



WILKINSON PRIMARY SCHOOL

Staff Wellbeing Policy

Adopted On: **September 2025**

Next Review Due: **September 2026**



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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 environment for all staff.

- All 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.

2. Promoting wellbeing at all times

At Wilkinson Primary school, we will survey staff at the end of each academic year, via Microsoft teams to gather staffs' ideas and suggestions on what has worked well in that academic year also providing an opportunity for staff to raise any concerns. In addition to the survey staff are always encouraged to adopt an open-door policy to discuss any issues in relation to well-being with phase leaders or members of SLT.

Findings from the surveys and any other issues or concerns will be shared with SLT and forwarded to the governing body to make any recommendations.

2.1 Role of staff

All staff are expected to:

- Treat each other with empathy and respect
- Keep in mind the workload and wellbeing of other members of the 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 staffroom, intervention rooms and

offices.

- Take part in training opportunities to promote wellbeing.

2.2 Role of phase leaders

Phase leaders are expected to:

- Maintain positive relationships with their team of staff and value them for their skills, not their working pattern.
- Provide a non-judgmental and confidential support system to their staff.
- Take any complaints or concerns seriously and deal with them appropriately using the school's policies and procedures.
- Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance.
- Make sure that new staff are properly inducted with SLT and feel that they are able to ask for help.
- Phase leaders should be aware that sometimes personal issues and pressures at work may have a temporary effect on work performance and these should be considered as part of any appraisal or capability procedures.
- Promote information about how to access external support (these will also be displayed in staffroom)
- At fortnightly phase meeting listen and respond to any concerns or issues.

2.3 Role of Senior Leaders

All senior leaders are managers of wellbeing at Wilkinson Primary school.

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-judgmental and confidential support system for staff.
- Monitor the wellbeing of staff through regular yearly surveys at the end of the academic year via Microsoft teams and informal chats throughout the academic year.
- 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 time spent on paperwork, and seek alternative solutions where possible.
- Make sure job descriptions are kept up to date, with clear 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 or new initiatives.
- Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring in school.

- Make sure that the efforts and success of staff are recognised and celebrated.
- Produce and share a calendar of meetings, deadlines, and events so that staff can plan and manage their workload.
- Provide resources to promote staff wellbeing, such as training events.
- Promote information about and access external support services (displayed in staff room)
- Organise extra support during times of stress, such as Ofsted or inspections.

2.4 Role of the governing body

The governing body 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 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 well-being in mind, particularly in regards to workload.
- Be reasonable about the format and quantity of information asked for from the 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 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 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. Monitoring arrangements

This policy will be reviewed each school year by senior leaders. At every review, it will be approved by the full governing body. Well-being is a standing item on each full governing body agenda.

5. Links with other policies

This policy is linked to our:
Appraisal policy
Behaviour policy
Staff code of conduct