

The school recognises that home and personal lives can also prove stressful for staff; bereavement, separation, financial and family problems make people more vulnerable to stress at work. It is common that a combination of stress at home and work can make people particularly stressed.

The school will strive to identify and deal with symptoms of stress quickly in order to maintain a healthy workplace.

The school has a legal requirement to actively respond where any employee displays symptoms of work-related stress.

All members of staff will be aware of the warning signs that can indicate that a person may be having trouble managing stress, and look out for the following indicators when identifying stress in themselves or others:

Behavioural indicators

- Difficulty sleeping
- Changes in eating habits
- Increased smoking or drinking
- Isolation from friends and family

Physical indicators

- Tiredness
- Indigestion and nausea
- Headaches
- Aching muscles
- Heart palpitations

Mental indicators

- Difficulty concentrating
- Memory loss
- Feelings of inadequacy
- Low self-esteem

Emotional indicators

- Anger or irritability
- Anxiety
- Hypersensitivity
- Feeling drained and lethargic
- Indecisiveness

4. Actions to support staff

To positively impact wellbeing in the school, the headteacher and governors will ensure that a whole-school approach is taken.

To help manage wellbeing, the headteacher will:

- Lead by example and encourage staff to be open if they feel stressed, to take breaks and to have a full life outside of work.
- Make the most of team bonding; using INSET days to build positive relationships, as feeling comfortable amongst colleagues will make discussing wellbeing easier.
- Assist with work and help to manage employees' workloads.
- Reach out to staff during difficult points in their personal lives, e.g. bereavement, allowing sufficient time off and supporting them when they return to work.
- Arrange a meeting with all members of staff in which the current working times and practices will be discussed.
- Research and implement an employee assistance programme relevant to the needs of all staff, regularly monitoring its effectiveness.

To effectively address workload issues and support staff wellbeing, the headteacher, working with the SLT, will take the following actions:

- Measure staff wellbeing and identify workload issues by:
 - Administering staff wellbeing surveys on an annual basis and draw together a summary of outcomes from staff surveys and questionnaires.
 - Address the workload issues that have been identified
- Implement a Staff Wellbeing Model to demonstrate how the school supports the wellbeing and mental health of school staff. (See Appendix 1)
- Provide an opportunity for staff to contribute to decision making through a staff wellbeing committee and regularly seeking ways to address the issues raised

The headteacher will ensure that all changes proposed as a result of the actions outlined above are communicated to all members of staff.

A mental health and wellbeing governor will be appointed by the governing board who will be responsible for monitoring the wellbeing of staff.

All new members of staff will be provided with a comprehensive induction and their duties regarding their own and their colleagues' wellbeing will be made clear.

The school will adopt a return to work plan which will promote a positive, caring strategy for staff who are returning to work following sick leave.

There will be a staff wellbeing budget and all members of staff are welcome to make suggestions for the use of this fund. The headteacher will have the final say as to how the fund is spent.

The school will ensure wellbeing is promoted and stress is reduced through good management practices, including the following:

- Recruitment and selection procedures
- Clear job descriptions and person specifications to ensure the right candidates are recruited
- CPD procedures to ensure all members of staff have the necessary skills and abilities to undertake the duties required
- Promotion and reward procedures
- Performance management procedures
- Capability and absence management – return to work procedures will ensure that individuals are supported back into work following illness
- Suitable adaptations for disability
- Harassment and anti-bullying resources
- Annual surveys to better understand the level of staff wellbeing

5. Self-Management

Staff can make changes to avoid and prevent stress and/or poor mental wellbeing, as it is a problem that should be tackled and not ignored.

Staff should be prepared to speak to their colleagues and senior staff if they are struggling with their mental wellbeing, or feeling stressed in their personal lives or at work.

Staff are encouraged to take action to manage their own mental wellbeing. These actions will include, but are not limited to, the following:

- Keeping active as a way of releasing emotional intensity and any negative feelings; exercise will also help to clear thoughts and deal with problems more calmly

- Managing their workload, and establishing and maintaining a healthy balance between work and life
- Prioritising their workload throughout the workday, leaving the least important tasks until the end of the day and concentrating on the work that will make the biggest difference
- Avoiding unhealthy habits, such as drinking and smoking
- Taking advantage of the wellbeing initiatives, training and support offered by the school (see Appendix 2)
- Speaking to the headteacher, HR manager, DSL or Director of Wellbeing about any concerns they may have regarding their workload, stress, or mental wellbeing

The NHS 5 steps to mental wellbeing is a helpful tool:

<https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/>

6. Reporting procedures

All staff have a responsibility to promote the mental health and wellbeing of students and staff. Staff with a specific, relevant remit includes:

- Chris Rhodes - Headteacher
- Aatif Shuja - Human Resources Manager
- Vicki Price - Associate Headteacher/Designated Safeguarding Lead
- Sharon Mercer - Director of Wellbeing /Senior Mental Health Lead/Deputy Safeguarding Lead
- Graham Griffiths - Site Manager and Health and Safety Lead
- Emily Garland- School Medical Officer and Lead First Aider

Where problems with wellbeing arise, the necessary support and appropriate actions will be considered. This may include support from the relevant line manager, HR manager, Director of wellbeing and/or external services. These resources include:

- Occupational Health Service
- EAP - Employee Assistance Programme
- MHST - Mental Health Support Team
- Adult Mental Health Services

The HR manager and/or Director of Wellbeing can treat cases confidentially. In some cases, such as those that directly impact day-to-day activities, confidentiality will not be guaranteed. If this is the case, staff will be made aware of the situation.

Support will be provided to staff who are experiencing challenging circumstances outside of the workplace. The school will direct staff to support, both internal and external, and consider a plan of work and duties that can be managed differently during challenging periods.

Support for staff who are experiencing challenging circumstances within the school will be provided following the procedures outlined in the Grievance Policy. Any complaints will be investigated and reported to the headteacher.

Resources for further support

- Free immediate confidential emotional counselling and support from [Education Support Partnership](#) 0800562561. [Contact Education Support](#) by phone, text, online live chat or email. www.educationsupport.org.uk
- Employee Assistance Programme (EAP)
- [Mental wellbeing audio guides - NHS](#)
- NHS Adult Mental Health Services: <https://www.england.nhs.uk/mental-health/adults/>
- Richmond Mind: [Home - Richmond Borough Mind \(rbmind.org\)](http://rbmind.org)
- NHS Every Mind Matters: <https://www.nhs.uk/every-mind-matters/>
- Beat Eating Disorders: <https://www.beateatingdisorders.org.uk/>
- Shout 85258 Crisis Text Line: <https://giveusashout.org/get-help/>
- Papyrus suicide prevention: <https://www.papyrus-uk.org/>
- Samaritans call 116 123 [Samaritans | Every life lost to suicide is a tragedy | Here to listen](#)
- SW London Crisis Line – 0800 028 8000
- Support for sexual assault - <https://thehavens.org.uk/>
- Elearning opportunities - <https://www.minded.org.uk/>

Appendix 1 - Grey Court Staff Wellbeing Model

<p>Specialist</p> <ul style="list-style-type: none">● Referrals to occupational Health● Employee Assistance programme● Signposting to local NHS wellbeing service and IAPT● Crisis support
<p>Targeted:</p> <ul style="list-style-type: none">● Mentoring● Reflective space with MHST● Mental Health Guidance● Wellbeing support from line managers● Wellbeing support/check-in meetings with Senior MH lead● Meetings with HR manager● Employee Assistance programme
<p>Universal:</p> <ul style="list-style-type: none">● Staff wellbeing policy● Staff wellbeing survey● Dedicated staff rooms● Staff Wellbeing Committee (SWC)● Staff MH & wellbeing training● Continual professional development● An open, anti-stigma culture● Restorative ethos● Staff refreshments● Staff celebrations & rewards● Staff discount schemes● Free staff extra curricular activities● Regular staff wellbeing signposting● Employee Assistance programme

Appendix 1 - Grey Court Staff Wellbeing Model



Appendix 2 - Staff Wellbeing Chart

Staff Wellbeing

The Governors, Headteacher and SLT take the wellbeing of all staff seriously. The chart below takes into account all of the measures we have in place to assist staff to carry out their professional duties. Our staff are supportive of each other and work hard as a team, in faculties, tutor teams and together across the whole school.

 Ensure school has a safe and comfortable environment	 Frequent staff social events.	 Shout outs at Friday briefings for staff, to share appreciation of colleagues	 Fruit and biscuits provided every Friday in the staffroom.
 An annual flu jab for all staff available upon request each winter.	 Tea, coffee & milk provided in the staffroom and free porridge for breakfast.	 Mental Health Lead in school.	 Free staff fitness activities
 Calendared wellbeing CPD activities.	 Limit after-school meetings	 Cycle scheme and IT scheme - (see finance for details).	 Staff Wellbeing Committee (SWC)
 Annual wellbeing survey.	 Free EAP and counselling service to all staff	 Collaborative approach to lesson observations, drop-ins and climate walks	 Large operations team of support staff
 Deadlines well publicised and annual calendar consultation	 Greater PPA time than national	 Communications policy which protects time outside of the school day.	 A firm commitment to the current DfE Staff Wellbeing Charter
 Dedicated workspace and classrooms wherever possible for teaching staff	 A flexible and generous approach to family appointments and children's school events.	 SLT open door policy.	