



Footballer



Police Man



Teacher



Doctor



Staff Mental Health & Well-Being Policy

Autumn 2025

Stanton Bridge Primary School
Reviewed: Autumn 2025
Next Review Date: Autumn 2026

Staff Well-Being Policy

Introduction/Rationale:

Stanton Bridge Primary School was once a failing school. Today it is one of the most successful school in the Coventry Authority, and amongst the top 3% of the Country in terms of our pupils' progress (Nick Gibbs, 2017).

As a school, we pride ourselves on realising our high expectation of all pupils, and it is becoming a reality whereby almost all groups achieve at least good, with many making outstanding progress. This sits alongside having high expectations of ourselves as staff, and performing in a manner that secures best outcomes for all our pupils.

As a school, we pride on acknowledging and celebrating staff for their successes in teaching. Nonetheless, we are mindful of how teaching is a highly demanding profession, and more so in schools in challenging contexts. With this in mind, and with an awareness of the Government's review and acknowledgement of excessive teacher workload and its negative impact on the profession, we as a school have reviewed all our current systems regarding marking, feedback, planning and assessment. The outcome of which is reflected in our Teaching and Learning, Marking and Assessment policies, (see those policies).

There are several things that we do to support teachers' well-being, including the availability of agreed systems, structures and policies to tackle current or future challenges.

Aims:

- To put supportive mechanisms in place for all staff to manage through and reach a positive outcome to concerns at hand.
- To value staff and support their professional growth.
- To create a collegiate and open culture whereby everyone works to reach the same end – to fulfil our statutory responsibility aligned to the teaching profession.
- To act and behave in ways that are morally sound and in the best interest of the pupils and the school's vision (see school's vision statement in SDP, school website).
- To celebrate staff's successes in teaching and professional growth.
- To support staff, pupils and our community's mental health well-being and sign post to relevant services if needed.

Combatting excessive workload

As a leader and managers, staff's well-being is paramount to all we do, as well-rounded work-life-balance within the realistic assessment and appreciation of the job and all it entails in the teaching profession.

Streamlining effective marking

We have reviewed the one area that is the most time consuming and not always impacting positively on moving pupils' learning on; 'marking'. Hence we have reviewed, and collectively, after consultation with staff come to a more manageable system of marking and feeding back to pupils to secure moving learning on (see marking policy).

Time out for ECT's and middle managers.

Staff are given time every week or fortnightly, (where at all possible, and staffing allows) to catch up on any marking, feedback, assessment, CPD, planning, or to go see a colleague teach for their own professional development (decided by the individual themselves). This includes teachers and teaching assistants.

Additional time out for catch-up:

Staff may request additional time out of class to carry out work they may have fallen behind on. Provided that other staffing and teaching needs have been met such requests will, if at all possible, be agreed to.

Staff will need to hand in a 'Cover Request' form for consideration and approval. This will need to be handed in at least a week in advance. The school, if to grant this time to the teacher, will endeavor to secure time out as soon as is reasonably possible, considering all above-mentioned conditions.

Opportunity to access Mental Health and Wellbeing support from qualified staff (internal and external).

Staff are able to access support from our wellbeing team which consists of SLT members and mental health first aiders. This support can be accessed in person, via the phone, or via email. We also offer staff the opportunity to access CBT (cognition behavior therapy) counselling through a qualified counsellor.

Friday half day

On Fridays when school is closed for a deep clean, staff are able to leave school from 2pm onwards if resources for the following week are prepared. This has a significant positive impact on staff wellbeing.

Staff growth and development:

Many of our staff are young in the profession, aspiring and ambitious both for the pupils of Stanton Bridge and themselves. As such, the Governors and HT are keen to keep abreast of new and upcoming initiatives, and to continually provide pupils with the very best learning experiences.

The above in mind, the staff's professional development is at the forefront of all we do, and planned for once the school identifies the priorities for the year from its SDP, through monitoring and evaluation outcomes, in addition to teacher's and support staff's performance management review and target setting stage.

Promotion to positions of responsibility within the school

Where possible, the school will 'grow its own', by supporting individuals to take on roles of greater responsibility.

- ECT to being a manager.
- Mentor to being a teacher.
- TA to becoming a teacher.
- TA at NVQ1 to 3.
- TAs doing a degree.
- DRAs becoming TA after training.
- Senior managers completing MA in Education/Leadership.
- Middle Managers completing NPQML.
- Governor acquiring national qualification.

- P.E coach to being a manager.

Financial and professional support for training and CPD

Where it is in line with the school's need, and the individual can present a feasible self-development plan involving training, the school subject to budgetary capacity and agreement by Governors and Leaders, in Governors' Personnel and Finance Committee Meeting, will make a decision.

Staff will present their case for financial support for training that supports career growth, in the form of a letter.

Note: an agreement to pay for any study fees, be it partly or more, will mean that an agreement is reached in the form of years of commitment to the school following completion of the course for school to achieve value for money in the investment. Equally, should a school support the growth of an individual through financial and human resource means and the individual is unsuccessful in completing the training, it will need to review the financial investment in an amicable way.

Mental Health and Well-being

At Stanton Bridge Primary School, we support mental health as a priority. Pupils, staff and parent's mental health and well-being is considered and support is available.

Pupils have access to:

- SEND Support services (Education Psychologist, SEMHL, Complex Communication Team and others)
- CAMHS
- Mentoring support
- MHWB first aider support
- Counselling service (CBT)
- School nurse
- Support from our pupil wellbeing champions who have received specialist training.

Community can access:

- Mental Health and Well-being first aid support
- School nurse
- Financial support (food bank, vouchers uniform grant etc)
- Signposting to relevant services
- Counselling service
- Basic skills workshops
- Positive parenting workshops

Staff can access:

- Mental Health and Well-being first aid support
- Coventry City Council discount scheme
- Counselling service (CBT)
- Signposting to relevant services
- Support from Senior Leadership Team
- Bespoke support package for CPD

Systems that support staff well-being.

At Stanton Bridge Primary School Academy, we are aware that there will be times that staff are undergoing challenges in their lives that may affect their day-to-day work – be it due to personal or work related issues. As such we have created a system known as the '1-person rule'. The expectation is, that the person with the concern will seek out an individual within the organisation to share their concern with, to personally reflect and solve the problem. This policy enables everyone else within the organisation to be protected from potential negativity which can arise from mis-interpretation through spreading of information, and thus impact on overall organisational moral and otherwise positive culture (see (Staff Handbook for the one-person rule).

Recognising and Celebrating staff commitment and achievement

The Governors and the HT have agreed a range of strategies for valuing and celebrating staff. These are as follow:

Well-Being Treatment:

Sometimes, staff are treated to relaxing and rejuvenating, well-being events. This is considered at times of the year when the school deems it to be appropriate, depending on review of current pressures. An example of this is wellbeing massage treatments for staff.

Staff Shout out Board

In the staffroom, there is a shout out board set up. This is where teachers can give 'shout outs' to other teachers commending hard work or where they have been supported.

Wellbeing suggestions jar

Wellbeing suggestion jar set up in the staffroom. Staff are welcome to make any suggestions on how we can improve wellbeing for all: staff, pupils and parents. This is then reviewed regularly by the wellbeing team.

Staff Lunches – reduced rate

If staff chose to have a school dinner from the canteen, and sit to eat with pupils, the cost of their lunch is reduced. This provision is taken up by a significant number of staff and well appreciated, whilst it also serves in modelling good etiquette and table manners to our pupils.

On Parents Evening:

Parents evening are at the end of a long day of teaching. As a treat and pick me up, school provides staff with a snack. This is much appreciated and sought after.

INSET Days:

The HT with Governors' approval from time to time will arrange for staff on INSET days with lunch, as the kitchen is closed. This maximises training time, and it is a way of coming together and building positive working relationship with colleagues in a relaxed manner over food.

Summary

SB Primary School is an attractive place to work for a number of reasons. Whilst staff are supported and valued, there is also a clear expectation that they are aligned to the school's vision. This is premised upon links to social and moral values. It sits within the belief that every child from a vulnerable background deserves more than good – they need outstanding provision if they are ever going to have a life that pulls them out of challenging circumstances, and secure a better life.

Hence if all work with:

- Desire -Thrive on a challenge -Value learning
- Passion -Believe in social justice -Commitment
- And are morally driven...

Then Stanton Bridge is highly fulfilling on a professional and personal level.