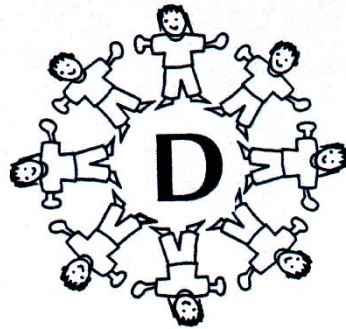


# Dalestorth Primary and Nursery School



## Mental Health and Emotional Well-Being Policy

February 2026

There are other formats of this policy available upon request from the office.  
This policy is also available online at <https://www.dalestorth.notts.sch.uk>

## **Aims**

This policy aims to:

- Support the well-being of staff to avoid negative impacts on their mental and physical health.
- Provide a supportive work environment for all staff.
- Acknowledge the needs of staff, and how these change over time.
- Allow staff to balance their working lives with the personal needs and responsibilities.
- Help staff with any specific well-being issues they experience.
- Ensure that staff understand their role in working towards the above aims.

This policy was developed by research, consultation and conversation with staff and senior leaders.

## **Roles and responsibilities**

### **Role of all staff**

All staff are expected to:

- Treat each other with empathy and respect.
- Keep in mind the workload and well-being of other members of staff.
- Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance.
- Report honestly about their well-being and let other members of staff know if they need support.
- Contribute positively towards morale and team spirit.
- Use shared areas respectfully, such as staff room, offices or communal spaces in phase areas.
- Take part in training or opportunities that promote or support their well-being.

### **Role of senior leaders**

Senior staff are expected to:

- Maintain positive relationships with their staff and value them for their skills, not their working pattern.
- Provide a non-judgmental and confidential support system to their staff.
- Take any complaints or concerns seriously and deal with them appropriately using the school's policies.
- Monitor workloads and be alert to signs of stress, regularly talking 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 in to account during any appraisal or capability procedure.
- Promote information about access to external support services.
- Help to arrange personal and professional development training where appropriate.
- Keep in touch with staff if they are absent for long periods of time.
- Monitor staff sickness absence, and have support meetings with them if any patterns emerge.
- Conduct return to work interviews to support staff back in to work.
- Conduct exit interviews with resigning staff to help identify any well-being issues that lead to their resignation.
- Lead in setting standards of conduct, including how they treat other members of staff and adhering to agreed working hours.
- Manage a non-judgmental and confidential support system for staff.
- Monitor the well-being of staff through regular surveys and structured conversations.
- 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 where ever possible.
- Make sure job descriptions are kept up-to-date, with clearly identified responsibilities and staff being consulted before any changes.
- Listen to the views of staff and involve them in decision making processes, allowing them to consider and 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.
- Provide resources to promote staff well-being, such as training opportunities, time off when required for personal reasons, PPA at home.
- Promote information about access to external support services.
- Organise extra support during times of stress, such as OFSTED Inspections.

### **Role of the governing board**

The governing body is expected to:

- Make sure the school 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 well-being of the headteacher.
- Ensure that resources and support services are in place to promote staff well-being.
- Make decisions and review policies with staff well-being in mind, particularly in regards to workload.
- Be reasonable about the format and quality 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 for them.

### **Managing specific well-being issues**

The school will support and discuss options with any staff that raise well-being issues, such as if they are experiencing significant stress at school or in their personal lives.

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

- Giving staff time off to deal with a personal crisis.
- Arranging external support, such as counselling or occupational health services.
- Completing a risk assessment and following through with any actions identified.
- Reassessing their workload and deciding what tasks to prioritise.

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

### **Links with other policies**

Appraisal Policy

Good Relationships and Behaviour Policy

Capability Procedure

Staff Code of Conduct

Staff Induction Policy

Staff Handbook

School vision, values and aims statements

### **Policy review**

This policy is to be reviewed every 2 years.

**Policy adopted: February 2026**

**Policy due to reviewed: February 2028**