

ST WILLIAM OF YORK



Catholic Primary School
Brockley Park, Forest Hill, SE23 1PS

Staff Wellbeing Policy



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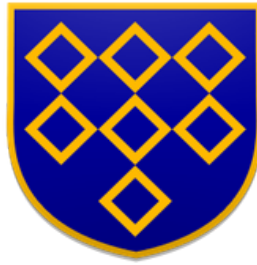
Physical & Social Wellbeing



OUR MISSION

The purpose of St William of York Catholic Primary School is to educate children in an atmosphere of Christian love.

We respect and rejoice in the uniqueness of each child, and aim to make learning a happy and positive experience for everyone in our community.



OUR AIMS

- To promote a culture where mental health and physical health is openly discussed
- To address workload issues proactively and professionally, ensuring a healthy work-life balance in line with the DfE's *Education Staff Wellbeing Charter*
- To provide support systems specific to challenges of working in an inner-city context
- To fulfil our legal duty of care under the *Health and Safety at Work Act 1974* and the *Equality Act 2010*

STRESS MANAGEMENT

MANAGING STRESS

The Management Standards for stress cover six key areas of work that, if not properly managed, are associated with poor health and well-being and increased sickness absence. These are:

- Demands
- Control
- Support
- Relationships
- Role
- Change

DEMANDS

We aim for employees of our school to be able to cope with the demands of their jobs and to be able to respond to any individual concerns. In order to achieve this school leadership endeavours to:

- provide employees with adequate and achievable demands in relation to the agreed hours of work
- match people's skills and abilities to the demands of the job
- design jobs to be within the capabilities of employees
- address staff concerns about their work environment within acceptable and sometimes, negotiated, timescales
- provide full planning, preparation and assessment allocation

CONTROL

It is our aim that school staff feel that they are able to have a say about the way in which they do their work and that we are able to respond to any individual concerns. Where possible school staff are encouraged to:

- use their skills and initiative in the way in which they do their work
- to develop their skills
- develop new skills to help them undertake new challenges



SUPPORT

School staff should expect encouragement, information and resources provided by the school, line management and colleagues through:

- policies and procedures to give adequate support
- systems to enable and encourage leaders to support their teams
- systems to enable and encourage staff to support their colleagues
- knowing what support is available and how and when to access it
- knowing how to access the required resources to do their job
- receiving regular and constructive feedback

RELATIONSHIPS

Positive and constructive relationships are to be expected, no member of staff should be subjected to unacceptable behaviours, e.g. rudeness, bullying at work; and concerns of individuals should be met. In order to achieve this the school promotes:

- positive behaviours at work to avoid conflict and ensure fairness
- agreed policies and procedures to prevent or resolve unacceptable behaviour
- enabling and encouraging managers to deal with unacceptable behaviour
- enabling and encouraging employees to report unacceptable behaviour
- staff sharing information relevant to their work

ROLES & RESPONSIBILITIES

Staff should have a clear understanding of their role and responsibilities and not have conflicting roles and the concerns of individuals with regard to this should be met. In order to achieve this the school aims to ensure that:

- as far as possible, the different requirements it places upon employees are compatible
- information is provided to enable employees to understand their roles and responsibilities
- as far as possible, the requirements it places upon employees are clear
- systems are in place to enable staff to raise concerns about any uncertainties or conflicts they have in their role and responsibilities

CHANGE

It is our aim that the school engages with staff adequately and genuinely when undergoing organisational change and that individual concerns are met. In order to achieve this the school will:

- provide staff with timely information to enable them to understand the reasons for proposed changes
- ensure adequate staff consultation on changes and provide opportunities for staff to influence proposals
- make staff aware of the probable impact of any changes to their jobs, should that be necessary and staff will be given training to support any changes in their jobs
- ensure that staff are aware of timetables for changes
- ensure staff have access to relevant support during changes



WELLBEING STRATEGY

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Physical and social wellbeing

SPIRITUAL WELLBEING



Prayer & Reflection

We offer regular, dedicated opportunities for staff prayer and reflection, providing a sanctuary of quiet in an otherwise high-energy day. To support staff formation and spiritual wellbeing, we begin every INSET day with a Staff Mass to ground our professional development in grace and our shared mission. By participating in parish liturgies and masses throughout the year, our team strengthens its connection to the wider Catholic family while deepening their own vocational journeys. This consistent engagement ensures that spiritual wellbeing is not a one-off event, but a continuous cycle of communal support and personal growth throughout the liturgical year. We prioritise these moments to help staff reconnect with their "inner battery" and their sense of purpose.



Pastoral Support

We provide access to the Parish Priest for confidential spiritual guidance, regardless of the staff member's personal faith background. We offer prayerful and practical support during significant life milestones or times of personal hardship. Through an open-door pastoral approach, we aim to cultivate an environment that honors the dignity of the individual and nurtures our shared journey as educators in a Catholic community.



Liturgical Year

Our school intentionally aligns the academic calendar with the Church's seasons to ensure that the liturgical year provides a restorative rhythm for our staff. We demonstrate this commitment by ensuring staff workload is managed carefully during busy liturgical seasons (e.g., Advent/Christmas). This balanced approach allows our team to engage meaningfully with school celebrations and sacraments, transforming high-pressure periods into opportunities for shared spiritual growth.



EMOTIONAL & MENTAL HEALTH



Supporting staff mental health and wellbeing is a key priority at St William of York. The school designated staff to support staff wellbeing and has access to a range of professional services.

Employee Assistance Programme

Education Support EAP provides staff with a range of practical and emotional help 24/7, including:

- A range of clinically robust counselling options, including telephone and online or face-to-face sessions
- Financial, legal and practical support from qualified professionals on a range of personal issues
- Access to online health and wellbeing resources and a specialist information service
- A dedicated coaching service for line managers, aimed at developing your soft skills and building your confidence for handling challenging situations.

Occupational Health

To support staff emotional and mental health, we provide access to professional clinical assessments through PAM Occupational Health. These confidential evaluations focus on identifying practical, evidence-based workplace adjustments to ensure staff roles remain manageable and supportive during times of personal challenge. By utilising PAM's expert guidance, we can proactively tailor the working environment to protect your long-term wellbeing and professional flourishing.

Mental Health First Aiders & Wellbeing Days

To provide immediate on-site support, Hayley Mayers and Zoe Thorn are our two fully trained Mental Health First Aiders available for confidential listening and signposting. They act as a first point of contact for anyone experiencing distress, ensuring that colleagues can access help or professional resources whenever necessary. Each year, one Inset day will be dedicated as a Mental Health and Wellbeing day.





WORKLOAD

Reducing staff workload is at the forefront of decision making and is a key priority in our School Improvement Plan. We are committed to the DfE Workload Reduction Toolkit.



We have streamlined administrative processes by introducing automated generators for trip risk assessments and termly SEND letters. We utilise coded templates for end-of-year reports to minimize repetitive data entry, allowing staff to focus their time on high-impact classroom preparation. Our expectations for planning formats are kept to a minimum, shifting the priority from lengthy written lesson plans to the creation and availability of high-quality teaching resources.



We have fully reviewed our marking and feedback policy to ensure it remains meaningful, manageable, and motivating, moving away from the demand for "deep marking" on every piece of work. Instead, we prioritise real-time verbal feedback to support our learners, and provide visual feedback to our children using stickers, significantly reducing the burden of written comments for our staff. To streamline data management, we have implemented Insight Assessment (2024), which empowers teachers to capture pupil progress accurately with minimal data entry.



Our school operates a clear communication protocol to protect your personal time and ensure a healthy work-life balance. Staff are not expected to monitor or reply to emails outside of standard working hours, specifically between 5:00 PM and 8:00 AM. By respecting these boundaries, we foster a culture that values rest and ensures our team remains energized for the school day ahead.



To ensure our time is used effectively, staff meetings are capped at a maximum of 90 minutes and are only scheduled when there is a clear, collaborative purpose. Information dissemination is handled through streamlined briefings held exclusively on Mondays and Fridays to minimise mid-week disruptions. Friday briefing time is strictly reserved for vital safeguarding refreshers and updates, ensuring our community remains safe and informed without encroaching on valuable planning time.



Every teacher is guaranteed dedicated Planning, Preparation, and Assessment (PPA) time, which we strive to protect to ensure staff workload remains manageable. To support a modern work-life balance, teachers have the option to complete their PPA time at home, providing a degree of flexibility in how and where they work. This commitment ensures that your focus remains on high-quality teaching and learning while respecting your professional autonomy.

PHYSICAL & SOCIAL WELLBEING

Physical

To protect staff health, we have installed Soundfield surround sound microphone systems in classrooms to prevent vocal strain and reduce the need for voice projection. We can also provide ergonomic workstations and specialised seating where needed to ensure our staff's physical environment is comfortable and supports healthy posture. In addition to this, we facilitate Occupational Health consultations to identify and implement any reasonable adjustments required to support any specific physical needs at work.



Social

Our school fosters a strong sense of community by providing a dedicated, comfortable staffroom space entirely separate from the children to allow for genuine rest and peer connection. We cultivate a family-first culture through a compassionate Special Leave for family milestones, which aims to significantly reduce the stress of work-life conflict. By prioritising these personal connections and boundaries, we aim for our staff to feel valued as individuals and supported by a cohesive, caring team.



POLICY REVIEW



This policy is reviewed every two years or sooner if there are updates or changes to the school's approach to staff wellbeing

Reviewed on
February 2026

By
Headteacher

Approved by Governors
February 2026

By
Pay & Personnel Committee

Next Review
February 2028