



St Margaret Clitherow
Catholic Primary School

St Margaret Clitherow Wellbeing Policy March 2025-2027

Approval Information		
Reviewed by:	Headteacher Mrs A Mulholland	
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Document History	
V1.0	Original
V1.1	Re-format of page 1 to include MTCAT logo, page footer to include filename and version number along with minor formatting improvements.
V1.2	Added the name of the new wellbeing governor Mrs Spence

Statement of intent

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

At St Margaret Clitherow School, we aim to promote positive mental health for every child and member of our staff. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable children and staff. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. By developing and implementing practical, relevant, and effective mental health policies and procedures we can promote a safe and stable environment for children and staff affected both directly, and indirectly by mental ill health.

St Margaret Clitherow Catholic Primary School is committed to protecting the health, safety and welfare of our employees. Preventing stress is a major factor in maintaining the wellbeing of the school's staff, which remains a key priority. In light of this, the school understands the importance of trying to reduce and deal with stress, and the factors that may cause our employees to become stressed.

The purpose of this policy is to outline the responsibilities of the school and staff members in supporting wellbeing and promoting mental health, and to advise employees on how to deal with mental health issues and prevent stress. Legal framework

1.1. This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Health and Safety at Work etc. Act 1974
- Employment Rights Act 1996
- Employment Relations Act 1999
- Equality Act 2010
- The Management of Health and Safety at Work Regulations 1999
- DfE (2018) 'Workload reduction toolkit'

2. Roles and responsibilities

2.1. The Local Governing Board is responsible for:

- Ensuring the effective implementation of this policy.

- Ensuring the school's ethos reflects its commitment to reducing workload and creating a working environment that is focussed, purposeful and considers individuals' wellbeing.
- Ensuring staff roles and responsibilities are clearly defined and monitored.
- Ensuring that all school policies are assessed for workload impact.
- Encouraging stress awareness throughout the school – promoting stress as a serious issue rather than a weakness.
- Consulting the headteacher on managing staff stress and promoting wellbeing, including them in any decisions that need to be made.
- Ensuring the headteacher puts measures in place to support staff wellbeing.
- Actively trying to eliminate stressors in the school, e.g. by considering the format and quantity of information it requests from the Senior Leadership Team.
- Ensuring monitoring visits are strategic, focussed and reflective of its monitoring plan, and being clear with staff ahead of the visit about what the focus will be and the information that will be required from them.
- Recognising mental health issues and appointing a mental health and wellbeing governor who will oversee managing and supporting staff mental health.
- Establishing a wellbeing ethos to ensure staff are supported in their roles and that actions are taken to mitigate overbearing stress in the workplace.

2.2. The mental health and wellbeing governor Mrs Melinda Spence is responsible for:

- Influencing the setting of a school vision which creates a positive wellbeing culture and is underpinned by equality values, a system of accountability, and robust policies and procedures.
- Ensuring the school's strategic plan includes objectives linked to improving, supporting and responding to the mental health of staff.
- Ensuring the school has appropriate policies in place that include objectives focussed on meeting staff needs.
- Ensuring there is a whole-school approach to mental health and wellbeing embedded within leadership practice, the curriculum, the school's values and ethos, and the social and physical environment.
- Ensuring a senior members of staff are identified as wellbeing officer to oversee the provision and support of mental health and wellbeing in school, and to ensure effective links exist with local mental health support.
- Meeting with the wellbeing officer on a regular basis to monitor and review the impact of provision and interventions.
- Working with the headteacher to ensure that appropriate training is put in place to support staff.

- Reporting to the local governing board on the successes and areas of improvement in planned interventions, and the resources that are in place.

2.3. The headteacher is responsible for:

- Creating a positive and supportive atmosphere throughout the school.
- Implementing CPD which equips staff with the tools needed to effectively manage stress.
- Developing a sensitive performance management process that is linked to clear job specifications.
- Including all staff in the school's decision-making processes, where possible.
- Organising extra support for staff at times of increased stress, e.g. during Ofsted inspections.
- Encouraging staff to take advantage of any initiatives introduced to promote wellbeing and effective working, e.g. an employee assistance programme.
- Ensuring that all policies that affect staff wellbeing are properly adhered to and reviewed.
- Authorising any staff absences, as well as granting extended leave.
- Monitoring employees' workloads and holiday entitlement, ensuring they are not overworked, and providing regular updates regarding absence to the local governing board whilst maintaining staff confidentiality in line with the Data Protection Policy.
- Attending all necessary training, keeping skills current and setting a good example for staff.
- Regularly communicating with staff, encouraging them to be open when discussing stress.
- Conducting and implementing the recommendations of risk assessments, considering the causes of stress.
- Ensuring all staff have read and understood this policy.
- Organising thorough inductions for new employees, explaining the school's policies and code of conduct.

2.4. The School Business Manager (SBM) is responsible for:

- Ensuring that regular contact is maintained with members of staff who are absent for long periods of time.
- Ensuring new members of staff have received all the relevant information they require, including the procedures for raising concerns about wellbeing.
- Gathering information in any cases that allow monitoring of this policy, such as, but not limited to, the following:
 - Sickness and absence data

- Staff turnover
- Exit interviews
- Referrals to the counselling service
- Referrals to other mental health services
- Grievance cases
- Harassment cases
- Monitoring all staff absences and reporting this information to the headteacher.

2.5. All staff members are responsible for:

- Being able to recognise the early signs of stress or mental health issues in themselves and their colleagues.
- Supporting co-workers if they become stressed, which may include practical assistance or emotional reassurance.
- Maintaining a healthy work-life balance.
- Promoting a positive, supportive atmosphere throughout the school.
- Being open to discussing stress.
- Reporting honestly about their wellbeing and any incidents of stress, e.g. being overworked.
- Where possible, asking for help when they feel under pressure or stressed.
- Attending events and training opportunities which promote wellbeing and health.
- Not acting in a manner which endangers themselves or others.
- Undertaking additional training and personal development opportunities.

3. Identifying warning signs

- 3.1. The school recognises that individuals will react differently to stressful situations and become stressed by different situations and stimuli throughout their working lives. Because of this, it is important that staff understand the different factors that may cause themselves or their colleagues stress.
- 3.2. The following sources of stress can often be attributed to work:
- Overworking or undertaking work that does not match the employee's skills and abilities
 - Fear of change and trying to cope with change, e.g. advancements in technology
 - Insufficient workload or not being able to use skills
 - Lack of job security

- Poor relationships with colleagues and a lack of involvement
 - Harassment or bullying
 - Crisis management
 - Not having a long-term plan in place
- 3.3. The school recognises that home and personal lives can also prove stressful for staff; bereavement, separation, financial and family problems make people more vulnerable to stress at work. It is common that a combination of stress at home and work can make people particularly stressed.
- 3.4. The school will strive to identify and deal with symptoms of stress quickly in order to maintain a healthy workplace.
- 3.5. The school has a legal requirement to actively respond where any employee displays symptoms of work-related stress.
- 3.6. All members of staff will be aware of the warning signs that can indicate that a person may be having trouble managing stress.
- 3.7. All members of staff will look out for the following indicators when identifying stress in themselves or others:

Behavioural indicators

- Difficulty sleeping
- Changes in eating habits
- Increased smoking or drinking
- Isolation from friends and family

Physical indicators

- Tiredness
- Indigestion and nausea
- Headaches
- Aching muscles
- Heart palpitations

Mental indicators

- Indecisiveness
- Difficulty concentrating
- Memory loss
- Feelings of inadequacy
- Low self-esteem

Emotional indicators

- Anger or irritability
- Anxiety
- Hypersensitivity
- Feeling drained and lethargic

4. Actions to support staff

- 4.1. To positively impact levels of stress in the school, the Headteacher and local governing board will make changes to the whole school.
- 4.2. To help manage stress, the headteacher will:
 - Lead by example and encourage staff to be open if they feel stressed, to take breaks and to have a full life outside of work.
 - Make the most of team bonding; using INSET days to build relationships, as feeling comfortable amongst colleagues will make discussing stress easier.
 - Assist with work and help to manage employees' workloads.
 - Reach out to staff during difficult points in their personal lives, e.g. bereavement, allowing sufficient time off and supporting them when they return to work.
 - Arrange a meeting with all members of staff in which the current working times and practices will be discussed.
- 4.3. To effectively address workload issues and support staff wellbeing, the headteacher, working with the SLT, will take the following actions:
 - Measure staff wellbeing and identify workload issues by:
 - Commissioning staff surveys and organising structured conversations about workload with staff by their phase leader.
 - Analysing the school diary and identifying which members of staff are spending too much time on certain aspects of the job.
 - Address the workload issues that have been identified and developing an action plan.
 - Evaluate the impact of the actions taken on a termly basis, measuring staff wellbeing and identifying new workload issues to address during the next term as a permanent agenda item on SLT meetings.
- 4.4. The headteacher will ensure that all changes proposed as a result of the actions outlined in 4.3 are communicated to all members of staff.
- 4.5. A mental health and wellbeing governor will be appointed by the local governing board who will be responsible for monitoring the wellbeing of staff.

- 4.6. The local governing board to ensure all staff are supported in their roles and that actions are implemented to mitigate stress in the workplace.
- 4.7. All new members of staff will be provided with a comprehensive induction and their duties will be made clear.
- 4.8. The school will adopt a sickness plan which will promote a positive, caring strategy for staff who are returning to work following sick leave.
- 4.9. The school will ensure wellbeing is promoted and stress is prevented through good management practices, including the following:
 - Recruitment and selection procedures
 - Clear job descriptions and person specifications to ensure the right candidates are recruited
 - CPD procedures to ensure all members of staff have the necessary skills and abilities to undertake the duties required
 - Promotion and reward procedures
 - Capability and absence management – return to work procedures will ensure that individuals are supported back into work following illness
 - Suitable adaptations for disability
 - Harassment and anti-bullying resources
 - Annual surveys to better understand the areas of work that have a negative effect on staff wellbeing

5. Self-management

- 5.1. Staff can also make changes to avoid and prevent stress, as it is a problem that should be tackled and not ignored.
- 5.2. Staff should be prepared to speak to their colleagues and senior staff if they are feeling stressed in their personal lives or at work.
- 5.3. Staff are encouraged to take action to manage their own stress, these actions will include, but are not limited to, the following:
 - Keeping active as a way of releasing emotional intensity and any negative feelings, exercise will also help to clear thoughts and deal with problems more calmly.
 - Managing their workload and establishing and maintaining a healthy balance between work and life,
 - Prioritising work, leaving the least important tasks until the end of the day and concentrating on the work that will make the biggest difference.
 - Avoiding unhealthy habits, such as drinking and smoking.

- Taking advantage of the wellbeing initiatives and support offered by the school.

6. Reporting procedures

- 6.1. The following senior member of staff will be designated as wellbeing officer;
 - Mrs Yvonne Ridguard (Assistant Head)
- 6.2. If any member of staff wishes to raise a concern about wellbeing, the wellbeing officer will be notified.
- 6.3. The wellbeing officer will provide the member of staff with information about the support that is available to them; this includes both within the school and outside sources. These resources include:
- 6.4. The wellbeing officer will treat all cases confidentially. Real names of staff will not be used when the wellbeing officer are reporting to the headteacher.
- 6.5. In some cases, such as those that directly impact day-to-day activities, confidentiality will not be guaranteed. If this is the case, staff will be made aware of the situation.
- 6.6. The wellbeing officer in receipt of the complaint will investigate and report this to the headteacher.
- 6.7. The headteacher will decide whether any further action will be taken.

7. Response actions

- 7.1. Where problems with wellbeing arise, the necessary support and appropriate actions will be considered. This may include support from HR advisers and/or external services, e.g. occupational health.
- 7.2. The school will continue to support staff when external services are involved.
- 7.3. Support will be provided to staff who are experiencing challenging circumstances outside of the workplace. The school will direct staff to support, both internal and external, and consider a plan of work and duties that can be managed differently during challenging periods.

8. Monitoring and review

- 8.1. This policy will be reviewed annually by the governing board and the headteacher.
- 8.2. Any changes made to this policy will be communicated to all members of staff.
- 8.3. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.
- 8.4. The next scheduled review date for this policy is March 2027

St Margaret Clitherow Catholic Primary School

Well-being Charter

Our aims

St Margaret Clitherow Catholic Primary School is committed to considering and supporting the wellbeing of all our staff. As part of this commitment, and through a coordinated effort with school staff and leaders, we aim to ensure workload can be managed and reduced.

We recognise that staff workload can become overwhelming, which in turn affects staff wellbeing and prevents a healthy work-life balance. We believe that we have a collective responsibility to ensure working at the school remains manageable, a positive experience, and, above all, enjoyable.

By providing this support, we hope that we can retain and recruit more staff and meet our core values and ethos for helping and caring for one another.

To protect staff wellbeing, we will:

- Ensure staff have a fair and reasonable workload, including guidance on marking, planning and data management.
- Provide high-quality training and CPD opportunities that meet the needs of individual staff members.
- Continue to review staff workload and ensure it always remains manageable.

Our commitments

We have agreed the following commitments and expectations between the local governing board, Senior Leadership Team and school staff, to demonstrate our support in helping to manage staff workload.

All staff working at the school can expect:

- To work within a clear code of conduct – TRUST Code of Conduct
- To receive a robust and high-quality induction – (Induction Staff Handbook)
- To be provided with a mentor as part of their induction process.
- To be provided with training opportunities relevant to their role and responsibilities.
- To be allocated roles and responsibilities that are linked to their skill set and area of expertise or be provided with appropriate training to upskill and broaden areas of expertise.
- The fair and equal distribution of roles, responsibilities, and tasks.
- If required, to collect data using streamlined processes that are beneficial to their work and receive robust training on using the school's data management

systems. Half termly for Reading, Writing and Maths and termly for Science and Foundation Subjects onto INSIGHT.

- The support of the Senior Leadership Team to provide guidance and advice and simplify school processes where possible.
- A consistent and fair Positive Behaviour Policy which allows staff to work effectively and be provided with support from the Senior Leadership Team to manage behaviour effectively.
- An agreed communication protocol which outlines the expected response times from colleagues and external communications, e.g. from parents. - 10 working days unless it is an urgent matter that requires an immediate response.
- The use of technology to ensure effective and efficient communication, document and data management, and access to information.
- To be provided with access to external support, such as an occupational health or a confidential listening service, if needed, through SAS -Staff Advisory Service.
- To work within an environment where their wellbeing is prioritised and valued.
- All changes to school processes to be communicated clearly and the Senior Leadership Team to provide support with implementation.

Additional benefits to staff

- Tea and coffee provided free
- Finish early last day of each term
- Dress Down Fridays – casual wear/Sportswear
- Well-being day
- Leniency with illness of family members
- Open door policy for all staff
- School advisory Service – SAS