



Christleton Primary School

Be the best you can be

Well-being Policy

Document Name		Reviewed by	
Well-Being Policy		Full Governing Body	
Author	Mr Mitchell	Version number	1.1
Date of Policy	Policy Reviewed	Next Review	
July 2025		September 2027	
Signed Headteacher		<i>Mr Mitchell</i>	
Signed Chair of Governors			

The key to a healthy life is having a healthy mind

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

Promoting wellbeing at all times

The well-being of staff at Christleton Primary School is paramount to maintaining a successful and forward-thinking school. The welfare of our children is fundamental to all school policies and procedures which are underpinned by our schools' values.

Our schools' best asset is happy, motivated and focussed children and staff. We recognise staff as our most important resource, a resource that needs to be valued, supported and encouraged to develop personally and professionally. We believe to be most effective, staff well-being approaches need to be personalised and bespoke to meet the specific needs of the individual or group. How our staff feel on an everyday basis is likely to affect their performance and therefore impact on the ethos and atmosphere of the school, which in turn affects our children. If our staff are happy, motivated and are purposeful in their approach, this will have a huge impact on the well-being of our children, resulting in happier children who achieve more.

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 policy on out-of-hours working, including guidance on when it is and isn't reasonable to respond to communications
- ✔ 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

Role of leaders

Leaders / 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

Role of senior leaders – deputy-headteacher and headteacher

Senior leaders 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-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 during times of stress, such as Ofsted inspections

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

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. This support could be through:

- ④ Giving staff time off to deal with a personal crisis
- ④ Arranging external support, such as counselling or occupational health services
- ④ Completing a risk assessment and following through with any actions identified
- ④ Reassessing their workload and deciding what tasks to prioritise

At all times, the confidentiality and dignity of staff will be maintained.

Induction of New Staff Members

A thorough induction process is in place for all staff who join the school. They are made to feel welcome and are given as much support as they need. Following the induction process, regular check-ins occur to ensure that the individual is secure in their position and has access to all the resources they require.

Staff Inclusion

The opinions, feelings and ideas of all staff members are valued equally. Any member of the school team knows that they can table new ideas or thoughts about established systems or routine and that these suggestions will be considered and shared.

Work Life Balance

The staff team at Christleton Primary School are all dedicated people who work extremely hard throughout the day (both at school and at home) to ensure the smooth running of

the school and to create the best and most effective learning and teaching environment for the children that can be provided. The school staff team are committed to ensuring that every member of staff takes breaks through the day to eat, drink or just have a breather. Everyone is mindful of the workload faced by teaching staff and try, wherever possible not to add to it. Tasks are shared out wherever they can when it is recognised that a particular member of staff has a significant workload.

Non-Contact Time

Teachers are provided with at least 10% of working time for planning, preparation and assessment (PPA) each week. This time is protected and blocked to ensure maximum benefit. Staff are generally able to take this time off site should this be their preferred arrangement.

Subject leaders are provided with appropriate leadership time to carry out their role. This may be to carry out tasks or to support other colleagues / develop their subject area.

Monitoring arrangements





This policy will be reviewed regularly and shared with the staff to ensure that practice is continually developed.














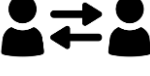












Links with other policies

This policy is linked to our:

- ✔ Appraisal policy
- ✔ Behaviour policy
- ✔ Capability procedure
- ✔ Home-school communication policy
- ✔ Staff code of conduct

Well-being Practices in Place

	Complimentary tea, coffee, sugar and milk in the staffroom		Annual flu jab offered to all staff
	Counselling service available for all staff through the Employee Assistance Programme		All teaching staff are provided with at least 10% PPA non-contact.
	Core subject leaders are provided regular with management time		Senior leaders provided with management time
	Staff social evenings are arranged		Leaders adopt a considerate approach to family appointments, children's events etc.
	Complimentary Christmas lunch for staff		Opportunities for career development supported and championed.
	Measured approach to lesson observations, learning walks, drop-ins etc.		Regular review of policies, such as feedback, to consider their impact on workload.
	Communication avoided during unsociable hours and holidays whenever possible.		Senior leaders have an open door policy and can be contacted when required
	Staff surveys are carried out and reviewed.		Resources are purchased to support staff with planning and curriculum delivery
	IT equipment is in good order and accessible for all staff.		Thorough induction processes are in place for incoming staff.
	Leadership time is provided for all staff during each term to support them undertaking their role.		Data collection and submission systems are reviewed regularly.
	Computer software is used to ensure efficient recording processes e.g. Insight, Medi-tracker & CPOMS		School paperwork regularly reviewed for functionality and impact.

	Opportunities to share and discuss are provided within staff meeting times.		Opportunities to share practice are planned into staff meetings.
	Communication is clear via established systems. E.g. WhatsApp, Friday Briefing, Google Calendar etc.		Refreshments / food items purchased for staffing room periodically.
	Refreshments purchased for parents' evening and after school events.		Tools and resources are in place to support all staff to do their roles
	Resources are available for the delivery of the curriculum.		Coaching and mentoring is used to encourage and support peer-peer relationships and provide CPD
	Clear career expectations are in place.		Appraisal processes are transparent and clearly planned.
	Staff are considered when setting diary dates for key events during the year.		Senior leaders are visible and approachable
	Where possible and appropriate, a sense of fun / humour is encouraged		Peer-to-peer encouragement is celebrated.
	People are treated fairly, consistently and with respect.		Senior leaders are responsive to feedback.
	During busy periods, staff meeting time may be utilised to provide time for staff to carry out their tasks.		Staff are provided with time to complete their SEND paperwork
	Employee Assistance Programme is engaged with		'Realistic' expectation on staff leading after-school clubs.
	Recognition / gratitude boards installed in the staffroom.		Share boxes created in the staffroom for refreshments, donations etc.
	Senior leaders support teachers to carry out leadership planning e.g. action plans.		Polices are in place to support well-being e.g. menopause.
	Staff have clear defined roles		Staff are provided with CPD appropriate to their role

