

Staff Wellbeing Policy

Swanlea School



Reviewed by:	S Cullen & I Byrne	Date: Sep 25
Approved on:	Resources Committee 08.10.25	
Next review due by:	Sep 27	

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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 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

2. Promoting wellbeing at all times

In order to support and promote the wellbeing of all staff at Swanlea School we recognise the needs of staff are myriad, both in terms of their work life and how it extends beyond the working day. To this end we:

- Have invested in the Employee Assistance Programme, which is promoted weekly, and provides an independent support for all areas of challenge in life, not only work-related, with experts to advise, guide and advocate.
- In addition to EAP, the school provides staff with: **Step Forward Counselling Services** which provides confidential sessions for staff to address any issues impacting wellbeing or emotional health. Sessions do not need to be work-related. Staff may access up to six sessions, either as a one-off appointment or as a series of follow-up sessions. Where it becomes clear that additional support is required beyond this provision, the counsellor will signpost staff to appropriate external agencies.
- **Personal Training Sessions:** Staff have access to small group Personal Trainer-led sessions after school and during half-term breaks. These sessions are supported with a range of equipment to facilitate activities such as boxing, endurance, strength and conditioning, and plyometric training. The provision is intended to promote staff health and wellbeing through structured physical activity.
- **Cycle to Work Scheme:** The school offers a Cycle to Work scheme to support staff wellbeing by promoting regular physical activity, reducing travel costs, and encouraging sustainable commuting. This initiative aims to enhance both physical and mental health while supporting a healthier work-life balance.
- Employed a designated member of staff to provide a welcoming breakfast, as well as hot and cold drinks, snacks, and meals throughout the day, based in the staff room so it provides a relaxing and collegiate environment.
- Ensure that within the staff designated directed time there are social events at the end of the autumn and summer terms, with lunches provided, and where the senior staff serve the main body of staff; this helps to build a cohesive structure between senior management and their teams. We also have tea and cake events in directed time that bring staff together who may not always work with one another, expanding their support base and allowing for supportive relationships to develop, as well as providing a non-work-related space to talk and share experiences.
- Have a designated new staff induction co-ordinator who welcomes and supports new staff, as well as maintaining contact, constantly reviewing, and improving practice each year. This forms positive relationships outside of the staff faculties, providing another branch of support. New teaching staff

receive 6 weeks of induction from start of entry to embed school routines and expectations in a small and supportive environment. A breakfast is provided to support time management.

- Produce a weekly all-staff system of communication with key things coming up that has clear expectations for the weeks ahead; this allows for preparation and organisation without being too overwhelming. In addition, all staff receive a brief daily rota reminder for duties and any unforeseen changes to the daily operation; this acts as a helpful reminder.
- Inform, educate and celebrate the school, its events and community with a weekly live address from the head of school to the whole staff. This is accessed remotely to reduce the need for staff to leave their faculty areas, unless for special in-person meetings for bigger occasions.
- Have a dedicated HR person in school who can be approached to discuss any personal related issues discreetly and ask advice about any occupational health or counselling concerns.
- A regular Healthy Living newsletter goes out to all staff from LBTH Healthy Living Team which highlights anything of interest to staff with regards to health, community, fitness, mental health, wellbeing.
- Discourage staff to work late on a regular basis. Although the school building is open in holiday periods (apart from Christmas) for any staff wishing to come in for any reason, they are not required to do so. However, workspaces and PCs are available for any staff to use.
- Have no expectation that staff respond to any e-mail or text message outside of working hours.
- Have reduced after school meetings where possible and designated more directed faculty time to planning and preparation.
- Have moved all-staff meetings online where appropriate, to reduce movement around the school and relieve time pressures.
- Have a flexible working policy where requests are considered and implemented where possible and appropriate.
- Have introduced a new CPD model that limits training time to 30 minutes, followed by deliberate practice for 30 minutes. This allows the staff to role-play new initiatives and actively embed them.
- Recognise and celebrate our diverse school community with cultural days and events.
- Adapted the calendar in response to external pressures and communicated to staff as soon as possible.

2.1 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
- › 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

- › Be proactive in approaching staff about their day and week ahead

2.2 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 lead to their resignation

2.3 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
- › 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
- › 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
- › Organise extra support during times of stress, such as Ofsted inspections

- › Review current practices and act on feedback from colleagues to improve support systems

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 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 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 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. Monitoring arrangements

This policy will be reviewed every two years by the Lead for Wellbeing and the Senior Leadership Group. At every review, it will be approved by the Governors Resources Sub-Committee.

5. Links with other policies

This policy is linked to our:

- › Appraisal policy
- › Behaviour policy
- › Capability procedure
- › Staff code of conduct
- › Special Leave of Absence
- › Flexible Working Policy