



STAFF WELLBEING POLICY

2026-2027

OWNERSHIP:	Everything Education School
AUTHORISED BY:	M Hussain (Headteacher)
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Everything Education School

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1.0 PURPOSE AND AIMS

Everything Education School recognises that staff wellbeing is fundamental to a safe, effective and sustainable school. This policy sets out the school's approach to promoting positive wellbeing, preventing avoidable work-related stress, supporting staff when difficulties arise and maintaining a culture in which concerns can be raised early and treated respectfully.

- promote a supportive, respectful and inclusive working environment;
- manage work demands and organisational change sensibly;
- identify and respond to work-related stress and wellbeing concerns at an early stage;
- support staff following challenging, distressing or safeguarding-related incidents;
- encourage appropriate work-life balance while maintaining professional responsibilities;
- ensure staff know how to access support and raise concerns without fear of detriment.

2.0 SCOPE

This policy applies to employees of Everything Education School. Relevant principles will also be applied, where appropriate, to agency staff, contractors, volunteers and others working regularly within the school. It should be read alongside employment terms and the school's Health and Safety, Safeguarding and Child Protection, Staff Code of Conduct, Whistleblowing, Equality, Behaviour and Data Management arrangements.

3.0 LEGAL AND GOOD-PRACTICE FRAMEWORK

The policy is informed by the Health and Safety at Work etc. Act 1974, Management of Health and Safety at Work Regulations 1999, Equality Act 2010, Employment Rights Act 1996 and relevant health and safety and employment guidance. The school will assess and manage reasonably foreseeable risks to staff health, safety and welfare, including risks arising from work-related stress where these are identified.

Staff wellbeing does not remove normal management responsibilities, professional standards or safeguarding duties. Support will be balanced with the school's responsibility to provide safe, consistent education and care for pupils.

4.0 PRINCIPLES

- wellbeing is a shared responsibility, with leadership retaining responsibility for creating safe and reasonable working arrangements;
- staff will be treated with dignity, fairness and respect;
- concerns should be addressed early and proportionately;
- individual circumstances and reasonable adjustments will be considered where relevant;
- confidentiality will be respected, subject to safeguarding, legal and safety requirements;
- no employee should be disadvantaged for raising a genuine wellbeing, health and safety, safeguarding or whistleblowing concern in good faith.

5.0 ROLES AND RESPONSIBILITIES

The proprietor/directors provide strategic oversight and ensure appropriate resources and arrangements are available. The Headteacher is responsible for implementing this policy, monitoring significant workforce risks and ensuring managers respond appropriately to concerns. Managers should model respectful behaviour, maintain reasonable communication, monitor workload and respond to signs of difficulty. Staff should take reasonable care of their own health and safety and that of colleagues, use available support, communicate concerns where possible and follow school procedures.

6.0 POSITIVE WORKING CULTURE

Everything Education School will promote a culture based on professional respect, clear expectations, constructive feedback and collaborative problem-solving. Leaders will seek staff views where changes materially affect working arrangements and will communicate decisions as clearly and promptly as practicable.

7.0 WORKLOAD AND WORK-LIFE BALANCE

The school will seek to organise work so that expectations are purposeful and proportionate. Leaders will review avoidable duplication, unnecessary administrative burdens and competing deadlines where concerns arise. Staff are expected to manage professional responsibilities effectively, but should raise sustained or unmanageable workload concerns with their line manager or Headteacher.

- meetings and deadlines should have a clear purpose and reasonable notice where practicable;

- communication outside normal working hours should be proportionate to urgency;
- planning, assessment and record-keeping expectations should focus on educational, safeguarding or operational value;
- additional duties and significant changes should be considered alongside existing workload and available capacity.

8.0 SUPERVISION, SUPPORT AND COMMUNICATION

Staff will have access to appropriate line-management communication and opportunities to discuss workload, professional challenges and support needs. Where roles involve regular exposure to safeguarding concerns, distressed pupils or challenging behaviour, reflective discussion or debriefing should be available when needed. Supervision is not a substitute for clinical treatment or professional counselling.

9.0 MENTAL HEALTH AND EMOTIONAL WELLBEING

Staff are encouraged to seek support early where mental health or emotional wellbeing is affecting, or may be affected by, work. A manager may discuss temporary adjustments, workload priorities, leave arrangements, occupational health or other appropriate support. Staff are not required to disclose more medical information than is reasonably necessary for the school to meet its duties and manage work safely.

Where there is an immediate concern that a person may be at serious risk of harm, emergency or appropriate health services should be contacted without delay.

10.0 STRESS AND WORK-RELATED STRESS

Work-related stress concerns will be considered in line with the school's health and safety arrangements. Where a concern is significant or persistent, the school may complete an individual stress risk assessment or equivalent management review, considering demands, control, support, relationships, role and change as relevant to the circumstances.

- identify the specific pressures and their work-related causes;
- agree practical control measures and named responsibilities;
- record a review date;
- consider whether specialist occupational health or HR advice is appropriate;
- review whether agreed measures are effective.

11.0 SAFEGUARDING AND STAFF WELLBEING

Safeguarding work can be emotionally demanding. Staff must continue to report child-protection concerns promptly through the school's safeguarding procedures. The DSL and leadership team should consider appropriate support for staff following difficult disclosures, serious safeguarding incidents or repeated exposure to distressing information, while preserving confidentiality and the integrity of safeguarding processes.

12.0 VIOLENCE, AGGRESSION AND CHALLENGING INCIDENTS

The school recognises that staff working with pupils who have additional needs may experience challenging situations. Violence, threats and serious aggression will not be treated as an unavoidable part of the job. Incidents should be reported and reviewed under the school's behaviour, safeguarding, restrictive-intervention and health and safety arrangements. Following a significant incident, the school will consider first aid, medical attention, debrief, risk review, contact with relevant agencies and appropriate staff support.

13.0 EQUALITY, INCLUSION AND REASONABLE ADJUSTMENTS

The school will not unlawfully discriminate in relation to wellbeing, disability, pregnancy or maternity, race, religion or belief, sex, sexual orientation, age, gender reassignment, marriage or civil partnership. Where the school knows, or could reasonably be expected to know, that an employee is disabled, reasonable adjustments will be considered in accordance with the Equality Act 2010. Adjustments will be individual and kept under review.

14.0 ABSENCE, RETURN TO WORK AND OCCUPATIONAL SUPPORT

Sickness absence and return-to-work arrangements will be managed sensitively and consistently. Return-to-work discussions may identify temporary or longer-term support, reasonable adjustments, workload changes or a need for occupational health advice. Medical information will be handled confidentially and only shared where there is a lawful and necessary reason.

15.0 BULLYING, HARASSMENT AND DIGNITY AT WORK

Bullying, harassment, victimisation and discriminatory behaviour are not acceptable. Staff should raise concerns through the appropriate management, grievance, safeguarding or whistleblowing route according to the nature of the issue. Allegations will be considered fairly and without prejudging the outcome.

16.0 PROFESSIONAL DEVELOPMENT AND RECOGNITION

Appropriate induction, training and professional development can support confidence and wellbeing. The school will seek to ensure staff understand their roles, receive training relevant to their responsibilities and have opportunities for constructive feedback. Positive contribution and professional progress should be recognised appropriately.

17.0 CONFIDENTIALITY AND INFORMATION SHARING

Wellbeing information will be treated sensitively. Information will normally be shared only with those who need it for legitimate management, safeguarding, health and safety, legal or support purposes. Confidentiality cannot be guaranteed where information indicates a risk of harm, a safeguarding concern or another legal obligation requiring action.

18.0 RAISING CONCERNS AND ACCESSING SUPPORT

A staff member may normally raise a wellbeing concern with their line manager or the Headteacher. Where that is inappropriate, the concern may be raised with another appropriate senior leader or proprietor/director. Staff may also use the school's grievance, safeguarding or whistleblowing procedures where the subject matter falls within those processes. Emergency health concerns should be directed to appropriate emergency or medical services.

Managers should listen, establish what support or action is reasonably required, agree next steps and review progress. The school will not diagnose medical conditions; staff should be encouraged to seek appropriate professional medical advice where necessary.

19.0 MONITORING AND REVIEW

The Headteacher will keep the effectiveness of staff wellbeing arrangements under review, drawing on relevant information such as staff feedback, sickness absence patterns, significant incidents, workload concerns, risk assessments and exit information where appropriate. Information will be considered proportionately and with due regard to confidentiality.

This policy will be reviewed at least annually, with the next scheduled review on 1 September 2027, and sooner following significant organisational change, relevant legislative or guidance change, or evidence that arrangements require improvement.

RELATED POLICIES

- Health and Safety Policy
- Safeguarding and Child Protection Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Equality, Diversity and Inclusion Policy
- Behaviour Policy
- Restrictive Interventions / Use of Force arrangements
- Data Management / Data Protection Policy
- Complaints and relevant employment procedures

APPENDIX 1 - STAFF WELLBEING SUPPORT CHECKLIST

- What is the main concern and how is it affecting work or wellbeing?
- Is there an immediate health, safety or safeguarding risk?
- Are the pressures primarily work-related, non-work-related, or a combination?
- What practical changes or support may help?
- Is a stress risk assessment or occupational health/HR advice appropriate?
- What information needs to be recorded and who genuinely needs to know?
- What actions have been agreed, by whom and by when?
- When will the arrangements be reviewed?

APPENDIX 2 - MANAGER RESPONSE TO WELLBEING CONCERN

- Listen privately and without making assumptions.
- Check whether immediate safety or safeguarding action is required.
- Clarify the concern and the impact on the employee's role.
- Consider reasonable and proportionate support or adjustments.
- Do not attempt to diagnose a medical condition.
- Record agreed actions appropriately and protect confidentiality.
- Escalate to the Headteacher/proprietor, HR, occupational health or safeguarding lead where required.
- Set a review date and follow up.

APPENDIX 3 - VERSION CONTROL

Version	Effective date	Review date	Authorisation
2026-2027	1/9/2026	1/9/2027	M Hussain (Headteacher)