



# Eyres Monsell

Primary School

## Staff Wellbeing Policy

2026 - 2027

<b>Approved by</b>	FGB
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Signed (Chair of Governors)	

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## 1. Aims

Eyres Monsell Primary school recognises that there is a relationship between healthy, positive staff, pupil achievement and school improvement and are to be valued, supported, and encouraged to develop personally and professionally, within a learning and caring community. The purpose of this policy is to provide a document that embraces the many school practices that support staff's health and wellbeing, to minimise the harm from stress and ensure that there is cohesion and progress in working towards the health and wellbeing of all staff.

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

Our school values underpin all that we do at Eyres Monsell:

Honesty

Encouragement

Ambition

Respect

Trust

## 2. Promoting wellbeing at all times

Eyres Monsell Primary School aims to promote wellbeing by:

- Raising awareness of mental health and wellbeing
- Involving staff in dialogue and decision-making
- Maintaining a culture of openness where possible/appropriate
- Promoting a healthy work/life balance
- Providing peer support and mentoring
- Ensuring that staff voice is heard
- Having internal and external support pathways
- Promoting positive working relationships

## 2.1 Out of hours working

Eyres Monsell Primary School values staff well-being and the importance of work-life balance. Staff are welcome to send email communications outside of normal working hours on the basis that there is no expectation of an immediate response. Our email system is programmed to state this as a standard boilerplate on every email sent.

## 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
- Follow the school's stance on out-of-school hours working, as detailed above
- 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

## 2.3 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 led to their resignation

## 2.4 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 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 at the school
  - 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 signposted by employees during times of stress

## 2.5 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

## 3. Managing specific wellbeing issues

The senior leadership team encourage an atmosphere in which members of staff feel comfortable asking for help when it is needed. They seek to be sensitive to, and recognise any factors in an employee's life that might precipitate stress-related issues. They act in a timely, supportive, and proportionate manner when concerns arise. The school will provide support and discuss options as appropriate to the circumstances. In some cases, this may include external support such as counselling or occupational health and GP services.

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.

#### **4. Examples of good practice**

- Eligibility with discussion to attend their child's appointments/ceremonies
- Free flu jab
- Buffet lunches provided on INSET days
- Free school fleece
- Christmas lunch provided and paid for by the school
- Christmas party and end of term events
- Tea, coffee, milk, and juice provided daily in the staffroom
- TOIL for any afterschool or lunchtime clubs ran by staff
- Staff social events out of school
- Regular treats in staff staffroom
- Free counselling support via Vivup
- Free school lunch for staff who do a lunch duty

#### **5. Monitoring arrangements**

This policy will be reviewed by annually by the senior leadership team. At every review, it will be approved by the full governing board or the finance, staffing and general purposes committee.

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

This policy is linked to our:

- Appraisal policy
- Behaviour policy
- Capability procedure
- Staff handbook
- Health & Safety policy
- Menopause Guidance

#### **7. Annual Staff Wellbeing & Psychological Safety Survey**

We undertake an annual staff wellbeing questionnaire in order to obtain insight into staff voice and experiences. The outcomes of the questions asked are issued to the senior leadership team to understand and digest where improvements or developments are required. This information is also shared with the governing body.

#### **8. The school will use the following to assess the impact of the wellbeing policy**

- Leaders are visible and positive role models
- Decision making processes are clearly understood and supported by staff
- Opportunities are provided for staff to socialise and relax with one another
- New staff are supported with an appropriate induction
- An open listening management system that responds quickly to problems
- A welcoming and tidy staff room that is committed to equality and free of any form of discrimination

- Access to adequate facilities, i.e., seating, refreshments, toilets
- Regular and systematic monitoring of staff absences and staff, pupil, and parent relationships
- Recruitment and retention of staff