

GRIFFITHSTOWN PRIMARY SCHOOL

Inspire Challenge Achieve



Title	Staff Wellbeing Policy
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Staff Wellbeing Policy

The wellbeing of staff at Griffithstown Primary School is paramount to maintaining a successful and forward-thinking school. It is our belief that the best asset in school for pupils are staff who are happy, motivated and focused. Leaders at Griffithstown Primary School recognise that staff are their most important resource and are to be valued, supported and encouraged to develop personally and professionally. The school believes that staff wellbeing 'support programmes' need to be personalised and bespoke to meet the specific needs of staff. How staff feel on an everyday basis is likely to affect their performance and therefore impact on the ethos and atmosphere of the school which in turn affects pupils. If staff are happy, motivated and are purposeful in their approach this will have a huge positive impact on the wellbeing of pupils resulting in happier pupils who achieve more.

The purpose of this policy is to provide a document that embraces the many school practices that support staff mental health and wellbeing. Where possible to diminish the harm from stress a proactive approach should be implemented where wellbeing support programmes are used to stop the effects of stress from escalating into ongoing anxiety issues. Whilst the school will do everything to support staff in ensuring their wellbeing needs are met, ultimately staff need to take responsibility to work through issues of concern with a view to reaching a resolution.

- All staff members are invited to air their views, ideas and feelings about all issues concerning school at formal meetings and informal gatherings.
- The school operates an 'Open Door' policy for all stakeholders in the establishment allowing a free flow of information and personal thoughts.
- There is a strong 'no blame' culture within the school. Staff achievement is recognised and valued by others within the school.
- Staff members are encouraged to take on new challenges and supported in doing this by others.
- Everyone contributes to providing a happy, caring workplace where all staff members support each other in a bright clean environment.

Staff Wellbeing Lead: At Griffithstown Primary School, Mr Blackburn is responsible for ensuring that the health and wellbeing of all staff members is valued by the school. This is done through careful listening to staff member's views and feelings and acting upon them as directed by the staff member or through consultation with relevant unions. It requires considering the impact of changes at school on staff wellbeing and health and ensuring that all options, views and feelings are explored before any changes are implemented. The staff wellbeing lead is Mrs Hawksworth.

Wellbeing Governor: At Griffithstown Primary School there are named staff wellbeing governors who are responsible for ensuring that the health and wellbeing of all staff members is understood and valued by the governors. The named governors ensure that staff wellbeing is a regular item on the Full Governing Body agenda. The staff wellbeing governor liaises with the staff wellbeing lead, Headteacher and staff representatives on the Governing Body to keep informed of the issues of staff health and well-being in school.

Responsibilities for implementing the Staff Well-being policy:

The Governors, Headteacher and the School's SLT will:

- 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".

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- 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 opportunities in which staff can talk freely about any issues which impact on their ability to carry out their jobs.
- Encourage initiatives and events that promote health and well-being.
- Treat individuals reporting to them with consideration and dignity and will 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 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 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.

Staff Members will:

- Will make themselves aware of the LA/school's policies e.g., Capability; Bullying and Harassment; Staff Attendance and Sickness; Equality and Diversity; Whistleblowing; Secondment; Dignity at Work; Code of Conduct; Relationships. These may all impact, at some time, on staff wellbeing.
- Will assist in the development of good practice and ensure that they do not, through their actions or omissions, create unnecessary work for themselves or their colleagues.
- Will ask their Line Manager for help or support if required. This includes understanding that a positive relationship requires communication from both parties and so it's important that issues are raised at the earliest possible moment so that effective strategies can be put in place to manage workloads.
- Will identify opportunities for development and take advantage of those offered by the school.
- Will apply for any requests for leave of absence in advance and be honest about sickness absence leaves.

Staff Safe Haven We ensure a safe haven for all staff members at Griffithstown Primary School when the need arises. No actual room is designated as a 'safe haven' owing to the busy nature of the school. A comfortable area where the staff member in need of a safe haven feels most at ease is made available when the need arises.

Who Can I Speak To? Staff develop their own unique 'pathway' regarding who they could approach, for a conversation, support, guidance. 'Pathways' are an effective support for well-being should issues involve direct line managers or members of SLT.

All well-being conversations are confidential and conversations are treated sensitively. Well-being conversations are only shared if there is a safeguarding issue for the individual or others.

Staff with well-being issues related to their 'return-to-work' following a long-term absence are supported via Occupational Health, SLT, LA and trade unions.

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Induction of New Staff Members All new staff will take part in an induction programme. All staff members receive a copy of the Staff Handbook and Induction Handbook with most relevant areas discussed immediately.

Staff Handbook: https://cdn.prod.website-files.com/6183ac9c374f3310da19a1de/6a7c78ac7b119050c0437289_Staff%20Handbook%202026%20-%202027.pdf

Induction Handbook: [6a9966569dd6416906b88593_Induction_Handbook_2026.pdf](#)

All new members of staff are made to feel welcome and are given as much support as they need. Every new member of staff is also invited to attend the relevant courses to help them develop their

new role within the school. Newly Qualified Teachers (NQTs) are assigned a mentor. Newly qualified and experienced teachers entering the school are supported by all staff members but most closely by their parallel teacher. Newly qualified and new experienced teachers or TAs to the school are mentored by Mr McDonnell and Miss R Thomas.

New administration and/or secretarial staff are mentored by the Head teacher and Deputy head teacher with support from all other staff members. New caretakers are inducted by the Office Staff, Head and deputy. New lunchtime supervisors are mentored by the leading lunchtime supervisor and supported by all other staff members. New Head teachers or deputy heads are supported by the Chair and Vice Chair of Governors as well as the school's LA HR Consultant.

Staff Inclusion Griffithstown Primary School has a clear 'Staff Voice and Engagement Vision', shared with all staff. The opinions, feelings and ideas of all staff members are valued. Any member of the school team knows that they can table new ideas or thoughts about established systems for discussion at formal or informal meetings. Support staff meet at least once each half term for professional learning, and an opportunity to discuss school or well-being issues. The Senior Leadership Team meets once a week to discuss areas of school business; teaching and learning, Safeguarding and Health issues and other relevant matters as they arise. The whole school come together to discuss and make decisions about key issues such as the School Development Plan, whole school events and self-evaluation/MER activities. Minutes from all meetings are kept and are available to all. Before any policy, event or other is implemented in school, staff are given opportunities to comment. All views are considered before anything is introduced.

Staff workload: the 'work life' balance. The staff team at Griffithstown Primary School are all dedicated people who work extremely hard throughout the day (both at school and at home) to ensure the smooth running of the school and to create the best and most effective learning and teaching environment for the children that can be provided. The school staff team are committed to ensuring that every member of staff takes breaks through the day to eat, drink and 'just sit quietly for a moment.' Everyone is aware of the tremendous workloads that all members of staff have and try wherever possible not to add to it. They also offer to help out and share tasks wherever they can when it is recognised that a particular member of staff is becoming swamped with work due to factors such as the time of year, the absence of another member of staff or other events.

Directed teaching time and meetings: Staff understand the 1265 Policy. Staff have the year calendar and MER from the beginning of the academic year.

1265 Policy for Griffithstown Primary School: [6a1d92823e601697532c7d97_Directed Time Policy 2026.pdf](#)

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Work related communication outside of working hours is a personal matter. It is important staff maintain a health work / life balance and there is no formal expectation for staff to engage with emails from colleagues or parents outside of the 1265 hours.

Non-contact time Teachers – PPA and NQT is organised to ensure parallel teachers have time together. Teacher may take PPA at home, school or an alternative venue. Teachers at Griffithstown Primary School may incorporate elements of wellbeing into their PPA, as long as all necessary tasks are completed e.g., drop off/ collect their own child to/from school, attend an appointment with a parent etc.

Well-being Time The Health and Well-being of all staff members is a very important issue for everyone. The school promotes a friendly, caring, family ethos where the staff work together as a team to support each other across all areas of school life.

TIS practitioners are supported with group 'supervision' from the LA.

Griffithstown Primary School finances half termly 'supervision', which all staff may access. There are four available time slots each half term. Supervision is provided by Trauma Informed Schools UK.

Staff have access to an 'I wish the SLT knew...' box in the ELSA room. This is monitored by Mrs Hawsworth.

Staff wellbeing questionnaires gather information from all staff members.

Staff workload: the work life/fulfilment balance. The staff at Griffithstown Primary School are all dedicated and committed individuals who work hard, to ensure the very best care and learning outcomes for all pupils. The school is aware of the time and energy required to support pupils and for the wellbeing of staff and for pupils the importance of staff taking breaks according to their job roles.

Everyone is aware of the tremendous workload involved in working in such our school and the school leaders ensure that there is a fair workload for all staff. Should a member of staff feel that their workload is becoming or has become unmanageable they should discuss this matter with a member of the Senior Leadership Team. We maintain that a 'feel good' factor in our workplace is strongly influenced by:

- Compassionate leaders who help employees see where they fit into the bigger organisational picture
- Effective line managers who respect, develop and reward their staff
- Consultation that values the voice of employees and listens to their views and concerns
- Relationships based on trust and shared values

Staff Voice:

At Griffithstown Primary School, we recognise that staff wellbeing is fundamental to creating a positive, supportive and inclusive school environment. We are committed to ensuring that all members of staff feel valued, listened to and empowered to share their views.

To strengthen staff voice and promote open communication, we have introduced the 'I wish my SLT knew...' initiative.

This provides all staff with an opportunity to share their successes, worries, suggestions and experiences in a safe, accessible and supportive way.'

SLT are committed to:

- Reviewing submissions regularly to identify successes, emerging concerns and recurring themes.
- Celebrating positive feedback and recognising staff achievements

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- Listening to staff concerns with empathy, understanding and without judgement.
- Providing feedback to staff about actions taken in response to suggestions or concerns, while maintaining anonymity.

Leaders will use the following to assess the impact of this staff wellbeing policy:

- Leadership philosophy is evident and a positive role model ethos is prevalent at all levels of leadership.
- School development priorities involve staff and are clearly understood.
- The Staff Vision is evident and fully supported by the whole school community.
- The value of staff is apparent throughout the school and their opinions and knowledge impact on decision making processes.
- The aspirations of staff are fully realised through PL and in turn this supports change and progress as set out in the School Development Plan.
- Opportunities are provided for all staff to reflect and voice their view in settings they feel comfortable with, including through regular anonymous staff wellbeing surveys.
- New staff are supported with an appropriate level of induction in line with school policy.
- An open listening management system that responds quickly to problems and liaises with union representatives.
- The quality of staff facilities, resources and accommodation e.g. a welcoming, well-resourced and tidy staff rooms.
- A whole school culture of praise and encouragement is evident where success is celebrated and mistakes are viewed as learning opportunities.
- Individuality, innovation, imagination, originality of thought and creativity are welcomed, supported and embedded in the culture of the school
- The quality of the school site provides the school community with a connection with nature.
- The supportive and robust monitoring of staff absences, staff/pupil/parent relationships and the recruitment and retention of staff.

External support is available to help staff deal with personal problems and issues that may impact their work performance, health and wellbeing through:

Education Support: [Staff Wellbeing Service in Wales](#)

The Talking Toolkit: <https://www.hse.gov.uk/stress/assets/docs/stress-talking-toolkit.pdf>

Griffithstown Primary School (Website) Well-being Links: https://cdn.prod.website-files.com/6183ac9c374f3310da19a1de/66cf3598616abf67e384276a_Mental%20Health%20Support%20Resources.pdf



Supporting Staff Well-being

Our universal, targeted and specialist support model

