

LITTLEBOURNE CE PRIMARY SCHOOL



Staff Mental Health and Wellbeing Policy

Key Contact Personnel in School

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Chair of Governors: Anna Webber

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School Vision

At Littlebourne, we foster a nurturing, inclusive school community. Following the example of Jesus, we act with compassion, to look outwards to serve our neighbour. We empower all to be lifelong, respectful learners who flourish under God's guidance. Through our aspirational creative curriculum, we grow and thrive together.

School Vision for Staff Wellbeing

At Littlebourne we aim to create a culture for staff, which supports proactive understanding and promotion of effective wellbeing management.

"Wellbeing is all about our holistic health, including the physical and emotional. When we have good levels of wellbeing, we are able to live life well. We feel motivated and engaged and have energy for life. If we are well supported by those around us who are compassionate, supportive and understanding, we are more likely to be resilient and able to deal effectively with day-to-day events, coping with life's challenges" (Trauma Informed Schools UK (TISUK, 2024).

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

Legislation

This policy takes the following legislations into consideration:

- Equalities Act 2010
- Legal Duty of Care – HASWA 1794 / Management of Health & Safety at Work Regulations 1999 – duty of care <https://www.hse.gov.uk/legislation/hswa.htm>
- HSE Management Standards Demand / Role / Support / Relationships / Change / Role <https://www.hse.gov.uk/stress/standards/>
- Thriving at Work <https://www.gov.uk/government/publications/thriving-at-work-a-review-of-mental-health-andemployers;>

2. Promoting wellbeing at all times

Staff wellbeing is supported through:

- Everyone fostering and supporting a pleasant environment in which to work
- A spacious staffroom for all staff to use away from pupils and visitors
- Informal supervision session
- Closing the school at times throughout the year (half terms and holidays) to ensure staff do not feel as though they should be in school
- Opportunities to come together where possible
- Wellbeing days where possible
- Staff being involved in their inter house competitions
- Verbal recognition
- Staff wellbeing surveys to capture voice
- No member of staff is expected to respond to parents or emails before 8:30 am or after 5pm
- No member of staff is expected to respond to email before 8:30 am or after 5pm or at the weekend

Littlebourne School has signed up to the Department for Education's Education Staff Wellbeing Charter. This ensures that we continue to commit to protecting, promoting, and enhancing the wellbeing of all our staff team.

2.1 Role of all staff

All staff are expected to:

- Treat each other with empathy and respect in line with our Christian vision and values
- Take an active role in managing their own wellbeing needs and implementing supportive strategies to manage this
- Consider how best to manage and balance their own workload
- Keep in mind the workload and wellbeing of other members of staff
- Support other members of staff where required by encouraging the use of resources provided by the school
- Report honestly about their wellbeing and take responsibility for seeking support where needed
- Follow the school's stance on out-of-school hours working, including guidance on when it is and isn't reasonable to respond to communications by being mindful of self-wellbeing and that of others
- Contribute to and actively engage in positively towards morale and team spirit
- Use shared areas respectfully, such as the staff room or offices
- Actively take part in training opportunities to promote and support wellbeing

2.2 Role of Senior Leaders

Senior Leaders are expected to:

- To seek to foster a culture in which the mental, physical, social and financial wellbeing of Employees is discussed openly and is actively supported
- To consider the impact of management decisions on Employee wellbeing and take appropriate actions to address issues whilst not preventing the right to manage staff
- To create a space for Employees to disclose a concern about their own wellbeing or others within the school
- To carefully consider any support it may be appropriate to provide where an Employee discloses a concern which may be impacting on their wellbeing
- To consider implementing appropriate measures to minimise risks to Employee wellbeing and to identify initiatives to promote and support Employee wellbeing as appropriate
- Provide training in order to increase their understanding and awareness of wellbeing
- Model and maintain positive relationships with their staff and value them for their skills, setting standards for conduct, including how they treat other members of staff

- Take any complaints or concerns seriously and deal with them appropriately using the school's policies
- 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, however this period of time is supported by senior leaders and further avenues of support signposted
- Promote information about, and access to, external support services
- Help to arrange personal and professional development training where appropriate
- Promote positive home-school contact with staff when they are absent for long periods of time
- Monitor staff sickness absence, and offer support meetings if any patterns emerge using back to work interviews to support discussions
- Monitor the wellbeing of staff through regular staff discussions and annual surveys
- Review the demands on staff and seek alternative solutions through coaching and mentoring wherever possible
- 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 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
- Promote information about, and access to, external support services

2.4 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 regard 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
- Designate a link governor responsible for wellbeing

3. Managing specific wellbeing issues

The school will support and discuss options with staff that raise wellbeing concerns and devise a plan of support to meet the individual needs of the staff member. The confidentiality and dignity of staff will be maintained at all times.

4. School Support for Employee Wellbeing

The school provides employees with access to a number of services to support Employee wellbeing. These can include:

Occupational Health

The school will provide employees with access to an OH provider should this be needed. This enables employees to discuss any concerns about their health and wellbeing with an occupational health specialist and for the school and employee to receive advice / guidance on how to manage or support any medical condition.

Where an Employee wishes to access an OH assessment, they should discuss this with the Headteacher who will consider whether a referral may be appropriate.

Mediation

In appropriate circumstances the school will provide employees with access to informal mediation services. Mediation seeks to improve employment relationships by assisting Employees in reaching a resolution to workplace disputes or conflict. If it is deemed necessary, formal mediation will be supported by the school to ensure situations can be resolved. Formal mediation is a voluntary and confidential process and will be facilitated by an external professional mediator.

Coaching and Mentoring

The school can offer employees access to coaching and mentoring opportunities to support their development. Coaching and mentoring may be considered where an employee is new to their role, would like support with aspects of their work or in instances where an individual wishes to explore career development.

Employees wishing to access coaching and mentoring opportunities should discuss this with the Headteacher in the first instance.

Education Support Network

The Education Support Network is a national organisation which provides practical and emotional support to teaching and support staff working in the education sector. The network also operates a free support line. Support Line: 08000 562561. <https://www.educationsupport.org.uk/>

NHS

The NHS Volunteers Service can also provide a telephone 'check in and chat' for if you have mental health issues and are feeling isolated. Support Line: 0808 196 3646. [Mental health - NHS \(www.nhs.uk\)](http://www.nhs.uk)

Additional Support for Employees

Staff are able to access a list of Education Staff Helplines on Kent-Teach (Appendix A) and are supported and encouraged to access these resources when they are required.

Further Information and Resources

ACAS Health and Wellbeing in the Workplace Guidance - [Health and wellbeing | Acas](#)

Anna Freud – 10 Ways to Support Staff Wellbeing [Ten ways to support school staff wellbeing | Anna Freud](#)

DfE School Workload Reduction Toolkit - [School workload reduction toolkit - GOV.UK \(www.gov.uk\)](#)

DfE: Flexible Working Resources for Teachers and Schools - [Flexible working: resources for teachers and leaders - GOV.UK \(www.gov.uk\)](#)

HSE Work Related Stress and Management Standards - [Stress and mental health at work - HSE](#)

Mental health at Work - [Address your stress toolkit – Mental Health At Work](#)

4. Monitoring arrangements

This policy will be reviewed every two years by the Headteacher and Wellbeing Lead. At every review, it will be approved by the full governing body.

5. Links with other policies

This policy is linked to our:

- Appraisal Policy
- Behaviour and Discipline Policy
- Capability Policy
- Child Protection Policy
- Pupil Mental Health and Wellbeing Policy
- Staff Code of Conduct

Appendix A: Education Staff Helplines

EDUCATION STAFF HELPLINES

- Anxiety UK:** 03444 775 774 (Monday to Friday, 9.30am to 5.30pm)
- Education Support:** UK-wide: 08000 562 561 day or night Txt: 07909 341229 (answered within 24 hours)
- DfE Helpline:** Telephone: 0370 000 2288 Monday to Friday, 9am to 5pm
- Help for money problems:** 0800 138 7777 from Monday to Friday, 8am to 6pm
- National Debtline:** 0808 808 4000 from Monday to Friday, 9am to 8pm
- StepChange Debt Charity:** 0800 138 1111 from Monday to Friday, 9am to 5pm
- Samaritans:** 116 123
- Campaign Against Living Miserably (CALM):** 0800 58 58 58 (daily, 5pm to midnight)
- Eating disorders:** Phone: 0808 801 0677 (adults) or 0808 801 0711 (for under-18s)
- Drinkline:** 0300 123 1110
- FRANK:** 0300 123 6600
- NHS Volunteers Service:** 0808 196 3646 (8am to 8pm)
- NHS 111 online.** If you have no internet access, you should call NHS 111.

WWW.KENT-TEACH.COM