



Staff Wellbeing Policy

Owner:	AP Christian Ethos
Review by :	Local Governing Body
Last Reviewed and Adopted:	July 2024
Next Review:	July 2026

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To be ratified

1: Statement of Intent

'Then your light will break forth like the dawn, and your healing will quickly appear; then your righteousness will go before you, and the glory of the Lord will be your rear guard.' Isaiah 58:8
'Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.' World Health Organisation

Three Spires Trust and the Senior Leadership Team at St. Peter's Collegiate Academy recognise their responsibilities to promote positive mental health for every member of staff. We are committed to celebrating all individuals and enabling them to live life in all its fullness. Staff wellbeing is a key priority; the Trust supports the Academy in ensuring all adults are given professional space to breathe, freedom to think creatively and opportunities to work collaboratively. Systems and processes are in place to simplify workflow; reduce bureaucracy and alleviate negative pressures on work life balance so that all staff can choose to commit to the teaching profession for the long-term. This policy sets out our commitment to employee health, the responsibilities of managers and others for maintaining psychological health, physical health, promotion of health initiatives, communicating and training on health issues, the range of support available for the maintenance of good mental health, and organisational commitment to handling individual issues.

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 are not always static but change over time
- To encourage a partnership approach to meeting the needs of the Academy and staff
- 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
- To outline the support available to staff

2. Responsibilities

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

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
- 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 which can help identify any wellbeing issues that led to their resignation

The Senior Leadership team is expected to:

- Identify a lead for staff wellbeing. This person is currently Aman Miles
- 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 or SIAMS inspections

The Governing Board and Trust are 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 Principal
- 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. Support mechanisms


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.

Workload Charter

The St. Peter's Collegiate Academy workload charter has been devised to support staff wellbeing. It aims to outline the systems in place to support staff in maintaining a healthy work/life balance.

Access to support outside of the Academy

All staff have access to the Employee Assistance Programme provided through Health Assured. This is a confidential, independent service using qualified professionals. The employer code required to access this service is MHA187497.



Did you know that you can access our Employee Assistance Programme **CONFIDENTIALLY**?

Did you know that the counselling service is **24 hours a day, 7 days of the week**?

Did you know that you can access **legal advice** between 9am and 9pm Monday – Friday?

Did you know that you can access **domestic abuse counselling**?

Did you know that there is **an app** with physical health programmes for you?

Did you know that you can seek support for **alcohol and substance matters**?

Did you know that **bereavement** support is available?

Did you know that you can have **CBT** programmes – face to face or over the phone?

Did you know that you have access to **financial advisors**?

Did you know that up until 5pm, you can call and **request a call back** from a qualified counsellor on the same day ... ANY day of the week.

health assured

Website: healthassured.eap.com
Telephone number: 0800 028 0199
Employer code: MHA187497

Three Spires TRUST
"Life in all its fullness"

Occupational Health Support

Following a discussion with your line manager or the person who completed your return to work, a referral will be made by said person to the Academy Business Manager. The Academy Business Manager will then complete the relevant paperwork for staff to access occupational health support.

Once the paperwork is completed Pegasus Health will contact the member of staff and provide the Academy Business Manager with a report.

Peer support

A number of staff have agreed to offer confidential peer-to-peer support. They have undertaken a two-day mental health first aid course and are keen to help. A current list of staff peers available can be found in the appendix.

Additional sources

From time to time the Academy will communicate with staff via email and/or the display board in the main staff room outlining particular strategies or resources to support staff with their mental wellbeing. This will be communicated by a member of the Staff Wellbeing Team.

Further support can also be found in appendix one - here you have a number of support services outlined in addition to the ones stated above.

4. Monitoring arrangements

This policy will be reviewed biennially by the AP Christian Ethos. The next scheduled review is July 2026. At every review, it will be approved by the Governing Board.

5. Links with other policies

This policy is linked to our:

- Appraisal policy
- Behaviour policy
- Capability procedure
- Staff code of conduct
- Marking and feedback policy

Appendix 1 - SPCA Workload Charter 2024/25

SPCA Workload Charter 2024-2025

Workload Charter			
<p>“Our core aim is to support our students in their pursuit of knowledge and wisdom, allowing them to flourish as lifelong learners seeking to love God and serve the community.” This is only possible if staff are supported in their professional development, are provided with the appropriate training and use their time effectively; we are committed to supporting staff to manage their workload in the following ways:</p>			
Time Matters	CPD Matters	Academy Priorities Matter	Culture and Ethos Matters
<p>Emails: staff are encouraged to send emails between the hours of 8am-5pm. If a member of staff chooses to work outside these hours then an email can be scheduled for the next working day. If members of staff have agreed to receive correspondence outside of these hours that is their prerogative. The Academy website ‘Contact us’ information supports this and includes a contact flowchart to ensure correspondence is made with the correct person.</p> <p>Data: we have three data drops within the academic year. All data is analysed and key findings shared with HOD, freeing staff time & thinking to consider key actions. No formal time-consuming report comments are needed within the normal report cycle and end of year comments are generated in advance and linked to the average grade achieved.</p> <p>Mocks: we have one full set of mocks for Year 11, while Year 13 have one formal mock in the hall and a second, supplementary mock in class. This reduces pressure on students, reduces the volume</p>	<p>The Academy operates under STPCD and 1265 hours of directed time. Within this time we meet the government expectation of a teaching day of 32.5 hours per week and also provide a programme of CPD activity facilitating whole staff development and individual career development.</p> <p>Departmental time: departments are given at least 16 hours across the academic year to meet in addition to time on INSET days.</p> <p>Our CPD programme is optimised to develop staff knowledge and expertise across all aspects of teaching but is also aligned to the development of the Academy development objectives.</p> <p>Our CPD programme is designed in accordance with the following EEF principles:</p> <ul style="list-style-type: none"> • When designing and selecting professional development, focus on the mechanisms. • Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. • Implement professional development programmes with care, taking into 	<p>Agreed SLT meetings: these seek to prevent ill communication and repetitive emails.</p> <p>Briefings: briefings focus on training staff and sharing key/important messages. To supplement this there is a staff bulletin which is updated weekly and works to centralise key information, upcoming events and important dates in one document.</p> <p>Resisting fads: the Academy seeks to keep things simple and focused. Everything should come back to the Academy Development Plan.</p> <p>Pedagogy: we emphasise that there is no preferred learning style, but traditional teaching methods, including retrieval practice.</p>	<p>Lesson objectives: we do not use lesson objectives as an Academy. Schemes of learning are driven by Big & Small questions: the big question is the focus for the module; the small question drives each lesson towards this.</p> <p>Rationalising revision: we hold firm that after school revision sessions will not begin until the last ten weeks prior to the start of public exams.</p> <p>Non-negotiables: all stakeholders are aware that there are a number of non-negotiables for pupil behaviour/s that will not be tolerated and for which a pupil risks being suspended or excluded. These are designed to make the Academy a safe and calm learning environment.</p> <p>Giving time back: the Academy has introduced an opt-in Friends and Family Scheme where staff can offer to do additional covers across</p>

<p>of marking that staff have to do and invaluable curriculum time is not lost as all events are calendared.</p> <p>Marking & feedback: the Academy recognises the opportunity cost of marking and feedback and the Academy Marking and Feedback policy offers a meaningful, manageable and motivating approach to this aspect of professional life.</p> <p>Roll-over: the Academy does not roll its timetable over the second half of the summer term. Instead this time is used to work on core priorities, prepare for the next academic year and where applicable provide relevant training/CPD.</p> <p>Detentions: all detentions are centralised, issued the same day (where appropriate), take place after the Academy day and focus on three simple, basic classroom expectations and a series of sensible wider Academy rules.</p> <p>Meetings: standardised agendas are in place for Line Management meetings to prevent numerous channels of communication being open at the same time. Meetings are timetabled in advance to support planning and time management.</p>	<p>consideration the context and needs of the school.</p> <ul style="list-style-type: none"> When mechanisms from each of the categories below are present in a professional development programme, evidence indicates the programme of activity is more effective than a programme without mechanisms. We have mapped the mechanisms across our programme. <p>We make an allowance of 8 hours per year for individual CPD linked to specialist interests and career development. We support the development of staff through funding for NPQ programmes, Chartered Teacher Status, Apprenticeships, Leadership secondments, membership of the Chartered College and other professional development training opportunities. All staff have access to the National College training materials and the Myatt&Co platform.</p> <p>The Academy is also introducing Instructional Coaching from September 2024 as part of its Professional Growth model. The aim is to provide meaningful CPD that will help teachers to improve their craft, be more effective, implement new skills and see students learn more.</p>		<p>the academic year to earn a day off at their request. In addition to this all staff have two hours per fortnight working from home.</p>
<p>YOUR WELLBEING MATTERS</p>			

Appendix 2 - Additional Support Services

This document aims to signpost and provide quick links to some of the support that is available; it is hoped that the links below will help to navigate you to key resources.

The list is not exhaustive, and many other useful organisations and services exist.

Organisation	Contact details	Brief outline of service	Additional information
Education Support	https://www.educationsupport.org.uk 08000 562 561 day or night Txt: 07909341229 (answered within 24 hours)	Night or day, trained counsellors (BACP Accredited) are here to listen without judgement and help you find a way forward, whatever your worries or concerns and make you feel better.	The only UK charity dedicated to supporting the mental health and wellbeing of teachers and education staff in schools, colleges and universities.
Headspace	https://www.headspace.com/educators	Access hundreds of meditations and exercises for everything from stress to focus to sleep, and keep teams engaged with custom features like community programming and live meditations.	Staff working in schools can access this for free , just click on the link and follow the guidance.
MindEd	https://mindedhub.org.uk/	The MindEd Staff Resilience Hub provides support for frontline staff to help manage their mental health and wellbeing. It has been created alongside NHS Health Education England and in partnership with NHS England-Improvement, supported by Skills for Care.	
Every Mind Matters	https://www.nhs.uk/every-mind-matters/	Expert advice and practical tips to help you look after your mental health and wellbeing, so discover what works for you.	Answer 5 questions to get top tips and advice that work for you
Family Links	https://www.familylinks.org.uk/online-course-schools	Free CPD certified online course helps school staff recognise and respond to signs of poor mental health and support their own and other's emotional health, increasing mental wellbeing in schools.	

Anna Freud Centre	https://www.annafreud.org/schools-and-colleges/resources/supporting-staff-wellbeing-in-schools/	Booklet offers practical guidance about what school staff and senior leaders can do to support their own wellbeing.	
NHS - Mental Health	https://www.nhs.uk/mental-health/	Information and support for your mental health	
Calm	https://www.calm.com/	No. 1 app for Sleep, Meditation and Relaxation	
Cruse Bereavement Care	https://www.cruse.org.uk/	Cruse Bereavement is a charity for bereaved people	
Sane	https://www.sane.org.uk/how-we-help/sane-community/support-forum	A leading UK charity providing emotional support and information to anyone affected by mental illness	
Mental Health Foundation	https://www.mentalhealth.org.uk/	Work to prevent mental health problems. Helping people understand, protect and sustain their mental health.	
Crisis Text Line UK	https://www.crisistextline.uk/	Shout is a service partnership between Mental Health Innovations and Crisis Text Line®, providing people in the UK with the first ever, 24/7, free nationwide texting service	Text SHOUT to 85258 to text with a trained Crisis volunteer
Able Futures	https://able-futures.co.uk/ Freephone 0800 321 3137	Able Futures mental health specialists can help you cope with any difficulties that are affecting your focus and time at work. Able Futures could help you to have more good days and tackle issues such as stress, depression and anxiety.	

Appendix 3 – Staff Wellbeing Team 2024-25

Please let Aman know if you would like to join the team.

Aman Miles
Rod Walker
Millie Edwards
Fe Conway

To be ratified