

Wellbeing Policy



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1. Aims

Wellbeing Vision Statement:

At Tooting Primary School, we are committed to nurturing the whole person by placing wellbeing, resilience, and mental health at the heart of everything we do.

We strive to create a supportive and inclusive environment where everybody feels safe, valued, and empowered to fully engage in school life. Our approach encourages adults and pupils to strive socially, emotionally and academically, while also developing empathy and a strong sense of connection to the local community and beyond.

Tooting Primary School Core Values:

At Tooting Primary School our core values are:

Respect - We treat everyone with respect. We value what each member of our community adds to the success of our school.

Responsibility - We take responsibility for our actions. We try to correct any mistakes that we make.

Resilience - We are consistent. We recognise that achieving good outcomes can be challenging. We keep trying.

Kindness - We consider others. We work together as a team. We help where we can.

Rationale:

At Tooting Primary School, we firmly believe that our staff is our most valuable asset. We are committed to creating a supportive, inclusive and purposeful learning community in which all staff are valued, encouraged and empowered to develop both personally and professionally.

We understand that there is a strong link between the wellbeing of our staff and the wellbeing of our pupils. A positive school culture and ethos is built on collaboration, shared values and a unified vision. That is why we prioritise fostering a sense of belonging among our team, ensuring everyone has the opportunity to contribute their voice and feel heard.

Our approach to staff wellbeing focuses on promoting a healthy work-life balance, managing workload sustainably, and provisioning a caring and respectful environment where individuals feel supported. We recognise that each staff member has unique needs and circumstances, and our practices aim to reflect that diversity with empathy and flexibility.

This policy outlines our commitment to staff health and wellbeing, detailing the strategies we employ to reduce workplace stress and enhance job satisfaction. It serves as a guide to ensure a consistent and cohesive approach to supporting the wellbeing of all staff at Tooting Primary School.

This policy aims to:

- Support the mental health and wellbeing of all pupils and staff.
 - Provide a supportive work environment for all, where everyone feels valued. ●
- Acknowledge individual needs of pupils and staff, and how these change over time
- Support a healthy work-life balance
 - Involve staff in decision making
 - Recognise and promote the importance of a happy and healthy team.

Roles and Responsibilities

The leadership team (LT), 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.

2.1 Role of all staff

All staff are expected to:

- Uphold the school's core values.
- Being mindful, taking care of their own health and safety at work and communicating with key staff where they need support
- Knowing the channels of communication available
- 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
- Respecting shared areas so that there is space to relax as well as appropriate work spaces.

2.2 Role of line managers/phase leaders

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/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

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
- Manage a non-judgemental and confidential support system for staff
- Monitor the wellbeing of staff through regular surveys and structured conversations, with feedback
 - 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
- 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, and make sure that there are clear routes in place to escalate a concern in order to access further support
- Organise extra support during times of stress, such as Ofsted inspections
- 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

2.5 Role of the local governing body

Dave Chamberlain Chair of Governors

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.

2.6 Role of the board of trustees

The board of trustees is expected to:

- Make sure each Trust member 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 headteacher 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
- 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
- Make sure job descriptions are kept up to date, with clearly identified responsibilities and staff being consulted before any changes are made

Examples of good practice may include:

- providing lunch and refreshments in INSET training
- carrying out team-building exercises as part of staff CPD
- giving staff the option to plan their own social activities
- holding designated health and wellbeing weeks
- celebrating staff achievements
- providing pastoral services – drop-ins and confidential sessions
- creative spaces for staff to be able to meet, relax and work quietly
- providing external development opportunities like life coaching and professional development (e.g NPQ or apprenticeship Levy funded courses)
- providing creative opportunities for building morale and promoting wellbeing (e.g. post-it notes, shared lunches and wellbeing/icebreaker starters to CPD)
- Giving time within performance management to discuss staff wellbeing
- Creating an open environment of communication

3. Managing specific wellbeing issues

Tooting Primary 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 them even when external services are involved.

Where possible, support will be given by line managers or senior staff. This could be through:

- Providing staff time off to deal with a personal crisis
 - Arranging external support, such as counselling or occupational health services, EAP
 - Completing a risk assessment and following through with any actions identified
 - Reassessing their workload and deciding what tasks to prioritise
 - Providing staff with leave to support family emergencies and attend special family events within the parameters of the Trust Special Leave policy which can be applied flexibly across the categories that it covers.
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- • Make reasonable adjustments for staff to support medical conditions, such as, pregnancy and menopause

At all times, the confidentiality and dignity of staff will be maintained.

Managing the Menopause

There are times when schools will need to make reasonable adjustments for employees going through the menopause. Schools will work to minimise menopause-related stigma by educating line managers and other colleagues on what it is and the symptoms that staff affected can experience. Schools must recognise and respond positively to the fact that the menopause can have significant effects on wellbeing including low mood, anxiety and depression, hot flushes, night sweats and palpitations and difficulty sleeping with the consequential potential impact on memory, confidence and concentration.

Managing Return to work for mothers

Tooting Primary School supports mothers and makes reasonable adjustments to work arrangements for breastfeeding staff, such as more frequent rest breaks to pump.

We will provide a private, safe, and hygienic space for expressing milk.

Supporting pupils

Baseline support for all pupils

Article 17: You have the right to get information that is important to your wellbeing.

Wellbeing is the foundation that enables pupils to grow, reach their potential, and engage in learning and play with creativity and confidence. At Tooting Primary School, we define pupil wellbeing as more than just the absence of distress - it is a positive state in which children feel supported, empowered and connected.

Key aspects of Wellbeing in our school include:

- **Feeling safe, respected and valued by peers and adults**

We have clear behaviour expectations, a no tolerance approach to bullying and a consistent approach to safeguarding. Pupils know who to talk to if they need help, and regular circle times or PSHE lessons, which reinforce our school values.

- **Being actively involved in both academic and social aspects of school life**

Pupils participate in a wide range of extracurricular clubs, school council representatives, class assemblies, and themed weeks, such as Wellbeing Week or Diversity Day. These encourage confidence, creativity and a sense of purpose.

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- **Developing healthy self-esteem, confidence, and a sense of independence**

Children are given responsibilities, such as Sports Leaders. In class, we use strategies like growth mindset language and pupil voice to build confidence and resilience.

- **Building strong, trusting relationships with teachers and classmates**

Teachers prioritise building positive, trusting relationships with pupils. Staff greet children by name, use restorative approaches to manage conflict, and model respectful communication in every interaction.

- **Experiencing a sense of belonging within the classroom and wider school community**

Displays of pupil work, celebration assemblies, inclusive practices and buddy systems (e.g. Year 5 paired with Reception) help all children feel seen and valued as part of the school community.

- **Feeling content, secure, and satisfied with their day to day school experiences**

We monitor pupil wellbeing through regular check-ins, use of listening boxes and input from our pastoral team.

When pupils experience a high level of wellbeing, they are better able to form positive relationships, contribute to their community, and thrive within a nurturing and inclusive school environment.

As well as this, as part of our school's commitment to promoting positive mental health and wellbeing for all pupils, our school offers support to all pupils by:

- Raising awareness of mental health during assemblies, PSHE lessons, PSHE and mental health awareness week
- Signposting all pupils/parents to sources of online support on our school website/newsletters
- Having open discussions about mental health during lessons
- Providing pupils with avenues to provide feedback on any elements of our school that is negatively impacting their mental health
- Monitoring all pupils' mental health through assessments, e.g. a strengths and difficulties questionnaire
- Offering pastoral support through our ELSAs
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:
 - Zones of regulation/Colour monsters
 - Listening boxes
 - Circle time

4. Monitoring arrangements

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This policy will be reviewed each year..
At every review, it will be approved by the board of trustees, governing body, Head Teacher and SLT.

5. Links with other policies

This policy is linked to our:

- Appraisal policy
- Behaviour policy
- Staff Appraisal
- School Community Agreement Policy
- Staff code of conduct
- Pupil Mental Health and Wellbeing Policy

