



**Argyle**  
Primary  
School

# **Staff Health & Wellbeing Policy 2025-27**

**Review Date:** Summer 2025  
**Agreed by:** FGB 03.07.2025  
**Review Date:** Summer 2027

## Argyle Primary School Wellbeing Policy

This policy was written in consultation with staff, pupils and professionals involved in mental health and wellbeing.

Wellbeing is generally understood as the quality of people's lives. It is a state of wellness in which the individual can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.

At Argyle, we believe that the wellbeing of all staff extends beyond health, happiness and job satisfaction. We are committed to supporting the wellbeing of our staff. We have a supportive and caring ethos and our approach is respectful and kind, where each individual and their contribution is valued.

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's responsibility and that we all have a role to play.

It is well-known that individuals who do not have positive wellbeing are likely to experience challenges which affects:

- Attendance
- Physical health
- Relationships
- Emotional regulation
- Productivity

The purpose of this policy is to outline the measures in place to support wellbeing for all staff working at Argyle. It also acts as a guide to the additional internal and external wellbeing support staff could access if required.

As a trauma informed school, who follow the principles of Trauma Informed Practice (TIPiC), this wellbeing policy reflects the principles of this approach to the promotion of positive wellbeing.

At Argyle there are three levels of support provided to staff to enhance wellbeing: universal, targeted and specialist support (see Appendices).

## **Wellbeing Roles and Responsibilities at Argyle**

### **The Governors, Headteacher and the School's SLT will:**

- Support steps taken to develop a culture of cooperation, trust and mutual respect within the school;
- Champion good management practices and the establishment of a work ethos within the school that promotes a healthy “work-life balance”. Discouraging unhealthy commitments to long-term working hours that cause stress;
- Promote effective communication and ensure that there are procedures in place for consulting and supporting employees on changes in the organisation, to management structures and working arrangements;
- Encourage staff to be fully involved in the decisions of the school through meetings in which staff can talk freely about any issues which impact on their ability to carry out their jobs;
- Encourage initiatives and events that promote health and wellbeing;
- Treat individuals reporting to them with consideration and dignity;
- Promote a culture of mutual respect in the teams they manage;
- Listen to all colleagues’ views and take action in the interests of every colleague where performance by a member of staff may cause stress to the team;
- Ensure there are arrangements in place to support individuals experiencing stress, referring them to the appropriate level of available support;
- Enable the school to measure its performance in relation to stress management and employee well-being, such as: sickness absence data, staff turnover, number of referrals to occupational health, numbers of grievance and harassment cases (reported to governors in termly Headteacher’s report);
- Seek the views of employees on the effectiveness of the school’s Wellbeing Policy and stress management arrangements on a termly basis;
- Support staff members to access a trained counsellor, if required. The nature of the discussions between the counsellor and member of staff will remain confidential unless the staff member decides otherwise;
- Offer opportunities for supportive supervision sessions which support the development of knowledge, competence, confidence and wellbeing;
- Support the work of Union representatives and collaborate with them to ensure staff wellbeing issues are addressed;
- Carefully manage activities and tasks so that they are spread out through the school year;
- Share the school calendar with staff at the beginning of each term and avoid adding to it without prior discussion;
- Ensure that there are no unnecessary after school meetings:
  - No more than one weekly after school INSET until 4.45 pm for all staff;
  - Subject leader meetings until 4:30pm, 2 x each half term;
  - No after school INSET to be planned for the weeks where there are formal assessments in order to allow teachers time to mark;
  - No after school INSET to be planned for weeks where there are Parent Consultations;
  - One weekly meeting for Teaching Assistants until 4.15pm;
  - One weekly after school club for Teaching assistants until 4:30pm;
  - Each half term at least one of the TA meetings and at least one phase meeting will include time for a well-being check in.

### **Employees will:**

- Treat colleagues and all other adults at work with consideration, respect and integrity;
- Follow the guidelines of this policy, attend briefings about wellbeing and further develop their knowledge through training opportunities;
- Request a meeting with their line manager or the headteacher to raise concerns if they feel there are work issues that are causing them stress and having a negative impact on their wellbeing (see Appendix 2 Targeted Support);
- Take responsibility for their own health and wellbeing by adopting healthy lifestyles;
- Take responsibility for working effectively in their assigned roles, thus helping to avoid causing stress to their colleagues.

### **Staff Wellbeing Priorities: Communication, Workload, Connectivity, Self-Care**

Four main priorities that have the biggest impact on staff wellbeing, namely: communication, workload, connectivity and self-care.

#### **Communication**

Communication is imperative to effective teamwork. A culture of being open to communicate concerns should be promoted by all stakeholders of the school. All staff to know who to contact if they need personal and professional support (see appendices). Lines of communication include: informal conversations, formal meetings, emails and use of Google Classroom Staffroom. Communication should be conducted in a timely manner e.g. emails sent and responded to within the working day, to allow a better work-life balance for all staff. Although emails may be sent outside of working hours, responses are only expected within the recipient's working hours.

Feedback (e.g. from book security and lesson observations), should be given in a timely manner to prevent any unnecessary stress and allow a staff member to act upon guidance given.

There is an expectation that all stakeholders will independently engage with communication involving the running of school life (e.g. emails, Google Classroom and Google Calendar).

#### **Workload**

Feedback marking has been identified as one of the issues that affect staff wellbeing. To combat this issue, the Marking and Assessment policy clearly identifies how often pupils' work needs to be marked. It promotes an environment in which self-marking and peer-marking are encouraged. During Assessment Week, after school meetings are cancelled to allow staff to mark summative assessments, avoiding the need to take home additional work. When Parents Meetings are scheduled to take place, INSET time will be given over to that. When teaching staff are required to write pupils' reports, the school endeavours to allocate staff additional time.

### Connectivity

Encouraging a sense of community is an important part of staff wellbeing. Being connected to people who share similar experiences allows staff to feel empathy towards others. Throughout the academic year, staff have the opportunity to meet for non-work related activities (refer to Appendices).

### Self-care

Knowing your personal limits and having the ability to say no when necessary creates a better work life balance and enables staff to take better care of themselves. Supporting staff to identify the skills for self-care has been highlighted in staff INSETs through the work with Camden's Trauma Informed Practice Team. Argyle has subscribed to the Mentally Well Schools Programme, which has a section with further information on how staff can promote their own self-care.

### Return to work meeting

After any period of absence, staff should meet the headteacher - even if very briefly so that:

- they can be filled in on any key developments in their absence;
- they can let the headteacher know if they would like further support.

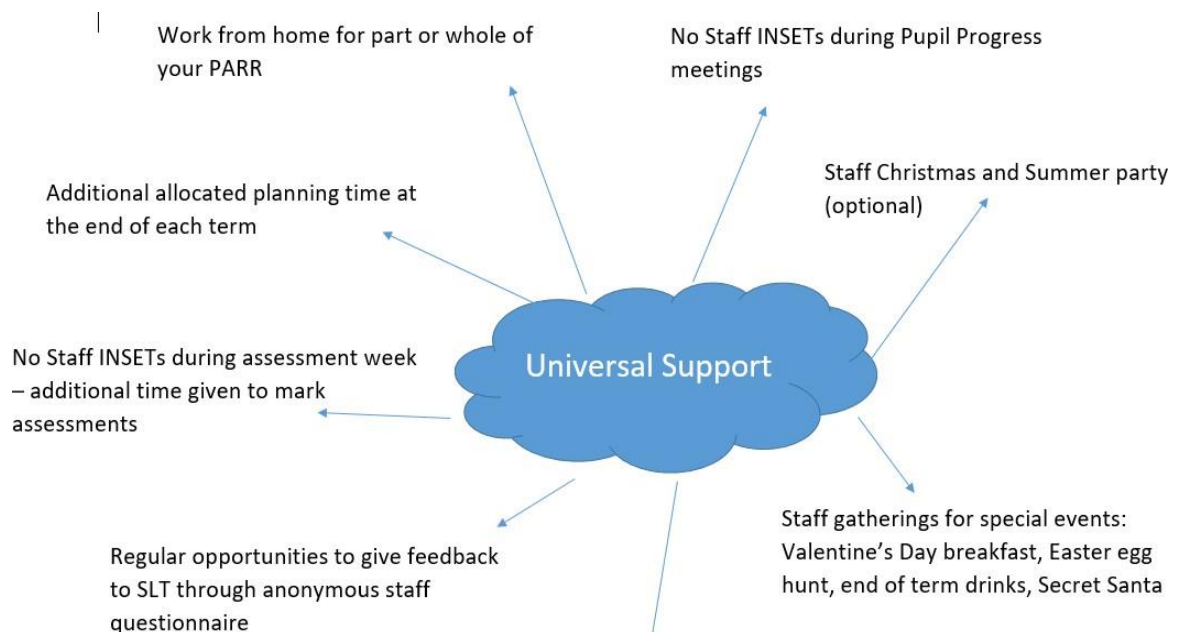
This meeting should take place between 8.15 am and 8.40 am on the day of their return to school and should be initiated by the member of staff reporting to the headteacher.

If a member of staff is absent for more than three days, they should arrange **prior to their return**, either directly with the headteacher or via admin, an appropriate time to meet with the headteacher on their first day back at work. In this meeting, they will have the opportunity to discuss how the period of absence has affected them and what support they may benefit from going forward. This includes, but is not limited to, staff who have experienced illness, bereavement and absences linked to their dependents.

## Appendix 1

### Universal Support

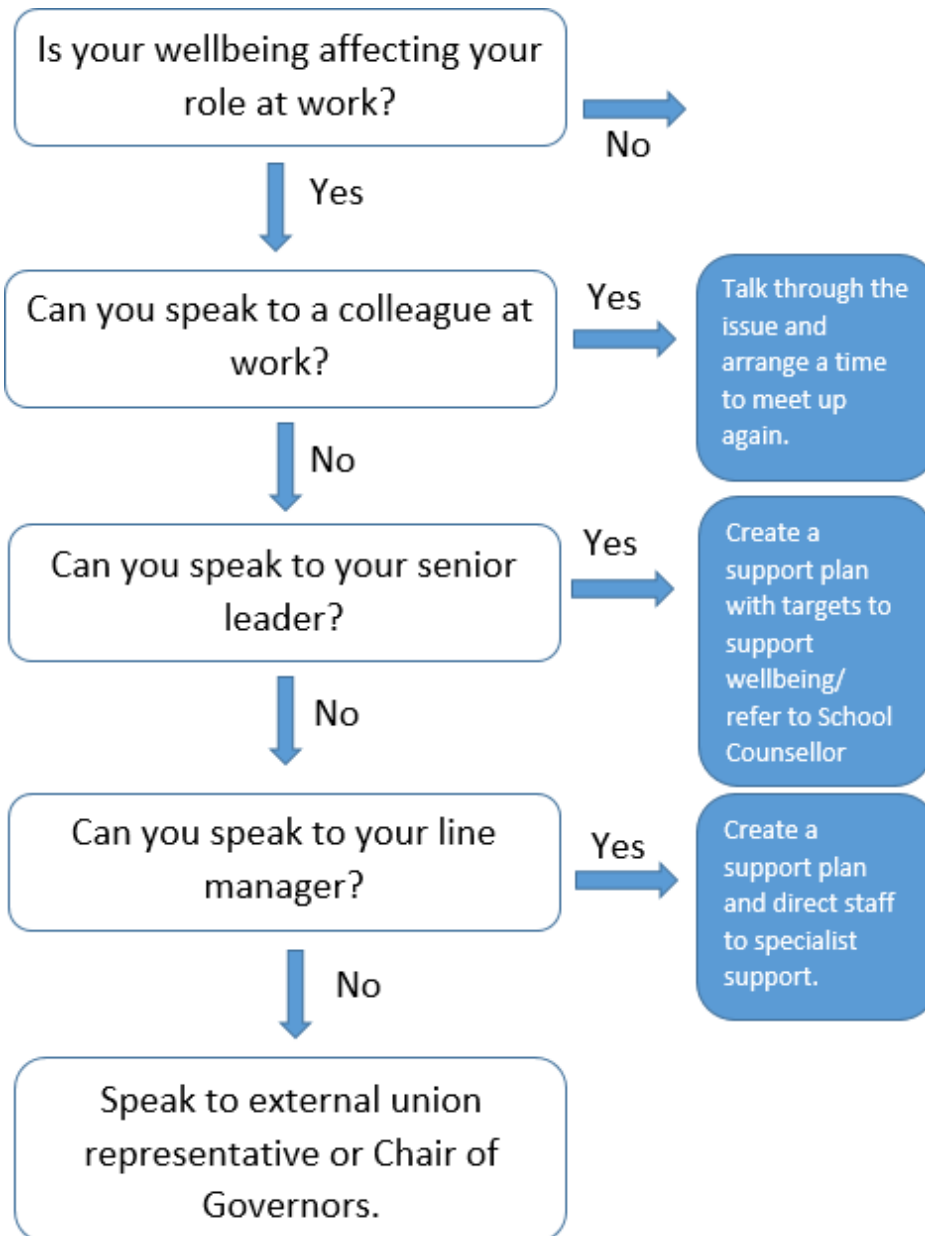
All staff members at Argyle can access the following wellbeing initiatives:



Appendix 2

Targeted Support

At Argyle we understand that the pressures of work and life may require additional, targeted support. The flow chart below identifies whom to contact when additional, targeted support is needed:



## Appendix 3

### Specialist Support

Free resources and support:

- [Camden Employee Assistance Programme \(EAP\)](#)
- [Able Futures](#)
- [Education in Mind](#)

Private Counsellors and therapists:

- [The British Psychological Society](#)
- [British Association for Behavioural and Cognitive Therapists](#)
- [British Association for Counselling and Psychotherapy](#)

Revised date	Agreed by governors – date	Next review date:
Summer 2025	3/7/25	Summer 2027