Date this policy was reviewed and by whom	30/9/2026 Sandy Chase
Date of next review and by whom	30/9/27 Sandy Chase

Staff Wellbeing Policy

Statement of intent

The Springfields Academy is committed to protecting the health, safety, and welfare of our employees. Maintaining the wellbeing of the school's staff, is a key priority.

The purpose of this policy is to outline the responsibilities of the school and staff members, in supporting wellbeing and promoting mental health, and to advise employees on how to support their own wellbeing and the wellbeing of others.

Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Health and Safety at Work etc. Act 1974
- Employment Rights Act 1996
- Employment Relations Act 1999
- Equality Act 2010
- The Management of Health and Safety at Work Regulations 1999
- DfE (2019) 'Workload reduction toolkit'

This policy operates in conjunction with the following Trust or school policies/procedures:

- Health and Safety Policy
- Managing Attendance Policy

- Early Careers Teacher Policy
- Data Protection Policy
- Grievance Policy
- Flexible Working Policy
- Menopause Policy
- Appropriate Workplace Behaviours Policy

Roles and responsibilities

Headteacher	Sam Cottrell
Staff Wellbeing Lead and Senior Mental Health Lead	Liz Burns
Staff Wellbeing Governor	Sandy Chase
Staff Wellbeing Committee	• Gemma Summers • Caroline Box • Therese Flaherty • Janet Scudamore • Zoe Sutterby • Christina Kinge

The Local Governing Boday (LGB) is responsible for:

- Ensuring the effective implementation of this policy.
- Ensuring the school's ethos reflects its commitment to ensuring workload is reasonable, creating a working environment that is focussed, purposeful and considers individuals' wellbeing.
- Ensuring staff roles and responsibilities are clearly defined and monitored.
- Ensuring that all school policies are consider workload impact.
- Working with the headteacher to promote wellbeing, and include them in any decisions that need to be made.
- Ensuring the headteacher puts measures in place to support staff wellbeing.
- Actively trying to eliminate stressors in the school.
- Ensuring monitoring visits are strategic, focussed and reflective of its monitoring plan, and being clear with staff ahead of the visit about what the focus will be and the information that will be required from them.
- Recognising mental health issues and appointing a Wellbeing governor who's responsibility will be to support the Staff Wellbeing Lead.
- Ensuring all committee meetings are purposeful, focussed, structured and relevant to the school development priorities.

The Staff Wellbeing governor is responsible for:

- Influencing the setting of a school vision which creates a positive wellbeing culture and is underpinned by equality values, a system of accountability, and robust policies and procedures.
- Ensuring the school's strategic plan includes objectives linked to improving, supporting and responding to the mental health of staff.
- Ensuring there is a whole-school approach to mental health and wellbeing embedded within leadership practice, the curriculum, the school's values and ethos, and the social and physical environment.
- Ensuring there is a Staff Wellbeing Lead.
- Meeting with the Staff Wellbeing Lead on a regular basis to monitor and review the impact of provision and interventions.
- Working with the headteacher to ensure that appropriate training is put in place to support staff.
- Reporting to the governing board on the successes and areas of improvement in planned interventions, and the resources that are in place.

The Headteacher is responsible for:

- Creating and promoting a positive and supportive atmosphere throughout the school.
- Implementing CPD which equips staff with the tools needed to effectively manage wellbeing.
- Developing a sensitive performance management process that is linked to clear job specifications.
- Where possible, including all staff in the school's decision-making processes.
- Organising extra support for staff at times of increased stress
- Encouraging staff to take advantage of any initiatives introduced to promote wellbeing and effective working, e.g. an employee assistance programme, reflective supervision
- Ensuring that all policies that affect staff wellbeing are properly adhered to and reviewed.
- Where appropriate, authorising any staff absences related to stress and/or mental health issues, as well as granting extended leave within the terms of Trust policies.
- Attending all necessary training, keeping skills current and setting a good example for staff.
- Regularly communicating with staff, encouraging them to be open when discussing wellbeing.
- Conducting and implementing the recommendations of risk assessments, considering the causes of stress as required for individuals or specific staff groups
- Ensuring all staff have read and understood this policy.

- Organising thorough inductions for new employees, explaining the Trust and school's policies and values
- Making reasonable adjustments for members of staff who are struggling with long-term mental health issues.

Line Managers are responsible for:

- Providing information that helps staff to manage wellbeing effectively.
- Ensuring that regular contact is maintained with members of staff who are absent for long periods of time with the support of the Headteacher and the Trust People Team
- Ensuring new members of staff have received all the relevant information they require, including the procedures for raising concerns about wellbeing.
- Working with the Headteacher and the Trust People Team to monitor all staff absences and follow the Trusts 'Managing Staff Absence' policy.

All staff members are responsible for:

- Being able to recognise the early signs of stress or mental health issues in themselves and their colleagues.
- Supporting co-workers if they may require practical assistance or emotional reassurance linked to their wellbeing.
- Maintaining a healthy work-life balance.
- Promoting a positive, supportive atmosphere throughout the school.
- Being open to discussing wellbeing.
- Reporting honestly about their wellbeing.
- Where possible, asking for help when they feel under pressure or stressed.
- Attending events and training opportunities which promote wellbeing and health.
- Not acting in a manner which endangers themselves or others or has a negative impact on the wellbeing of themselves or others
- Undertaking additional training and personal development opportunities.
- Reporting any concerns, they have about their co-workers' wellbeing and/or mental health to the Staff Wellbeing Lead and/or Headteacher.

The Staff Wellbeing Committee are responsible for:

In addition to their responsibilities as a staff member, the members of the Staff Wellbeing Committee are responsible for;

- Attending committee meetings
- Keeping the Staff Wellbeing boards updated
- Sharing Wellbeing initiatives with the Staff Wellbeing Lead
- Promoting the Wellbeing charter and policy
- Adapting the role as active listener for staff members

The Saff Wellbeing Lead is responsible for:

In addition to their responsibilities as a staff member, the Staff Wellbeing Lead is responsible for:

- Alongside the staff wellbeing governor and the headteacher, influencing the setting of a school vision which creates a positive wellbeing culture and is underpinned by equality values, a system of accountability, and robust policies and procedures.
- Ensuring the school's strategic plan includes objectives linked to improving, supporting and responding to the wellbeing of staff.
- Reporting termly to the Staff Wellbeing Governor
- Leading on whole school Wellbeing sessions
- Sharing relevant information with all staff that promotes wellbeing
- Holding termly Staff Wellbeing Committee meetings
- Keeping knowledge up-to-date and sharing with all staff.
- Developing and maintaining the Human Kind Wellbeing award.

Identifying warning signs

The school recognises that individuals will react differently to stressful situations and become stressed by different situations and stimuli throughout their working lives. Because of this, it is important that staff understand the different factors that may impact on their or their colleague's wellbeing.

The following may impact on wellbeing:

- Overworking or undertaking work that does not match the employee's skills and abilities.
- Fear of change and trying to cope with change, e.g. advancements in technology.
- Insufficient workload or not being able to use skills.
- Lack of job security.
- Poor relationships with colleagues and a lack of involvement.
- Harassment or bullying.
- Crisis management.
- Not having a long-term plan in place.

The school recognises that home and personal lives can also prove stressful for staff; bereavement, separation, financial and family problems make people more

vulnerable to stress at work, impacting on wellbeing. It is common that a combination of stress at home and work can impact on wellbeing. The school will strive to identify and support the staff member to deal with symptoms of stress quickly in order to support their wellbeing.

The school has a legal requirement to actively respond where any employee displays symptoms of work-related stress. All members of staff will be aware of the warning signs that can indicate that a person, or themselves, may be struggling with their wellbeing, and look out for the following potential (but not limited to) indicators,

Behavioural indicators

- Difficulty sleeping
- Changes in eating habits
- Increased smoking or drinking
- Emotional reactivity
- Isolation from friends and family

Physical indicators

- Tiredness
- Indigestion and nausea
- Headaches
- Aching muscles
- Heart palpitations

Mental indicators

- Indecisiveness
- Difficulty concentrating
- Memory loss
- Feelings of inadequacy
- Low self-esteem Emotional indicators
- Anger or irritability
- Anxiety
- Hypersensitivity
- Feeling drained and lethargic

Actions to support staff

To positively impact wellbeing in the school, the headteacher, Staff Wellbeing Lead and Staff Wellbeing Governor will ensure that a whole-school approach is taken.

To help manage wellbeing, the headteacher will:

- Lead by example and encourage staff to be open if they feel stressed, to take breaks and to have a full life outside of work.
- Make the most of team bonding; using INSET days to build positive relationships, as feeling comfortable amongst colleagues will make discussing wellbeing easier.
- Assist with work and help to manage employees' workloads.
- Reach out to staff during difficult points in their personal lives, e.g. bereavement, allowing sufficient time off and supporting them when they return to work.
- As and when required, arrange a meeting with all members of staff in which the current working times and practices will be discussed.

To effectively address workload issues and support staff wellbeing, the headteacher, working with the SLT, will take the following actions:

Measure staff wellbeing and identify workload issues by: -

- Commissioning staff workload and wellbeing surveys three times during the academic year, and organising structured conversations about workload with staff.
- Arranging workshops and drawing together a summary of outcomes from staff surveys and questionnaires.

The headteacher will ensure that all changes proposed as a result of the actions outlined above are communicated to all members of staff.

The school will ensure wellbeing is promoted through good management practices, including the following:

- Recruitment and selection procedures
- Clear job descriptions and person specifications to ensure the right candidates are recruited for the appropriate roles.
- CPD procedures to ensure all members of staff have the necessary skills and abilities to undertake the duties required of them.
- Performance management procedures
- Capability and absence management – return to work procedures will ensure that individuals are supported back into work following illness
- An inclusive environment – promoting the schools EDIB culture.
- Annual surveys to better understand the areas of work that have a negative effect on staff wellbeing

Self-management

Everyone is responsible for their own wellbeing. Staff can make changes to promote positive wellbeing in the workplace. Staff should be prepared to speak to their colleagues and senior staff if they are struggling with their mental wellbeing or feeling stressed in their personal lives or at work. Staff are encouraged to take action to manage their own mental wellbeing.

These actions will include, but are not limited to, the following:

- Keeping active as a way of releasing emotional intensity and any negative feelings; exercise will also help to clear thoughts and deal with problems more calmly
- Managing their workload, and establishing and maintaining a healthy balance between work and life
- Prioritising their workload throughout the workday, leaving the least important tasks until the end of the day and concentrating on the work that will make the biggest difference
- Avoiding unhealthy habits
- Taking advantage of the wellbeing initiatives, training and support offered by the school
- Speaking to the headteacher about any concerns they may have regarding their workload, stress, or mental wellbeing

Staff Voice at Springfields Academy

At Springfields Academy staff have access to the Staff HEARD system.

At Springfields Academy, the Staff HEARD framework gives staff the opportunity to share their views, their feelings and concerns in regard to their safety, professional learning and their wellbeing.

The HEARD framework gives staff the opportunity to share any concerns or suggestions that they may have regarding staff wellbeing. Staff do this through the HEARD box (in the main staff room), or by using HEARD the email – HEARD@springfieldsacademy.org

Our 'HEARD' framework ensures staff communication is listened to, accepted, and has impact.

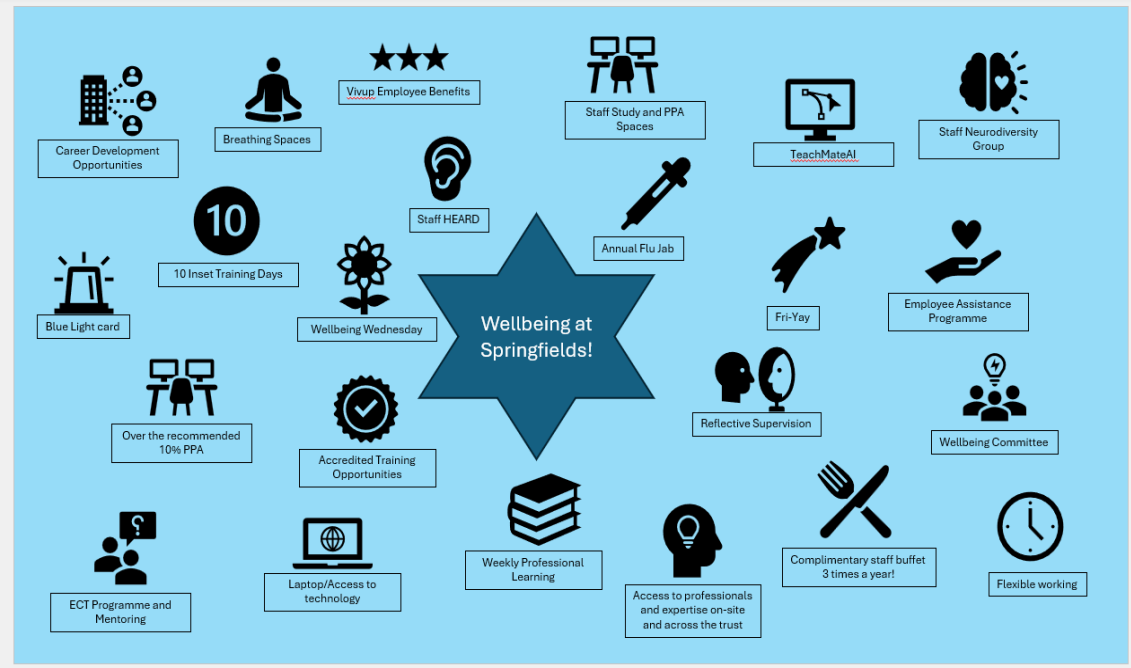
Hear	Hearing by listening
Empower	Empowering by giving confidence and support
Accept	Accepting what is communicated
Reflect	Reflecting on how we can move forward
Decisions	Decisions are made

My safety

My Well-being

My professional reflections

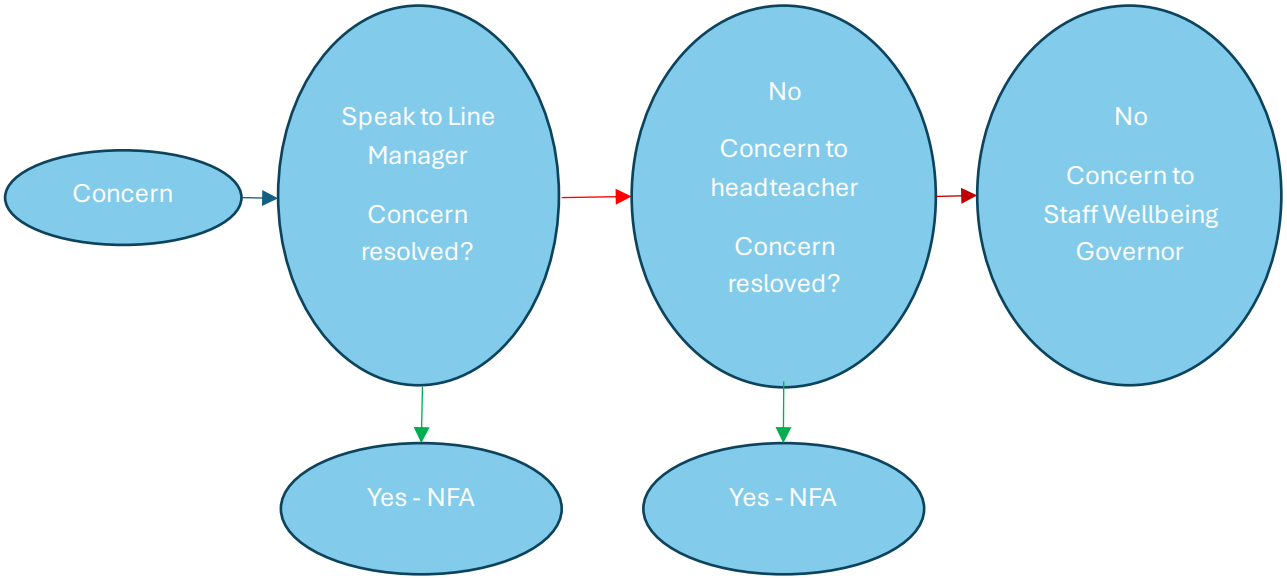
Staff Wellbeing Offer



Staff Employee Assistant Scheme

Procedure to report any concerns or allegations

If staff have any concerns regards the processes of supporting staff wellbeing they should follow the process below.



Monitoring and review

This policy will be reviewed by the governing board and the headteacher on an annual basis. Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

Signed by Headteacher: Date: September 2026