

**STAFF WELLBEING  
POLICY**

**Adopted: July 2021**

**Last reviewed: March 2026**

**Designated Mental Health Lead: Danielle Stone**

**Links to other policies:** Mental Health and Emotional Wellbeing, Safeguarding, Medical Needs, Anti-Bullying, SEND, School Behaviour Policy (behaviour that is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need), Staff Wellbeing

## **RATIONALE**

At North West London Jewish Day School (NWLJDS), we recognise that our staff are our most important asset and are valued, supported and encouraged to develop personally and professionally with a caring, purposeful learning community.

We recognise that there is a direct correlation between the wellbeing of our staff and the wellbeing of our pupils, and that the culture and ethos of a school are determined by the extent to which staff work towards a shared vision

We believe that it is essential that all staff feel part of a valued team, have the opportunity to express their views and are supported to manage their workload within a culture that supports a healthy work-life balance.

The purpose of this policy is to ensure we embrace the practices that support staff health and wellbeing, to minimise the harmful effects of stress and ensure that there is cohesion in working towards health and wellbeing for all staff. This policy outlines some of the ways in which we commit to maintaining staff wellbeing and it recognises that each individual member of staff and their circumstances are different but provides an overview of the basis on which everyone can contribute, and expect to be treated.

## **AIMS**

We aim to ensure that our school:

- supports staff mental health and wellbeing
- minimises stress
- helps staff to keep a healthy work-life balance
- helps staff to manage their family and work responsibilities
- ensures staff feel valued
- recognises and promotes the importance of a happy team
- involves staff in decision making
- takes account of equality implications

## **ROLES AND RESPONSIBILITIES**

The senior leadership team (SLT), governing body and school staff will work towards an ethos where everyone is valued, where respect, empathy and honesty are the cornerstones of all school relationships and where health and wellbeing are held central to school practice. We expect all staff to show respect and empathy for each other, and to treat confidential information sensitively and according to school policy.

**The governing body is responsible for:**

- fulfilling its duty of care as an employer
- monitoring the workload of the headteacher
- receiving any concerns from members of staff
- ensuring that the resources are in place to keep staff workload at healthy levels

- reviewing this policy in conjunction with the headteacher
- considering how its own members are treated and valued
- ensuring that demands are not placed on individual members of staff that interfere unfairly with their work-life balance
- operating a sensitive performance management policy
- ensuring that other school policies and procedures take account of staff wellbeing
- overseeing that change management is operated in a fair and reasonable way

**The headteacher is responsible for:**

- providing personal and professional development such as team building, management of change, stress management, assertiveness, communication
- providing a non-judgemental and confidential support system such as coaching, mentoring and pastoral support for staff
- monitoring the workload of members of staff and being alert to signs of stress
- listening to the views of members of staff and providing a range of strategies for involving staff in decision making processes
- ensuring that the efforts and successes of staff are acknowledged and celebrated acting as gatekeeper and prioritising reforms and innovations
- ensure a wellbeing target is discussed and set at each person's appraisal/performance management meetings
- ensuring that staff are equipped with the right training to do the job confidently
- ensuring that staff feel valued and that time is set aside for them
- providing a set budget for staff facilities, environment and welfare
- including in professional development meetings opportunity for staff to discuss their aspirations and career intentions
- making special arrangements, where possible, to enable staff to combine the demands of family life and work life
- recognising that staff may have experiences in their personal lives that may make them vulnerable to pressures at work, and which may have a temporary influence on their work performance e.g. health issues, bereavement or loss, or personal circumstances
- ensuring accessibility and the accessibility of SLT to members of staff
- ensuring that there are effective methods of communication
- ensuring support services are made available or signposted on behalf of members of staff where additional specialist support is needed
- maintaining contact with staff during long absences
- ensuring that a mentor system operates within the school and especially for each new members of staff and that the staff induction process is put into place
- conducting risk assessments for work-related stress
- relevant time protected for staff such as PPA, staff meeting time for reports etc.

The headteacher implements these responsibilities with the support of appropriate staff such as the deputy headteachers, and senior leaders who all strive to be positive role models through their own practice. At all times, the confidentiality and dignity of staff will be maintained.

**Members of staff are responsible for:**

- treating one another with empathy, respect and kindness
- taking care of their own health and safety at work and communicating with key staff where they need support

- being committed to the ethos of staff wellbeing and keeping in mind the workload and wellbeing of colleagues
- valuing all members of staff in the school and acknowledging the important role that everyone takes
- contributing to the ethos and social aspects of school life where possible to build morale and effective team spirit
- developing and respecting shared areas where possible so that there is space to relax as well as appropriate work spaces.

#### **Examples of good practice may include:**

- providing refreshments in Inset training
- carrying out team-building exercises as part of staff CPD
- holding designated health and wellbeing sessions
- celebrating staff achievements
- providing pastoral services – drop-ins and confidential sessions
- creative spaces for staff to be able to meet, relax and work quietly
- making refreshments available to staff (tea, coffee, etc in the staffroom)
- providing creative opportunities for building morale and promoting wellbeing (e.g. Chanukah Fairy, refreshments at parents evening)

### **SUPPORT IN SPECIFIC CIRCUMSTANCES**

The school will provide support and discuss options as appropriate to specific circumstances. In some cases, it may be necessary to seek external services but the school will continue to support even when external services are involved.

Staff are encouraged to arrange medical appointments outside of school hours. Where this is not possible, support will be given on an individual basis.

Where possible, staff are supported with their work-life balance and wellbeing outside the school. This could be through providing staff with paid leave for special events and celebrations, or time off to deal with specific family circumstances or crisis (to the headteacher's discretion).

### **PROCEDURES FOR HANDLING ISSUES OF WELLBEING**

The Senior Leadership Team (SLT) must encourage the creation and maintenance of an atmosphere where all staff members feel comfortable asking for help or raising concerns. The SLT should be sensitive to any problems that may cause the employee stress-related issues and should act in a professional, fair, consistent, and timely manner when a concern arises.

Where additional, professional advice is required, the school has contact with HR experts and these avenues should be utilised. The school will provide support to any employees facing high-levels of stress in the workplace, as well as other work-related issues which are having the potential to have negative impacts on the staff member's mental health and wellbeing. The various options for dealing with such issues should be discussed with staff members where appropriate. During this time, the school will ensure that the staff members' privacy and dignity are respected. This means maintaining confidentiality, upholding the employee's rights, and dealing with the employee with tact and sensitivity.

## **Useful Information/Links**

### **EDUCATION SUPPORT: Helpline – 08000 562 561**

A UK charity dedicated to improving the health and wellbeing of teachers and education staff. Their advice is backed up by years of research and support to those in need. The site sections for individual teachers and for school leaders looking to support their staff.

<https://www.educationsupport.org.uk/teachers-mental-health>

### **Mentally Healthy Schools – Supporting Staff Wellbeing**

Mentally Healthy Schools brings together quality assured resources (primary school focused) that support the whole school community.

<https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/>

### **Mental Health Foundation**

The Mental Health Foundation puts prevention at the heart of what it does and has information for schools, encouraging teachers to start with their own mental health and wellbeing.

<https://www.mentalhealth.org.uk/publications/make-it-count-guide-for-teachers>

### **Your Grey Matters**

Your Grey Matters offers a range of expert training, including bespoke programs on staff mental health and wellbeing. There is a choice of either half or full day or even twilight sessions.

<https://yourgreymatters.co.uk/>

## Staff Wellbeing Survey

We have developed our own survey to explore staff wellbeing which takes into account the different domains of physical and emotional wellbeing that school tell us matter to them in the current context.

The survey is made up of twenty items to which respondent answer 'strongly disagree, disagree, agree or strongly agree.

When scoring the survey and aggregating and averaging scores you can use the following scores:

Strongly disagree: 1

Disagree: 2

Agree: 3

Strongly agree: 4

There is a maximum score of 80 with higher scores denoting more positive wellbeing. Repeating the survey over time could be used as an indicator of changes in individual or whole staff wellbeing.

Looking at team/whole staff scores in response to particular questions can indicate areas of current strength and challenge.

Below are a number of statements related to your wellbeing at work and within your wider life. Please check one response for each item that best indicates how you feel.

1. **I feel valued and respected in my role and like my ideas matter**

Strongly Disagree	Disagree	Agree	Strongly Agree

2. **At work, I feel well-supported personally and professionally**

Strongly Disagree	Disagree	Agree	Strongly Agree

3. **Seeking help is seen as a sign of strength, not weakness, at my school/college**

Strongly Disagree	Disagree	Agree	Strongly Agree

4. **My personal workload is realistic and fair**

Strongly Disagree	Disagree	Agree	Strongly Agree

5. **We are a great team who support and celebrate each other**

Strongly Disagree	Disagree	Agree	Strongly Agree

6. **Staff wellbeing is appropriately prioritised by senior staff**

Strongly Disagree	Disagree	Agree	Strongly Agree

7. **I feel physically well**

Strongly Disagree	Disagree	Agree	Strongly Agree

8. **I stop for a few minutes each day to eat a healthy lunch**

Strongly Disagree	Disagree	Agree	Strongly Agree

9. **Senior staff lead by example when it comes to self-care and wellbeing**

Strongly Disagree	Disagree	Agree	Strongly Agree

10. **I am a good wellbeing role model to my students**

Strongly Disagree	Disagree	Agree	Strongly Agree

11. **I have a life outside of work**

Strongly Disagree	Disagree	Agree	Strongly Agree

12. **I can switch off from work to engage with other things**

Strongly Disagree	Disagree	Agree	Strongly Agree

13. **I feel like a valued member of the team**

Strongly Disagree	Disagree	Agree	Strongly Agree

14. **I have a positive relationship with my line manager**

Strongly Disagree	Disagree	Agree	Strongly Agree

15. **I feel confident and capable doing my job**

Strongly Disagree	Disagree	Agree	Strongly Agree

16. **I am given opportunities to develop my skills and understanding**

Strongly Disagree	Disagree	Agree	Strongly Agree

17. **I feel mentally well**

Strongly Disagree	Disagree	Agree	Strongly Agree

18. **At work, I would feel confident seeking support with my wellbeing if needed**

Strongly Disagree	Disagree	Agree	Strongly Agree

19. **I believe in my school/college's mission and values and I'm proud to be a part of it**

Strongly Disagree	Disagree	Agree	Strongly Agree

20. **I would recommend my school/college to others as a great place to work**

Strongly Disagree	Disagree	Agree	Strongly Agree