

Lightcliffe Academy Policies & Procedures

Staff Wellbeing Policy

Approved on	17 th September 2025
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Approved by	Local Governing Board
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Staff Wellbeing Policy

Contents

1. Introduction and aims.....	1
2. Promoting wellbeing at all times	1
3. Actions taken to promote staff wellbeing	3
4. Monitoring arrangements	5
5. Links with other policies	5

Introduction and aims

Lightcliffe Academy recognises that staff are their most important resource and are to be valued, supported and encouraged to develop personally and professionally.

Research demonstrates that there is a positive correlation between positive and healthy staff, student achievement and academy improvement.

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 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

Promoting wellbeing at all times

2.1 Role of all staff

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

1

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

2.2 Role of line managers

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 lead to their resignation

2.3 Role of senior staff

Senior staff 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
- 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
- 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
- Organise extra support during times of stress, such as Ofsted inspections

2.4 Role of the MAT and governing body

The MAT and governing body 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 Head of School
- 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

Actions taken to promote staff wellbeing

- Staff attendance is monitored on a regular basis with support offered to staff where problems are being experienced.
- Staff may be referred to occupational health or counselling services to support them in remaining at or returning to work.
- The Employee Assistance Programme (EAP) is subsidised and available to all staff.
- Parents' evenings are held remotely in order to improve the working hours of staff.
- Decision making processes are communicated, understood and supported by staff.
- Wellbeing is a standing agenda item for all line management meetings.
- Staff surveys are calendared three times in the academic year.
- The Chair of Governors takes staff voice at points across the year.
- There is a senior member of staff who leads on wellbeing.
- Health and Safety is a standing agenda item for all SLT meetings.
- The Head of School meets union representatives when appropriate.
- There are opportunities for staff to work across the MAT and as part of local networks through the local authority.
- All new staff follow a structured induction process.
- There is a staff room for staff to take breaks.
- There is access to free tea, coffee and milk.
- There is INSET and other forms of training throughout the year to meet CPD needs.
- The school uses a whole school calendar and an assessment, recording and reporting calendar to ensure that all staff are aware of forthcoming parents evening/report timings etc. in order that they can plan their workload.
- The Head of School supports wherever possible, requests from staff for reduced/part time working where personal circumstances may impact upon their ability to perform their current role.
- SLT support staff by doing regular staff duties and acting as positive role models. 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.

- Where possible, support will be given by line managers or senior staff. This could be through:
- Giving staff time off 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. At all times, the confidentiality and dignity of staff will be maintained.

Monitoring arrangements

This policy will be reviewed annually by the Head of School. At every review, it will be approved by the local governing body.

Links with other policies

This policy is linked to our:

- Academy wellbeing strategy and pledge
- Motivating Performance policy
- Behaviour policy
- Capability procedure
- Staff code of conduct