



Mental Health and Wellbeing Policy

Category: Non-Statutory	Approved by: Full Governing Body
Approved: July 2026	Next Approval due: July 2029
Initial Review by: Head Teacher	Formal Review by: TLC (Teaching Learning & Care) Committee
Linked Policies: Health and Safety Policy	

Our Christian vision:

Built on the rock of Christian faith, we work as a community to create an environment which enables all to flourish. Jesus welcomed all and we embrace diversity, celebrating our different gifts and successes. Like St Peter, we are motivated by our values, learn from our mistakes and strive for the best outcome for everyone.

"Coming together, learning to be the best we can be"

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1. Aims

At Woolhampton CE Primary School, we are guided by the aims of our Christian visions and we aim to create a supportive environment, where all members of the school community can flourish, including staff. We recognise that stress left unaddressed can be a cause of ill health. Stress-related illness can be caused by work or by issues outside work. The school is committed to eliminating the foreseeable causes of stress at work, or if that is not possible, minimising or reducing the risk or work-related stress to employees to the lowest level.

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

2.1 Role of all staff

All staff are expected to:

- › Promote our school's Christian vision and values in treating everyone with respect, compassion and welcoming all
- › 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
- › Take part in training opportunities that promote their wellbeing

2.2 Role of senior staff

Senior staff 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
- › Help to arrange personal and professional development training where appropriate

2.3 Role of the Headteacher

The headteacher is expected to (this may be delegated to other staff with line manager responsibilities):

- › Have an open door policy with staff that promotes a supportive and caring ethos
- › Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
- › Monitor the wellbeing of staff e.g. through surveys or structured conversations
- › 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
- › 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
- 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 the governing board

A link governor with responsibility for wellbeing is appointed.

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

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 compassionate leave 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 by the Teaching and Learning Committee (TLC) and approved by the full governing board (FGB) every three years.

5. Links with other policies

This policy is linked to our:

- Appraisal policy
- Behaviour policy
- Capability procedure

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- Home-school communication policy
- Staff code of conduct