



Wellbeing Policy

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Statement of intent

William Reynolds Primary School and Nursery is committed to protecting the health, safety and welfare of our whole school community (pupils, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. Preventing stress is a major factor in maintaining the wellbeing of the school community, which remains a key priority. In light of this, the school understands the importance of trying to reduce and deal with stress, and the factors that may cause us to become stressed.

We also recognise that pupil's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All pupils go through ups and downs during their school career and some face significant life events.

The Department for Education (DfE) recognises that: "In order to help their children succeed: schools have a role to play in supporting them to be resilient and mentally healthy." Schools can be a place for children to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community.

The purpose of this policy is to outline the responsibilities of the school and staff members in supporting wellbeing and promoting mental health across school, and to advise on how to deal with mental health issues and prevent stress.

This policy aims to:

- Provide a working environment which enables staff to work in an environment in which staff wellbeing is supported and which enables staff to carry out their duties effectively.
- Recognise the key role of the Headteacher/Senior Leaders/ Phase Leaders/ Wellbeing Leads for their responsibilities by enabling access to guidance, training and support.
- Encourage staff as individuals to accept responsibility for their own mental, physical and emotional wellbeing.
- Comply with all statutory requirements.
- Develop and maintain a positive health and safety culture through regular communication and consultation with staff.
- Develop an open culture in which mental, physical and emotional wellbeing is taken seriously and in which staff are supported in order that they may seek any help and support they need.
- Ensure that all staff are aware of the policy through regular promotion on staff notice boards and T-drive.

- Identify the hazards that could lead to poor staff health and wellbeing and reduce these where possible.
- To use Wellbeing questionnaires to identify areas of concern and investigate and implement ways of reducing stress.

Definition of mental health and wellbeing

We use the World Health Organisation's definition of mental health and wellbeing.

"A state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community."

Mental health and wellbeing is not just the absence of mental health problems. We want all pupils, staff and parents to:

- Feel confident in themselves
- Be able to express a range of emotions appropriately
- Be able to make and maintain positive relationships with others
- Cope with the stresses of everyday life
- Manage times of stress and be able to deal with change
- Learn and achieve

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'

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, and learning environment, that is focussed, purposeful and considers individuals' wellbeing.
- Ensuring staff roles and responsibilities are clearly defined and monitored.
- Ensuring that all school policies are assessed for workload impact.
- Encouraging stress awareness throughout the school and promoting stress as a serious 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 there are measures in place to support staff wellbeing.
- 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.
- Establishing Wellbeing Leads to ensure staff are supported in their roles and that actions are taken to mitigate overbearing stress in the workplace.
- 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 two senior members of staff are identified as Wellbeing Leads to oversee the provision and support of mental health and wellbeing in school, and to ensure effective links exist with local mental health support.

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, where possible, 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. the employee assistance programme, Health Assured.
- Understand the differing needs of staff, at different points and events during their life cycles, and offer support accordingly, if and when required. This may include support for pregnant women, older women during the menopause, and those with caring responsibilities.
- Ensure that a return-to-work policy is established in the workplace that is supportive of staff both while absent and upon return to work.
- Regularly communicating with staff, encouraging them to be open when discussing stress.
- Conducting and implementing the recommendations of risk assessments, considering the causes of 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 SBM 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.
- Ensure that a return-to-work policy is established in the workplace that is supportive of staff both while absent and upon return to work.
- 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 or Wellbeing Leads.

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
- 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

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

Emotional indicators

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

4. Actions to support staff

To positively impact wellbeing in the school, the headteacher, Wellbeing Leads and governing board 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.
- Review workload of staff.
- 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.
- Promote an employee assistance programme relevant to the needs of all staff, monitoring its effectiveness and impact on wellbeing.

To effectively address workload issues and support staff wellbeing, the headteacher and Wellbeing Leads, working with the Senior Leadership Team (SLT), will take the following actions:

- Measure staff wellbeing and identify workload issues on an annual basis
- Review any areas of workload that have been identified
- Address the workload issues that have been identified, e.g. by undertaking a data collection audit and action plan and developing an action plan.
- Evaluate the impact of the actions taken, measuring staff wellbeing and identifying new workload issues to address during the next term.

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 is appointed by the governing board who is responsible for monitoring the wellbeing of staff, alongside the Wellbeing Leads, to ensure all staff are supported in their roles and that actions are implemented to mitigate stress in the workplace.

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 policy which will promote a positive, caring strategy for staff who are returning to work following sick leave.

The school will ensure wellbeing is promoted and stress is prevented 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
- 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
- Flexible working arrangements, in line with the Flexible Working Policy
- Annual surveys to better understand the areas of work that have a negative effect on staff wellbeing
- Understanding the differing needs of staff, at different points and events during their life cycles, and offer support accordingly, if and when required. This may include support for pregnant women, older women during the menopause, and those with caring responsibilities.

The school enhances staff motivation, learning and professional development through:

- Curricular planning time within the school week
- Whole school training events
- Pupil progress meetings held during the school day
- Access to appropriate external training and visits to specialists
- Involving all staff in decision making and proposed change
- Induction training and information for new staff
- Provide additional support at times of particular stress, change and/or difficulty
- Have a responsive and listening culture, reacting quickly to problems
- Maintain contact with staff when they are absent
- Provide opportunities for staff to socialise, for all staff to relax and socialise together
- Opportunities to discuss with the Headteacher any issues of worry/concern

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, Wellbeing Leads 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
- Looking after their physical and mental health
- Taking advantage of the wellbeing initiatives, training and support offered by the school
- Speaking to the headteacher or the wellbeing leads about any concerns they may have regarding their workload, stress, or mental wellbeing

6. Supporting procedures

The following two senior members of staff will be designated as Wellbeing Leads:

- **Emma Shankland**
- **James Tagg**

The governor with responsibility for wellbeing is:

- **Lauren Dawkins & Mark Foden**

If any member of staff wishes to raise a concern about wellbeing, one of the two Wellbeing Leads will be notified.

The Wellbeing Lead will provide the member of staff with information about the support that is available to them; this includes both within the school and outside sources. One of these resources could be:

Health Assured which is a counselling service. It is available for all employees from maintained schools that buy into our Occupational Health Service, there is no charge for schools for this add-on to the service as this is being funded centrally by the Local Authority.

Any employee wishing to access the Counselling Service can now do so via a 24-hour confidential helpline from Health Assured: 0800 783 2808. Counselling is available face-to-face or over the phone for all employees. The telephone counselling service is also available for all adults living in the household and they can also provide couples therapy on a face-to-face basis.

In addition, there is an online health hub and a phone app that staff can download to access the health hub direct from their personal phones. This app and hub provide self-help information on a range of stressors and health issues and provides full information on other services Health Assured provide.

You can access the health hub by visiting: <https://healthassuredap.co.uk/> or download the Health e-Hub on Google Play or the App Store and enter:

Username: **Telford**

Password: **Wrekin**

The Wellbeing Leads will treat all 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.

The Wellbeing Lead in receipt of the concern will investigate and report this to the headteacher.

The headteacher will decide whether any further action or support will be taken.

7. Response actions

Where problems with wellbeing arise, the necessary support and appropriate actions will be considered. This may include support from HR advisers and/or external services, e.g. occupational health.

The school will continue to support staff when external services are involved.

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.

8. Pupil and Parent/ Carers Wellbeing

Promoting Emotional Health and Wellbeing

The school promotes and strengthens the **pupil** voice through:

- A democratic process for the election of School Council representatives
- Regular School Council meetings
- Regular Wellbeing Champion meetings

The school promotes the involvement of **parents** and **carers** in the life and learning of the school through:

- Parent meetings in the Autumn and Spring terms
- Having an 'open door policy'
- Parent questionnaires
- Regular consultation about change and development through questionnaires and special meetings
- Subject focus meetings
- Sports and Theme Days
- Involvement in school events and extracurricular activities
- Regular communication and involvement regarding pupil progress, behaviour, and pastoral needs

The school facilitates an enhanced environment for learning through:

- Improved school and classroom environment, facilities and resources
- Recognising the background of individual pupils and their physical, social and emotional needs
- Establishing clear rules, routines and expectations about behaviour for learning
- Encouraging positive, caring and constructive relationships

The school enhances pupil motivation and learning through:

- Consistent support for vulnerable children and those with SEND from learning support, teaching assistants and other agencies where appropriate
- Celebrating successes and achievements in the classroom through reward systems and weekly certificates
- An exciting and varied range of extra-curricular events and trips
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Recognising a range of learning styles

The school enhances pupil self-esteem and personal development through:

- The personal development curriculum which includes Citizenship and PSHE
- Information, advice and guidance on health and development
- Opportunities for pupil leadership through School Council, Wellbeing Championships, Art Ambassadors, Sport Ambassadors, House Captains
- An emphasis on praise and reward for effort
- House points, class rewards, Headteacher awards, Best Base certificates, Best attendance certificates and Rainbow Values certificates and badges.

9. Useful Websites

ACAS - www.acas.org.uk Information on stress, and employer and employee rights, in the workplace

Alcoholics Anonymous - www.alcoholics-anonymous.org.uk Fellowship of men and women who share their experience, strength and hope with each other to recover from alcoholism.

Carers UK - www.carersuk.org The voice of carers

Dignity at Work Partnership - www.dignityatwork.org Information and guidance on bullying in the workplace

The Equality and Human Rights Commission - www.equalityhumanrights.com The commission is working to eliminate discrimination, reduce inequality, protect human rights and to build good relations, ensuring that everyone has a fair chance to participate in society.

Gingerbread - www.gingerbread.org.uk Gingerbread and One Parent Families have now merged to provide better support and a bigger voice to 1.8 million lone parents and their children throughout England and Wales.

Local Government Employers - www.local.gov.uk Guidance for all councils on stress prevention and management

Mindful Employer - www.mindfulemployer.net Information and guidance on managing stress and mental health in the workplace

NHS 111 - <http://www.nhs.uk/111> National Health Service advice and guidance on health matters

Princess Royal Trust for Carers - <http://www.carers.org> Here to improve carers' lives by fighting for equality and recognition for carers.

Relate - <http://www.relate.org.uk> UK's largest provider of relationship counselling and sex therapy.

Samaritans - <http://www.samaritans.org> Offers confidential, non-judgemental support to individuals.

World Health Organisation -

http://www.who.int/occupational_health/publications/en/oehstress.pdf Publication on work organisation and stress

10. Monitoring and review

This policy will be reviewed annually by the governing board and the headteacher.

Any changes made to this policy will be communicated to all members of staff.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is March 2028.



Staff workload charter

Our aims

William Reynolds Primary School and Nursery is committed to considering and supporting the wellbeing of all our staff. As part of this commitment, and through a coordinated effort with school staff and leaders, we aim to ensure workload can be managed and reduced.

We recognise that staff workload can become overwhelming, which in turn affects staff wellbeing and prevents a healthy work-life balance. We believe that we have a collective responsibility to ensure working at the school remains manageable, a positive experience, and, above all, enjoyable.

By providing this support, we hope that we can retain and recruit more staff and meet our core values and ethos for helping and caring for one another.

To protect staff wellbeing, we will:

- Ensure staff have a fair and reasonable workload, including policies on marking, planning and data management.
- Provide high-quality training and CPD opportunities that meet the needs of individual staff members.
- Continue to review staff workload and ensure it always remains manageable.

Our commitments

We have agreed the following commitments and expectations between the governing board, SLT and school staff, to demonstrate our support in helping to manage staff workload.

All staff working at the school can expect:

- To work within a clear code of conduct.
- To receive a robust and high-quality induction.
- To be provided with a trained mentor as part of their induction process.
- To be provided with training opportunities relevant to their role and responsibilities.
- To be allocated roles and responsibilities that are linked to their skill set and area of expertise or be provided with appropriate training to upskill and broaden areas of expertise.

- The fair and equal distribution of roles, responsibilities and tasks.
- If required, to collect data using streamlined processes that are beneficial to their work and receive robust training on using the school's data management systems.
- The support of the SLT to provide guidance and advice, and simplify school processes where possible.
- A consistent and fair Behaviour Policy which allows staff to work effectively and be provided with support from the SLT to manage behaviour effectively.
- An agreed communication protocol which outlines the expected response times from colleagues and external communications, e.g. from parents.
- The use of technology to ensure effective and efficient communication, document and data management, and access to information.
- To be provided with access to external support, such as an occupational health or a confidential listening service, if needed.
- To work within an environment where their wellbeing is prioritised and valued.
- All changes to school processes to be communicated clearly and the SLT to provide support with implementation.

In addition to the above, teaching staff at the school can expect:

- A clear curriculum planning scheme that provides flexibility, is fully resourced with high-quality materials and is planned over well-defined blocks of time.
- An agreed policy that ensures all marking undertaken is purposeful and focusses on quality feedback and the impact on pupil outcomes.

The headteacher and the SLT commit to the following:

- Conducting regular activities, e.g. staff surveys, to identify the areas of work that lead to high levels of workload and implementing approaches to reduce this
- Providing staff with opportunities to discuss areas they feel are creating high levels of workload and how these could be managed
- Implementing practices that allow for meaningful and useful communications to reduce workload
- Supporting ECTs and teachers in the early stages of their careers to adopt efficient work practices and keeping this support under regular review
- Encouraging a workplace culture that promotes a healthy work-life balance
- Making every effort to reduce the number of meetings, ensuring that those that take place are planned effectively and flexibly, and always have a key focus
- Providing staff with relevant training or CPD opportunities in school, including on recognising the early signs of stress
- Ensuring staff are clear about the purpose of marking and ensuring it is meaningful, and that they understand feedback can be given in many forms
- Monitoring staff absence levels, patterns and reasons, and using return to work meetings consistently and effectively
- Regularly monitoring the progress of work practices, including curriculum planning, communications, marking and feedback, and data collection, and adapting these where necessary
- Considering the impact of any potential changes to the school's practices before they are implemented and creating a clear implementation plan before changes are agreed

- Communicating changes to the school's practices to all staff and the whole school community, to ensure everyone understands the reasons behind the changes

The governing board commits to the following:

- Ensuring the school's ethos reflects its commitments to reducing workload and creating a working environment that is focussed, purposeful and considers individuals' wellbeing through the successful management of workload
- Ensuring it receives regular updates regarding absence levels that are broken down into the cause of absence and role of staff
- Making every effort to ensure committee meetings that school staff are expected to attend are purposeful, focussed and structured, and relevant to the school development priorities
- Considering the nature of information requests and being clear about the information needed from the SLT and school staff
- Providing staff with advanced notice of all monitoring visits and informing them of what the focus will be and what information is required
- Working within any policy agreements, including those relating to using technology to reduce workload
- Establishing the role of the mental health and wellbeing governor to support the mental health and wellbeing of both staff and pupils
- Regularly seeking views from staff on the impact of workload and working with the headteacher and SLT to improve any identified issue

