



# Positive Mental Health and Wellbeing Policy for Staff

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2025 - 2026

Reviewed: September 2025

## **Aims**

At Bosvigo School, we aim to:

- Provide a supportive work environment for all staff
- Support the wellbeing of all staff to avoid negative impacts on their mental and physical health
- 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

## **We promote a culture of good mental health and wellbeing to all staff as follows**

- Employing a Senior Mental Health Lead to support the goals and implementation of this policy.
- Through effective communication designed to raise awareness and understanding about mental health and wellbeing.
- By implementing measures at all levels of the organisation that provide a workplace and culture that promotes good mental health.
- By listening to our staff and adapting workplace policies (as required) and implementing the policies and evaluating their effectiveness.
- Ensure that any member of staff suffering from mental illness is treated fairly, with respect and confidentiality and without discrimination.

## **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 staff handbook on out-of-school 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
- 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
- Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload

**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-school 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
- 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

**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 regards 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

**The school undertakes to provide the following measures and ways of working to promote mental health and wellbeing.**

- Offering flexible working arrangements where practicable. Staff are able to leave early on the odd occasion that they have an important appointment to prevent stress levels building from a clash between personal life and working life.
- Working with staff to create a culture where bullying, harassment, discrimination and racism is not accepted.
- Providing training for all staff to raise awareness of everyday contributory factors, such as stress and excessive workload, that undermine mental health.
- Implementing training and awareness programmes to create a culture where staff are able to talk openly about mental health problems and disclose difficulties without fear of discrimination or reprisal.
- Providing proactive support for individual staff who are experiencing mental health problems, inside and outside the workplace, in a positive manner.

- Encouraging staff to manage communication. Staff are discouraged from having work email accounts on their personal phones/laptops unless they want to. When they leave school each day it is time to rest in order to maintain a high professional standard and enjoy a good work life balance.
- Providing a welcoming staff room. Teaching can feel like a lonely and overwhelming job at times, and it's important that staff have somewhere to chat. Finding the time to relax with colleagues and taking a real break from the classroom is important.
- Providing access to refreshments, adequate seating and toilet facilities.
- Offering CPD and training opportunities. Learning new things can help to make staff feel more confident, whether that's by taking on a different responsibility at work or by rediscovering an old interest. Training can help improve job satisfaction, wellbeing and resilience.
- Organising staff social events.
- Having an open-door policy, we create an environment where staff feel that they can talk openly about stress and workload problems.
- We discourage perfectionism. The desire to be perfect can be overwhelming and cause unnecessary pressure. We work best when we feel alert and focused – which won't happen if you're tired from staying up late working the night before! Staff should take the time to celebrate what they have done well instead of just reflecting on the things that haven't gone quite as planned.
- Flexibility in working to attend family events, important appointments, emergencies on request
- Subject Leader / SEN review release time
- Access to free counselling/ Occupational Health Services
- School investment in online resources e.g. schemes of work (Jigsaw PSHE, Kapow etc)
- Supporting staff in managing workload e.g. enabling staff to set times when they work outside of school, workload and well-being is a standing item in the SLT agenda, commitment to reviewing school practices.
- Monthly Staff Wellbeing Newsletters

**Where a staff member is experiencing mental health issues, the school will provide support in the following ways:**

- Giving staff time 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
- Offering continued employment where practicable subject to appropriate adaptations to the role
- In situations where the staff member experiences a period of absence from work due to mental ill-health, working with the employee to develop a "Return to Work Plan" that provides the best opportunity for the member of staff to return to work as soon as is reasonably practicable.
- Ensuring that the staff are treated fairly and without discrimination
- Encouraging staff to seek the appropriate help through the NHS or a mental health support organisation
- Identifying and remediating any factors within the workplace that are contributing to the negative mental health issues.
- Dealing with the mental health related issues in a sensitive manner, respecting the member of staff as an individual and acknowledging their right to confidentiality.

**Key Members of Staff** for mental health and inclusion

Whilst all staff have a responsibility to look after their own mental health, staff with a specific, relevant remit include:

- Chris Wallis - designated Safeguarding Lead
- Jo Penrose- Mental Health Lead, Deputy Designated Safeguarding
- Kim Riggall- Pastoral /TIS Lead, Deputy Designated Safeguarding
- Catherine Barry- mental health newsletter for staff

## Monitoring and evaluation of Mental Health and Wellbeing

This policy offers opportunities to measure the impact in a variety of ways:

- School policies
- The school's ethos
- Staff well being
- Staff turnover, retirement and sickness statistics
- Staff retention
- Staff feedback via questionnaires and verbally, formally and informally

### Links to other policies

This policy links to our policies:

Staff Professional Growth

Behaviour Policy

Capability Procedure

Staff Code of Conduct

Child Protection Policy

Keeping Children Safe in Education

Safer Recruitment & Selection Policy

### Individual Wellbeing

Use these resources to look after your own wellbeing:

- [Education Support](https://www.educationsupport.org.uk/) (https://www.educationsupport.org.uk/) - a UK charity supporting health and wellbeing in the education sector
- [Wellbeing First](https://educationtraining.hays.co.uk/wellbeing-first/) (https://educationtraining.hays.co.uk/wellbeing-first/) - staff training courses and resources from Hays
- [School staff - mental health and emotional wellbeing](https://bit.ly/38YxCsM) (https://bit.ly/38YxCsM) - from Partnership for Children
- [Mind](https://www.mind.org.uk/) (https://www.mind.org.uk/) – Resources and support for supporting mental health problems
- [Asking for help: A guide for adults](https://charliewaller.org/resources/asking-for-help-adult/) (https://charliewaller.org/resources/asking-for-help-adult/) – a guide from Charlie Waller

### Whole school resources

Use these resources to share and develop ideas to improve whole-school wellbeing.

- [Iris Connect](https://discover.irisconnect.com/teacher-happiness-and-wellbeing) (https://discover.irisconnect.com/teacher-happiness-and-wellbeing) - resources to reduce teacher stress and workload
- [Ten ways to support school staff wellbeing](https://www.annafreud.org/schools-and-colleges/resources/ten-ways-to-support-school-staff-wellbeing/) (https://www.annafreud.org/schools-and-colleges/resources/ten-ways-to-support-school-staff-wellbeing/) - a guide from the Anna Freud National Centre for Children and Families
- [Supporting staff wellbeing](https://bit.ly/3bWhqdC) (https://bit.ly/3bWhqdC) - further resources from Anna Freud
- [Education staff wellbeing charter](https://www.gov.uk/guidance/education-staff-wellbeing-charter) (https://www.gov.uk/guidance/education-staff-wellbeing-charter) – wellbeing charter and guide to using it from the DfE
- [DfE Teacher Blog – Reducing workload](https://teaching.blog.gov.uk/category/workload-challenge/) (https://teaching.blog.gov.uk/category/workload-challenge/) – articles written by teaching professionals about different ways to reduce workload
- [DfE Teacher Blog – Teacher wellbeing](https://teaching.blog.gov.uk/category/teacher-wellbeing/) (https://teaching.blog.gov.uk/category/teacher-wellbeing/) – DfE blogs on teachers' experiences and wellbeing