



WREN'S NEST PRIMARY SCHOOL

Key Policy for 2025-2026

Well-being Policy

January 2026

Document to be read in conjunction with *other key school policies (listed below)*

- Appraisal Policy
- Behaviour Policy
- Capability Procedure
- Staff Code of Conduct
- Equality Policy
- Health & Safety Policy
- Menopause Policy

The Purpose, Values and Shared Responsibility of our Policy

Wren's Nest Primary School is committed to creating a workplace where all staff feel valued, supported, and able to thrive. We recognise that staff well-being is essential to sustaining a positive school culture, high-quality teaching, and the best outcomes for children. This policy applies to all staff employed by Wren's Nest Primary School, including teaching staff, support staff, leadership, all non-teaching staff and those on temporary or flexible contracts.

This policy sets out our shared commitment to:

- Protecting and promoting the mental, physical, and emotional well-being of all staff
- Creating a psychologically safe environment where staff feel respected, trusted, and heard
- Ensuring workload is manageable, purposeful, and regularly reviewed
- Providing timely, appropriate support when staff experience difficulties
- Embedding well-being into leadership, decision making, and organisational culture

Our approach is rooted in the values of ***respect, dignity, fairness, compassion, and trust.***

For the purpose of this policy, well-being refers to a state in which staff can:

- Feel safe, supported and valued
- Manage work demands positively as well as the demands of homelife
- Access support when needed
- Contribute positively to the school community

Well-being includes emotional, physical, social, and professional aspects of working life.

Well-being is a collective responsibility. Staff, leaders and governors all play a role in creating a healthy working environment.

Staff can expect the school to:

- Treat them with dignity, respect and fairness
- Provide a manageable workload and review it regularly
- Offer support during times of personal or professional difficulty
- Ensure clear communication and reasonable expectations
- Provide access to well-being resources and external support
- Maintain confidentiality and psychological safety

The school expects staff to:

- Treat colleagues with kindness, empathy, and respect
- Communicate openly about pressures or concerns
- Support one another and contribute to a positive culture
- Use shared spaces responsibly
- Engage with well-being initiatives and training

1. Aims

This policy aims to:

- Support the well-being of all staff to avoid detrimental impact 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
- Support staff to balance their working lives with their personal needs and responsibilities
- Help staff with any specific well-being issues they experience
- Ensure that staff understand their role in working towards the above aims

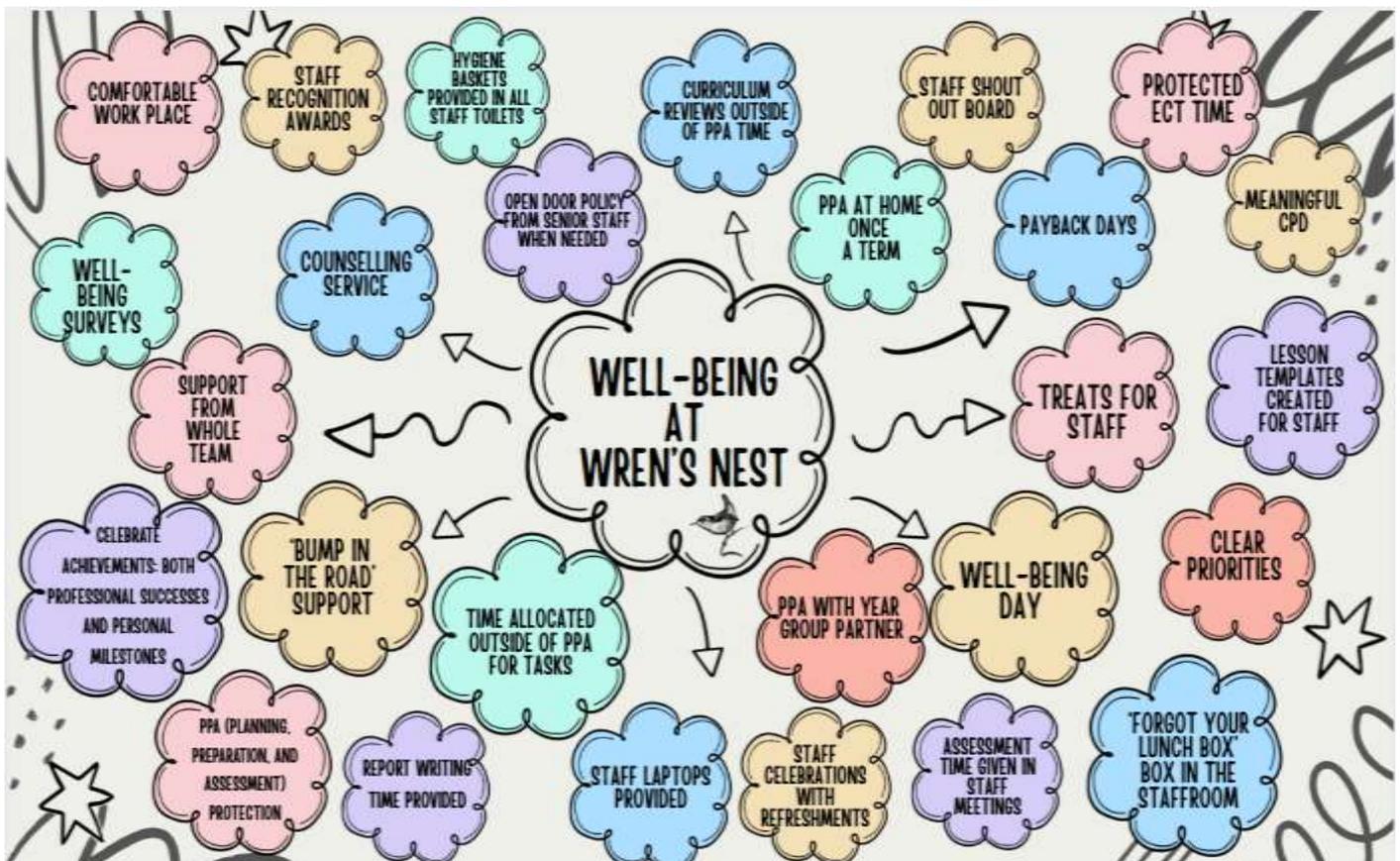
2. Promoting well-being at all times

2.1 Role of all staff

All staff are expected to:

- Treat each other with empathy and respect
- Foster a supportive, inclusive and respectful working environment
- Be mindful of colleagues' workload and pressures
- Offer practical or emotional support where appropriate
- Communicate honestly about their well-being and seek help early
- Contribute positively to morale and team spirit
- Use shared areas respectfully, such as the staff room or offices
- Participate in well-being-related training and development

The diagram below shows how we currently support staff well-being; however, this is under regular review and is adapted accordingly. This is not an exhaustive list of well-being support.



2.2 Line managers are expected to:

- › Maintain positive, trusting relationships with their teams
- › Provide non-judgemental, confidential support
- › Monitor workload and well-being through regular check-ins including informal messages
- › Identify early signs of stress and respond appropriately
- › Promote access to external support services
- › Ensure new staff receive a thorough induction and know how to access help
- › Help to arrange personal and professional development training where appropriate
- › Consider personal circumstances during capability or performance processes
- › Conduct return-to-work and exit interviews sensitively
- › Monitor sickness patterns and provide supportive interventions
- › Take any complaints or concerns from staff seriously, and deal with them appropriately using the school's policies
- › Monitor staff sickness absence and have support meetings with them if any patterns emerge
- › Keep in touch with staff if they're absent for long periods e.g. text messages, phone calls etc
- › Conduct exit interviews with resigning staff.

2.3 Role of Senior Staff:

- › Lead in setting standards for conduct, including how they treat other members of staff
- › Model respectful behaviour
- › Maintain a confidential support system for staff
- › Monitor well-being through relationships and conversations
- › Ensure accountability systems are proportionate and based on trust
- › Review workload regularly
- › Ensure job descriptions are up to date and consulted on
- › Communicate changes and initiatives clearly and in good time
- › Celebrate staff achievements and contributions
- › Publish calendars of meetings, deadlines, and events
- › Provide training and resources that support well-being
- › Ensure clear escalation routes for well-being concerns
- › Provide additional support during high-pressure periods (e.g. Ofsted)

2.4 Role of the Governing Body:

- › Ensure the school meets its duty of care as an employer
- › Monitor the well-being of the headteacher
- › Review policies and decisions with workload and well-being in mind
- › Ensure staff are not asked for unnecessary or excessive information
- › Ensure resources are allocated to support staff well-being

3. Managing specific well-being issues

The school will support and discuss options with any staff that raise well-being issues, such as if they are experiencing significant periods stress at school or in their personal lives. This is done through our 'open door' approach

Where possible, support will be given by phase leaders or senior staff. This could be through:

- Giving staff time to deal with a personal crisis
- Be a listening ear
- Arranging external support, such as counselling or occupational health services
- Completing a risk assessment and following through with any actions identified
- Reassessing their role and all it entails and deciding what tasks to prioritise
- At all times, the confidentiality and dignity of staff will be maintained.

4. Workload Principles

Wren's Nest commits to the following workload expectations:

- No unnecessary data collection
- Clear, streamlined marking and feedback expectations
- Protected PPA and ECT time
- Meetings kept purposeful, time-bound and scheduled in advance (whenever possible)
- Workload reviews
- Reasonable adjustments made during periods of personal or organisational pressure

5. Support Systems and Interventions

The school provides a range of support options, including:

- Access to Employee Assistance Programmes (EAP)
- Occupational health referrals
- Mental Health First Aiders – Sarah Parkes
- Coaching and mentoring where appropriate
- Peer support
- Signposting to external agencies (e.g. counselling, GP, Education Support)

Staff may self-refer or request support through their line manager or a member of SLT.

All concerns will be handled sensitively, confidentially and with dignity.

6. Managing Specific Well-being Issues

When staff experience significant stress or personal difficulty, the school will:

- Provide time and space to manage personal crises
- Offer a listening ear and emotional support
- Arrange external support where needed
- Complete risk assessments and follow through on actions
- If necessary and deemed appropriate, adjust duties or priorities temporarily
- Maintain confidentiality at all times

7. Inclusion, Equity, and Reasonable Adjustments

The school is committed to ensuring wellbeing support is inclusive and accessible.

We will:

- Provide reasonable adjustments for staff with disabilities or long-term conditions
- Offer support for staff experiencing menopause or hormonal health issues
- Consider flexible working requests fairly and transparently
- Ensure well-being decisions comply with the Equality Act 2010
- Conduct equality impact assessments where appropriate

8. Critical Incident and Trauma Support

In the event of a critical incident affecting staff, the school will:

- Provide immediate emotional support and debriefing
- Adjust workload or duties temporarily
- Offer access to counselling or external services
- Communicate sensitively and appropriately
- Ensure staff are not isolated or unsupported

9. Monitoring and Evaluation

The policy will be promoted and implemented throughout the school by all staff. Reviews will take place annually (or at start of new academic year) by the Resources Committee to assess its implementation and effectiveness. Well-being will be monitored through:

- Termly pulse checks
- Sickness absence data and trends
- Exit interview themes
- Feedback from staff

10. Links to Support

Mental Health & Emotional Support

- **Mind** – Information, guidance, and local support services for mental health.
- **Samaritans** – 24/7 confidential emotional support for anyone struggling or in distress.
- **Rethink Mental Illness** – Advice and support for people living with mental illness and their carers.
- **Shout** – Free, confidential 24/7 text support for anyone feeling overwhelmed.

Work-Related Stress & Employment Support

- **ACAS** – Guidance on workplace issues, conflict resolution, and employee rights.
- **Health and Safety Executive (HSE)** – Resources on managing stress and wellbeing at work.

Financial Wellbeing

- **StepChange** – Free, confidential debt advice.
- **MoneyHelper** – Government-backed guidance on budgeting, benefits, pensions, and financial planning.
- **Citizens Advice** – Support with money, housing, employment, and legal issues.

Family, Relationships & Caring Responsibilities

- **Relate** – Relationship counselling and family support.
- **Carers UK** – Advice and support for anyone with caring responsibilities.
- **Family Lives** – Support with parenting, family conflict, and life challenges.

Health & Lifestyle

- **NHS Every Mind Matters** – Tools and resources for mental wellbeing.
- **NHS Live Well** – Guidance on healthy living, sleep, exercise, and stress management.
- **Alcohol Change UK** – Support and information around alcohol use.

Equality, Diversity & Inclusion Support

- **Equality Advisory Support Service (EASS)** – Advice on discrimination and equality issues.
- **Stonewall** – Support and resources for LGBTQ+ staff.
- **Disability Rights UK**

Date of issue: January 2026

Date of review: September 2026