

**TEENAGE KICKS**

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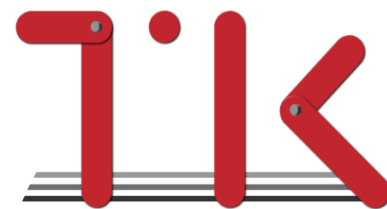
# Staff Wellbeing Policy

**Approved by:** The Proprietor

**Date:** September 2023

**Last reviewed on:** August 2025

**Next review due by:** August 2026



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## 1. Aims

This policy aims to:

- › Support the wellbeing of all 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 their personal needs and responsibilities
- › Help staff with any specific wellbeing issues they experience
- › Ensure that staff understand their role in working towards the above aims

## 2. Promoting wellbeing at all times

Teenage Kicks is committed to protecting the health, safety and welfare of our employees. Preventing stress is a major factor in maintaining the wellbeing of the school's staff, which remains a key priority. In light of this, the school understands the importance of trying to reduce and deal with stress, and the factors that may cause our employees to become stressed.

The purpose of this policy is to outline the responsibilities of the school and staff members in supporting wellbeing and promoting mental health, and to advise employees on how to deal with mental health issues and prevent stress.

### 2.1 Role of all staff

All staff are expected to:

- › Treat each other with empathy and respect
- › Keep in mind the workload and wellbeing 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 wellbeing and let other members of staff know when they need support
- › Follow the school's expectations on out-of-hours working as set out in this policy, including guidance on when it is and isn't reasonable to respond to communications

- › Contribute positively towards morale and team spirit
- › Use shared areas respectfully, such as the staff room or offices
- › Take part in training opportunities that promote their wellbeing

## 2.2 Role of line managers

Line managers are expected to:

- › Maintain positive relationships with their staff and value them for their skills, not their working pattern
- › Provide a non-judgemental 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, and regularly talk 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 into account during any appraisal or capability procedures
- › Promote information about, and access to, external support services
- › Help to arrange personal and professional development training where appropriate
- › Keep in touch with staff if they're absent for long periods
- › Monitor staff sickness absence, and have support meetings with them if any patterns emerge
- › Conduct return-to-work interviews to support staff back into work
- › Conduct exit interviews with resigning staff to help identify any wellbeing issues that led to their resignation

## 2.3 Role of senior staff

Senior staff are expected to:

- › Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
- › Manage a non-judgemental and confidential support system for staff
- › Monitor the wellbeing 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 wherever possible
- › Make sure job descriptions are kept up to date, with clearly identified responsibilities and staff being consulted before any changes are made
- › Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any 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
- › Establish clear guidance on out-of-hours working, including on when it is and isn't reasonable for staff to respond to communications, and provide clear guidance to all stakeholders
- › Make sure that the efforts and successes of staff are recognised and celebrated

- Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
- Provide resources to promote staff wellbeing, such as training opportunities
- Promote information about, and access to, external support services, and make sure that there are clear routes in place to escalate a concern in order to access further support
- Organise extra support during times of stress, such as Ofsted inspections

## 2.4 Role of the Proprietor

The Proprietor 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 wellbeing of the Headteacher
- Ensure that resources and support services are in place to promote staff wellbeing
- Make decisions and review policies with staff wellbeing in mind, particularly in regard to workload
- Be reasonable about the format and quantity 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 from them

## 2.4 Out-of-hours working and communications

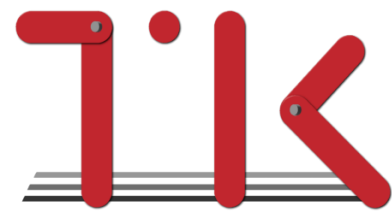
- Teenage Kicks recognises the importance of staff being able to rest, recover, and maintain a healthy balance between work and personal life.
- Staff are not generally expected to read or respond to emails, messages, or other work-related communications outside of their normal working hours.
- Where communication does take place outside of normal hours, this should be reasonable, proportionate, and mindful of staff wellbeing. Leaders and line managers are expected to model good practice in this regard.
- There may be exceptional circumstances where out-of-hours contact is necessary, such as safeguarding concerns, emergencies, or time-critical operational issues. These situations should be limited and handled sensitively.
- Staff who feel that expectations around out-of-hours working are impacting their wellbeing are encouraged to raise this with their line manager or a senior member of staff.

## 3. Managing specific wellbeing issues

The school will support and discuss options with any staff that raise wellbeing 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 could 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
- Confidentiality will be respected wherever possible, except where safeguarding, legal, or employment obligations require information to be shared.



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## 4. Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary. It will be approved by the Head of Provision.

## 5. Links with other policies

This policy is linked to our:

- Behaviour policy
- Capability procedure
- Home-school communication policy
- Staff code of conduct