

Policy: Staff Mental Health and Well-Being Policy
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Holy Trinity Church of England (VA) Primary School



Believe • Achieve • Inspire •

Staff Mental Health and Well-Being Policy

SCHOOL VISION

Our vision is for our pupils to flourish in an inclusive, inspirational place of learning where we are happy, respectful, kind and safe.

At Holy Trinity Church of England Primary School our Christian vision shapes all we do.

*"I know that there is nothing better for people than to be happy and to do good while they live."
Ecclesiastes 3:12.*

- we facilitate opportunities so every child can flourish in a place where they feel **safe, happy and confident**.
- staff **well-being** and professional development is valued and supported in order to fulfil their roles, **inspire** others and experience personal **fulfilment**.
- the school provides facilities that enables our pupils to reach their potential in an **optimum learning environment**.
- the **school plays a central role within our community** and enjoys strong **links with the church, local companies and other schools**.
- we create a culture of vigilance to **safeguard** all children.

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Introduction

According to the World Health Organisation "mental health is a state of well-being in which every individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community." (World Health Organisation).

Holy Trinity CE Primary School places a high priority on maintaining the health and well-being of all employees. We recognise that people are our most important resource and have put together this policy to ensure that employee well-being is regularly monitored and reviewed against the National Health and Safety standards and our Christian vision.

The school as the employer has a duty to ensure the health, safety and welfare of its employees as far as reasonably practicable. It is also required to have in place measures to mitigate as far as practicable factors that could harm employees' physical and mental well-being, which includes work-related stress. This duty extends only to those factors which are work-related and within the school's control. However, the school also recognises personal circumstances places stress on individuals and the school leadership will consider best outcomes for employee and employer where possible.

This policy accepts the Health and Safety Executive definition of work-related stress as "the adverse reaction a person has to excessive pressure or other types of demand placed on them". There is an important distinction between 'reasonable pressures' which stimulate and motivate and 'stress' where an individual feels they are unable to cope with excessive pressures or demands placed upon them.

The term "well-being" can be used to describe our holistic health, including our physical, mental and emotional health. When we have good levels of well-being we feel that life is in balance and that we can generally cope well. We feel motivated and engaged and are able to show resilience and "bounce back" from life's challenges.

This policy recognises that there are many sources of work related stress and that stress can also result from the actions or behaviours of managers, employees, visiting parents or pupils. The Health and Safety Executive have produced a number of standards which cover the primary sources of stress at work that, if not properly managed, are associated with poor health and well-being, lower productivity and increased sickness absence. These will be considered and are:

Physical Demands: workload, work patterns and the work environment.

Control: how much say the person has in the way they do their work.

Support: the encouragement, sponsorship and resources provided by the school, line management and colleagues.

Relationships: promoting positive working to avoid conflict and dealing with unacceptable behaviour.

Role: such as whether people understand their role within the school and whether the school ensures that they do not have conflicting roles.

Change: such as how change (large or small) is managed and communicated within the school team.

The Department for Education (DfE) outlines eight principles schools should consciously adopt to promote whole school emotional health and well-being:

1. Leadership and Management
2. School ethos and environment
3. Curriculum, teaching and learning
4. Pupil & Staff Voice
5. Staff development, health and wellbeing
6. Identifying need and monitoring impact

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7. Working with parents/carers
8. Targeted support

Implementing the Staff Health and Well-being Policy

The Governors, Headteacher and the Heads' Team will:

- Create a Christian ethos approach to supporting staff mental health and wellbeing.
- Support steps taken to develop a culture of co-operation, trust and mutual respect within the school.
- Champion good management practices and the establishment of a work ethos within the school which discourages assumptions about long term commitment to working hours of a kind likely to cause stress and which enables employees to maintain a reasonable "work life balance".
- Promote effective communication and ensure that there are procedures in place for consulting and supporting employees on changes in the organisation, to management structures and working arrangements.
- Encourage staff to be fully involved in the decisions of the school through staff meetings in which staff can talk freely about any issues which impact on their ability to carry out their jobs.
- Encourage initiatives and events that improve and promote health and well-being.
- Treat individuals reporting to them with consideration and dignity and promote a culture of mutual respect in the teams they manage. They will not permit unacceptable behaviour and will take decisive action when issues are brought to their attention.
- Attend training as appropriate in order to increase their awareness of the causes and effects of work-related stress.
- Encourage their staff to participate in events and initiatives undertaken by the staff or school to promote well-being and more effective working.
- Take action in the interests of all their colleagues where performance by a member of staff may cause stress to their colleagues.

Employees will:

- Treat colleagues and all other persons with whom they interact during the course of their work with consideration, respect and dignity.
- Co-operate with the school's efforts to implement the Staff Health and Well-being Policy, attending briefings and raise their own awareness of the causes and effects of stress on health.
- Raise concerns with their line manager if they feel there are work issues that are causing them stress and having a negative impact on their well-being.
- Take responsibility for their own health and well-being.
- Take responsibility for their own development skills as one of the means to enable them to work effectively in their team and so reduce the risk of stress.
- Take responsibility for working effectively in their assigned roles, thus helping to avoid causing stress to their colleagues.

Headteacher and School Bursar will:

- Ensure there are arrangements in place to support individuals experiencing stress, referring them to the Local Authority's Occupational Health advisers where appropriate.
- Enable the school to measure its performance in relation to stress management and employee well-being, such as: sickness absence data, staff turnover, exit interviews, number of referrals to Occupational Health, Numbers of grievance and harassment cases.
- Seek the views of employees on the effectiveness of the school's Staff Health and Well-Being Policy and stress management arrangements using staff surveys, face to face feedback and other appropriate questionnaires.

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- Ensure that the Mental Health and Well-Being Policy is kept under review and updated as appropriate, under the remit of the SAC Committee.
- Coordinate with the Headteacher to ensure that appropriate training is in place to support individuals.
- Organise in conjunction with the staff, appropriate events and initiatives to promote health and well-being.
- Liaise with the staff on the development and implementation of the Staff Mental Health and Well-Being Policy.

The school recognises that arrangements for well-being and stress prevention are made through good management practices.

These can include the following:

- Recruitment and selection procedures.
- Clear job descriptions and person specifications to ensure that the 'right' person is recruited for the job.
- Training and Development procedures to ensure that individuals have the necessary skills and competencies to undertake the tasks/duties required of them.
- Promotion and reward procedures.
- Managing performance procedures.
- Capability and absence management & return to work procedures to ensure that individuals are supported back into work following illness.
- Suitable adaptations for disability.
- Harassment and anti-bullying procedures.
- Procedures for communicating with employees on the work of the school and issues affecting their work.
- Flexible working arrangements, and contact days with staff on maternity leave.
- A regular meeting with staff to better understand the areas of work-life that have a negative effect on staff well-being.

Support Network

School

You are welcome to talk to a colleague who is close to you, however, should you require in-house support or strategies please ask the following school members. They will be able to support or signpost you to specific groups:

- Headteacher staff wellbeing: Mr Jo Steel (Chair of Governors)
- Senior Mental Health Lead: Mrs Carmel Barnes
- Pastoral lead for pupils and families: Mrs T. O'Neill
- Mental First Aid leaders: Mrs C. Barnes

Training and support sources

- The [MindEd](#) learning portal provides free online training
- [The Samaritans](#)
- Mental Health first aid training
- Twilight updates and new information guidance
- Occupation Health referral if required
- [Education Support Partnership](#)
- [Mental Health Access Pack](#)
- [Mentally Healthy Schools](#)
- [BoingBoing](#)

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- [Mindful Employer](#)
- Downloadable Apps: Calm - meditation and sleep, Panic Shield – breathing techniques and Hub of Hope – finding support close to you.

This policy was adopted by Holy Trinity CE Primary School and agreed by the Standards and Curriculum Committee and ratified by the Full Governing Board.

Approved by.....on behalf of the School Governing Board.

Signature:.....

Date:.....