



Brighter Futures
Educational Trust

STAFF WELL-BEING POLICY

Policy Number: 78

Review Committee: ELT

Type of Policy: Non- Statutory

Review Period: Every 2 years

Approved: April 2026

Next Review: April 2028

VERSION CONTROL

V1.1	March 2024	New Policy
V1.2	March 2025	Change of Trust Name
V1.3	April 2026	Added duty of care statement.

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1. AIMS

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.
- The Trust recognises its duty of care under the Health and Safety at Work Act 1974 and will take reasonable steps to promote positive mental and physical wellbeing.

2. PROMOTING WELLBEING AT ALL TIMES

- The well-being of staff is essential for fostering a positive and productive school environment.
- To support this, the school is committed to promoting a healthy work-life balance, providing access to mental health resources, and creating a supportive workplace culture.
- The Trust is committed to proactively monitoring staff wellbeing through regular wellbeing surveys, staff feedback, workload reviews and structured wellbeing discussions.

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.
- 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.
- Maintain healthy professional boundaries and access available wellbeing support where required.

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 trust'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 are absent for extended 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.
- Consider reasonable adjustments for staff where wellbeing concerns relate to disability, health conditions or other protected characteristics.

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 are made.
- Listen to the views of staff and involve them in decision-making processes, including encouraging 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 and communicate expectations regarding communication outside working hours and ensure staff are not expected to routinely respond outside of agreed working times.
- 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 and manage their workload.
- 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 to access further support.
- Organise extra support during times of stress, such as Ofsted inspections.

Role of the board of trustees

The board of trustees is expected to:

- Make sure the trust 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 headteachers in the trust.
- Ensure that resources and support services are in place to promote staff wellbeing.
- Make decisions and review policies with staff wellbeing in mind, particularly regarding 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.

3. MANAGING SPECIFIC WELLBEING ISSUES

The trust 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.

Support may include phased returns, temporary adjustments to duties, flexible working discussions, mentoring or wellbeing action plans.

Confidentiality will be maintained unless there is a safeguarding concern, legal requirement, or risk of harm to self or others.

Where possible, line managers or senior staff will give support. 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 always prioritise, the confidentiality and dignity of staff will be maintained.

4. MONITORING ARRANGEMENTS

This policy will be reviewed annually. At every review, ELT will approve it.

Equality Impact: This policy will be implemented fairly and consistently in accordance with the Equality Act 2010.

5. LINKS WITH OTHER POLICIES

This policy is linked to our:

- Teacher Pay and Appraisal policy.
- Trust Behaviour policy
- Staff code of conduct
- Flexible working policy
- Health and safety policy
- Staff Equality, Equity, Diversity and Inclusion

- Child protection policies