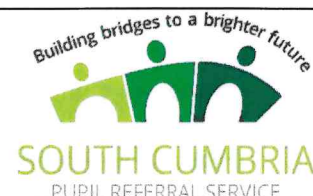


Well-Being Policy



RECORD OF ISSUE

| ISSUE | DATE | NEXT REVIEW DATE | SUMMARY |
|-------|---------------|------------------|---|
| 1 | June 2011 | June 2013 | Review with staff and Management Committee |
| 2 | November 2013 | November 2015 | Review by new Head teacher & Management Committee |
| 3 | January 2016 | January 2018 | Review by Head teacher and Management Committee |
| 4 | July 2017 | July 2019 | Early review by HT and MC following discussion at Staffing & Finance Committee and full committee (April 2017) and staff wellbeing questionnaire (completed April 2017) |
| 5 | November 2019 | November 2021 | Review by Leadership Team following staff wellbeing questionnaire (May 2019). Addition of Appendices. |
| 6 | June 2020 | June 2022 | Reviewed due to Covid-19 situation – no changes made as all aspects of policy remain relevant |
| 7 | July 2021 | July 2023 | Early review to include whole school focus on MH&WB, to include the DfE's Education Staff Wellbeing Charter and fully revise the policy's title |
| 8 | July 2023 | July 2025 | Updates following local government reorganisation and adding safeguarding supervision |
| 9 | December 2025 | December 2027 | Updates to support links and role of school counsellor |
| | | | |

DOCUMENT CONTROL

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| | NAME | SIGNATURE | DATE |
|--------|-----------|-----------|----------|
| AUTHOR | D. SMITH. | | 12/12/25 |



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We Accountable
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1. Guiding Principles

- 1.1 The South Cumbria Pupil Referral Service places a high value on maintaining a healthy and safe working environment for all its employees and it recognises that its duty of care extends to people's mental health as well as physical health at work.
- 1.2 We are committed to providing a supportive working environment that maintains and promotes the health and well-being of all its employees. We are committed to maintaining a work/life balance for all employees.
- 1.3 We have signed up to the DfE's [Education Staff Wellbeing Charter](#). The education staff wellbeing charter is a declaration of support for, and set of commitments to, the wellbeing and mental health of everyone working in education.

The charter:

- was created by the education sector to highlight staff wellbeing in the education sector
- is a declaration to protect, promote and enhance the wellbeing and mental health of everyone working in state education
- includes 12 commitments on education staff wellbeing by DfE and Ofsted
- sets out 5 principles of shared understanding on the meaning and importance of wellbeing and everyone's roles and responsibilities
- aims to improve wellbeing in schools and colleges by encouraging debate and accountability

- 1.4 The South Cumbria Pupil Referral Service is committed to implementing a wellbeing policy for all employees throughout the organisation. This includes improving the organisational environment through effective and sensitive management, enabling individuals to cope successfully with the demands and pressures of work, and providing support for employees whose health and well-being are affected by stress.
- 1.6 This policy should be read in conjunction with the Westmorland and Furness. There is further specific guidance on stress management, which is attached as an Appendix to this Policy.
- 1.7 The Service acknowledges the requirements within the School Teachers Pay and Conditions Document (STPCD), where applicable, for governing bodies head teachers to have regard to the wellbeing and work/life balance of staff.

2. Policy Aims

- 2.1 To maintain a healthy staff team
- 2.2 To develop procedures to manage problems that occur within the workplace and to support individuals who are suffering from stress or other well-being concerns.
- 2.2 To develop procedures to manage problems that occur within the workplace and to support individuals who are suffering from stress.
- 2.3 To increase awareness of stress and other factors that affect well-being and methods to combat it.
- 2.4 To offer practical support to staff in managing stress and supporting well-being in themselves and others.
- 2.5 To monitor procedures and outcomes, and to annually assess the effectiveness of the policy.

3. Definition of Stress

- 3.1 There is no universal definition of stress. However, the Health and Safety Executive has recently defined stress as “the reaction people have to excessive pressures or other types of demand placed on them. It arises when they worry they can no longer cope” (1999). In its positive manifestation, stress can act as a motivational and enabling force, in its negative format, however, stress becomes harmful and disabling and therefore a potential cause of physical and mental illness.
- 3.2 Pressures can arise from an individual’s personal life as well as from work and people vary in their capacity and ability to cope with different types of pressure. Some individuals will recognise that their health is affected and will seek help; others will not recognise or acknowledge that they are stressed although it may be apparent to their manager and work colleagues. Although in itself, stress is not an illness, there is evidence that stress can lead to mental and physical ill-health.
- 3.3 All work has its pressures. We all vary in our capacity to cope with different types of pressure. Some pressure, even when high, can be motivating and challenging. Pressures that we can respond to effectively are likely to lead to job satisfaction. However, pressures at a level we cannot cope with, even in some cases too little pressure or challenge, can lead to high levels of stress.

4. Strategies for Dealing with Stress

4.1 Preventative Measures at an Organisational Level

The South Cumbria Pupil Referral Service will:

- (a) establish, promote and maintain a culture of consultation, participation and open communication throughout the organisation, particularly during times of change.
(Using the stress management competency tool to evaluate where we are and how we can improve).
- (b) raise the awareness of staff about stress and its causes;
- (c) provide opportunities for employees to maintain and promote their health and well-being.

Our Staff Charter (Appendix 1) identifies how we aim to support all staff.

We also recognise the DfE Reducing Teacher Workload advice (Appendix 2) for all staff and provide time in the working week for staff to plan, prepare and mark and also work collaboratively with colleagues.

4.2 Identification and Management

The South Cumbria Pupil Referral Service will:

- (a) make information available for all staff on stress awareness to help them to handle pressures they may encounter, and to recognise stress when it occurs in themselves and others (see [Employee information - Health and Wellbeing - Wellbeing support and resources | Westmorland and Furness Council](#));
- (b) manage workplace pressures, which may affect employees by undertaking regular risk assessments on the hazards that are seen to be causing stress and taking appropriate action to reduce stress. Participation in risk assessments by employees is to be encouraged;
- (c) use whole school stress/wellbeing audit tool at least annually to identify the incidence of stress in the school;
- (d) undertake annual Appraisal reviews with each member of staff to ensure that the work role and tasks match the relevant job descriptions, and to ensure that job descriptions are up to date.

It is in the interests of all to recognise the possible signs of stress. These may be:

- (a) persistent or recurrent moods – anger, irritability, detachment, worry, depression, guilt and sadness;
- (b) physical sensations/effects – aches and pains, raised heart rate, increased sweating, dizziness, blurred vision, skin or sleep disorders;
- (c) changed behaviours – difficulty concentrating or remembering things, unable to switch off, loss of creativity, making more errors, double checking everything, loss of interest in sex, eating disorders, increasing use of tobacco, alcohol, coffee, drugs;
- (d) when stress is experienced over long periods, high blood pressure, heart disease, ulcers, anxiety, long-term depression.
- (e) poor work performance – less output, lower quality, poor decision making;
- (f) worsened relationships at work, such as conflict between colleagues, poor relationships with pupils/parents;
- (g) related to staff attitude and behaviour, such as loss of motivation or commitment, poor timekeeping, working longer hours but with diminishing effectiveness.

5. Supportive Measures for Employees

5.1 The South Cumbria Pupil Referral Service will:

- a) identify internal and external sources of assistance for employees with stress. This will include a confidential counselling scheme for all staff who request it via this [link](#);
- b) access to our counsellor (Sharon Harris) to discuss avenues of support;
- c) provide access to stress management courses;
- d) support the work of the Mental Health & Well-being working group in supporting students and staff with Mental Health and Well-being.
- e) provide support to equip staff who are suffering from stress or other well-being concerns to access a range of activities, which will encourage a healthy lifestyle.
- f) provide peer support through group supervision activities in staff meeting time on a half-termly basis. Staff are offered 1:1 supervision where their role demands it and other staff may request 1:1 supervision if they feel it would be beneficial. Details on the supervision process can be found in the [safeguarding supervision policy](#).

6. Safe Systems of Work

6.1 Employee Responsibilities

- (a) All individuals should recognise the importance of training and development as a means of developing competence and well-being in the job. Individuals should take an active part in determining their own training needs in conjunction with the person responsible for his/her performance management.
- (b) If individuals believe that they are suffering from stress in their personal life, they may wish to contact the head teacher or their line-manager. If they are struggling with work-based duties, then they should contact their line-manager to discuss the issues with him/her. The Education Support Partnership is a nationally recognised organisation which can offer support to staff in schools. Telephone **08000 562 561**, or via the website <https://www.educationsupportpartnership.org.uk/> or the Employee Assistance programme (details available [Employee information - Health and Wellbeing - Wellbeing support and resources | Westmorland and Furness Council](#))
Support is also available on our [system](#) and in Appendix 3 in our support directory.
- (c) The use of a formal system of performance appraisal offers an opportunity to have a one-to-one discussion about work and to explore whether people in your team are experiencing excessive pressure at work.

6.2 Managerial Responsibilities

The Head teacher and line managers have a particular responsibility to be aware of the legal duty as an employer and also to be aware of how to recognise the early warning signs of stress in their employees. It is important for the success of this policy that those with management responsibilities play an active role in its implementation. The responsibilities include:

- regular workplace risk assessments which must include consideration of stress related factors and action taken to minimise the effects of risk upon the individual and the organisation;
- ensuring that newly appointed employees receive appropriate induction including health and safety training which includes the process for reporting concerns which may ultimately lead to stress related illness;
- observing and evaluating work performance;
- providing information on the policy and where possible helping individuals to overcome their problems before job performance is affected;
- becoming familiar with this policy;
- ensuring that all absences are appropriately and consistently recorded
- ensuring that all absences which may have been caused by stress are acted upon sympathetically and with understanding;
- act with sensitivity and tact when dealing with individuals that they suspect may be suffering from stress, or who have been diagnosed as such;
- ensuring that staff have access to an Occupational Health professional at an early stage in the development of a stress related illness;
- contacting the School's HR Services provider promptly when a GP medical certificate is received which indicates that absence is possibly stress related.
- ensuring that staff within the management team have received training covering all aspects of their work, including health and safety.

7. Integration with other Policies

7.1 Recruitment and Selection

- (a) The full range of tasks and demands of the job should be set out clearly in the job description and should be fully discussed in the interview process. Areas of potential pressure should be identified.
- (b) All references must seek information about candidates' sickness and absence records for the previous two years and must comply with the requirements of the Disability Discrimination Act.
- (c) Pre-employment health screening procedures must be followed.
- (d) For posts where it is recognised that a higher-than-normal level of pressure and stress exists, candidates' tolerance to stress should become a more important factor in the selection process.

7.2 Induction

- (a) All employees must receive full and appropriate induction into their jobs. Starting a new job can be a stressful time and a planned induction will help eliminate any concerns. Safety Advice Note SAN(G)12 on the school Portal provides a checklist for health and safety induction.
- (b) Within the induction programme, the stress policy, and the procedure for reporting concerns must be discussed.

7.3 Attendance Management

- (a) As part of professional review meetings with staff, all absences should be discussed with the staff member, and underlying reasons identified. Although not an absolute requirement, Managers may wish to consider illnesses that manifest during the early part of a break away from work. These can be an indicator of stress release during these times.

- (b) The Head teacher or line manager will arrange appropriate communication mechanisms with an absent employee, upon receipt of a GP certificate which identifies a stress related illness, to discuss any underlying causes and to arrange support and assistance if the absence is likely to continue. This is a very sensitive area and further advice can be obtained from the School's Personnel Services provider, the Corporate Health and Safety Team.

7.4 Return to Work

Before the employee returns to work, the Head teacher or line manager will agree a planned return to work with the member of staff. This planned return should include identifying any changes to the working conditions and must identify the underlying causes and the measures to be put in place to reduce the risk of a reoccurrence. Any such measures should be recorded and fully implemented by those involved.

7.5 Training and Development

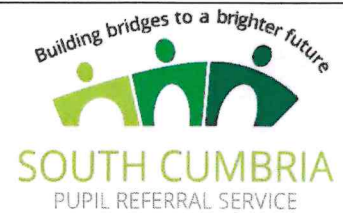
Many employees experience stress through feeling that they are not adequately trained for their existing job and especially when they move into a new or a changed role. The identification of appropriate training and support activities should be agreed at the beginning of a new post and reviewed not less than annually in line with the Performance Management process.

8. Implementation, Monitoring, Audit and Review

- 8.1 This Policy will apply to all employees at the South Cumbria Pupil Referral Service.
- 8.2 The Head teacher is responsible for monitoring adherence to and effectiveness of this Policy and for reporting annually to the Management Committee.
- 8.3 The link member of the Management Committee with responsibility for mental health and wellbeing is currently vacant.

9. Conclusion

The South Cumbria Pupil Referral Service recognises that organisational stress requires a broad-based approach to ensuring that people are valued. The Management Committee will actively support all initiatives designed to promote health and reduce stress.



South Cumbria Pupil Referral Service Staff Charter

We will have the highest behavioural expectations of all students with robust systems in place to ensure that all staff are fully supported to uphold these standards.

We will remember the importance of staff wellbeing, ensuring external and internal support is available and that all staff are able to attend important family events, and personal appointments, wherever possible.

Our recruitment process will be open and transparent.

Paternity leave will be paid in full.

No colleague will be formally observed more than three times in a school year.

There will be a published schedule of after-school meetings will have a published finish time and will end on time.

Standard end of day (non-teaching staff) 3.45pm

Whole staff meeting 4.30pm

Attendance & safeguarding 5.15pm

There is no expectation that emails will be opened or replied to in the evenings or at weekends.

Staff will not be expected to produce data on individual students more than is absolutely necessary.

Appraisal targets will be based on a range of different factors as discussed with the individual.

Marking expectations will be understanding of the varying demands and contexts within a school.

We Accountable
Resilient
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Reducing Teacher Workload

"Marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop"

Foreword from Chair, Dawn Copping
- Marking report

"Teachers should not be spending their time on bureaucracy that does not add value. Teachers' time should be protected and used to make a difference."

Foreword from Chair, Kathryn Greenhalgh
- Planning and teaching resources report

"Protect what we hold dear about our profession, improving the life chances of our children because we are trusted to do what is best, not to collect meaningless data to prove it."

Foreword from Chair, Lauren Costello
- Data management report

Here's a quick look at what three independent teacher-led workload review groups said in short reports on marking, planning and resources and data management.

| Do | Don't | Remember Ofsted says |
|---|--|---|
| <ul style="list-style-type: none"> ✓ Remember all marking should be meaningful, manageable and motivating and should serve a single purpose – to advance pupil progress and outcomes | <ul style="list-style-type: none"> ✗ Spend time on marking that doesn't have a commensurate impact on pupil progress. Simple message: stop it! | Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. |
| <ul style="list-style-type: none"> ✓ Remember quantity of feedback should not be confused with the quality. | <ul style="list-style-type: none"> ✗ Give marking a disproportionate value in relation to other types of feedback. There is no theoretical underpinning to support 'deep marking' | Ofsted does not expect to see any written record of oral feedback provided to pupils but will consider how written and oral feedback is used to promote learning. |
| <ul style="list-style-type: none"> ✓ Give lesson plans the proportionate status they merit, and no more, to lessen teacher workload. | <ul style="list-style-type: none"> ✗ Do more work than pupils. This can become a disincentive for pupils to accept challenges and take responsibility for improving their work. | If it is necessary for inspectors to identify marking as an area for improvement for a school, inspectors will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers. |
| <ul style="list-style-type: none"> ✓ Look to identify blocks of time to allow for proper collaborative planning. | <ul style="list-style-type: none"> ✗ Create detailed plans that become a 'box-ticking' exercise creating unnecessary workload for teachers and taking time away from the real business of planning. | Ofsted does not specify how planning should be set out, the length of time it should take or the amount of detail it should contain. |
| <ul style="list-style-type: none"> ✓ Remember planning together needs to be accompanied by regular and professional discussion which focuses on the outcomes for pupils. | <ul style="list-style-type: none"> ✗ Make excessively detailed daily or weekly plans a routine expectation at the expense of collaboratively produced schemes of work. | Ofsted does not require schools to provide individual or previous lesson plans to inspectors. |
| <ul style="list-style-type: none"> ✓ Have high quality resources and schemes of work already in place and easily accessible. | <ul style="list-style-type: none"> ✗ Plan to please external organisations. | Ofsted does not expect performance and pupil-tracking information to be presented in a particular format. |
| <ul style="list-style-type: none"> ✓ Be clear on the purpose. Why is this data being collected, and how will it help improve the quality of provision? | <ul style="list-style-type: none"> ✗ Collect data just because you can or the system allows it – have an appropriate sense of its validity and purpose. | Ofsted will usually expect to see routine evidence of the monitoring of teaching and learning and its link to teachers' performance management and the teachers' standards, but this should be the information that the school uses routinely and not additional evidence generated for inspection. |
| <ul style="list-style-type: none"> ✓ Be aware of workload issues: consider not just how long it will take, but whether that time could be better spent on other tasks. | <ul style="list-style-type: none"> ✗ Duplicate data for different audiences – 'collect once, use many times'. | |

For more recommendations and to read the reports in full, search 'reducing teachers' workload' on GOV.UK
For clarification of what Ofsted expects, search the Ofsted Inspection framework on GOV.UK


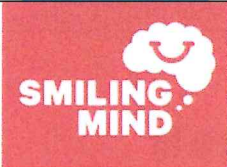
To read about practical ways to reduce your workload from other schools, visit the Department for Education's teaching blog, teaching.blog.gov.uk
The reports are endorsed by the following:



| <h2>Local Services Directory</h2> | | |
|-----------------------------------|---|--|
| Bereavement | | |
| Cruse Bereavement | Bereavement service offering counselling to talk about grief, loss and their loved ones. | Helpline: 0808 808 1677 Mon-Fri 9:30-17:00 Website: https://www.cruse.org.uk/ Email: cumbria@cruse.org.uk Local number: 0300 600 3433 |
| Eating Disorder | | |
| GP | First port of call should be to speak with your GP or self-refer into First Steps (see below) | |
| Mental Health | | |
| NHS talking therapies | This is an NHS talking therapies service that offers a range of different forms of therapeutic support, including online, face to face, group and telephone support. They offer support with a range of different mental health and wellbeing issues from anxiety, depression, sleep, worry and panic. | Website: Psychological talking therapies (you can self-refer or go through your GP) |
| Richmond Fellowship | Providing a range of services for adults with mental health issues, complex needs, substance misuse and age related difficulties. | Website: https://www.richmondfellowship.org.uk/ |
| Sleep | | |
| Sleep Council | Impartial, advisory organisation that raises the awareness of the importance of a good night's sleep to your health. You can also self-refer to First Steps (NHS talking therapies, see above). | Website: https://sleepcouncil.org.uk/ |
| Substance Misuse | | |
| CADAS | Cumbria Alcohol & Drug Advisory Service | Website: https://cadas.co.uk/ Phone: 0800 2 54 56 58 (11am-8pm, Mon-Sat) Email: contact@cadas.co.uk |

| Suicide | | |
|---|--|---|
| PAPYRUS UK/Hopeline | Charity for the prevention of young suicide. (up to age 35) They also offer support and guidance for professionals and adults supporting young people with suicide. | Helpline – 0800 0684141 Website: http://papyrus-uk.org/ Text: 07860039967 Email: pat@papyrus-uk.org 9am – 10pm weekdays, 2pm – 10pm weekends and bank holidays |
| Samaritans | Whatever you're going through, a Samaritan will face it with you. We're here 24 hours a day, 365 days a year. | Helpline: 123 116 Website: https://www.samaritans.org/ Email: jo@samaritans.org |
| Trafficking | | |
| Modern Slavery Helpline | The Modern Slavery Helpline and Resource Centre brings us closer to the eradication of modern slavery. It provides victims, the public, statutory agencies and businesses access to information and support on a 24/7 basis. | Website: https://www.modernslaveryhelpline.org/ Helpline: 0800 012 1700. |
| Victim of a crime – including Sexual/Domestic Violence | | |
| Birchall Trust | The Birchall Trust provide a free confidential counseling service for male and females, children, young people and adult survivors of recent or historic rape and sexual abuse. The service is also available for partners, relatives and friends who want to talk about the effects of rape and sexual abuse in order to support their loved one. | Website: https://www.birchalltrust.org.uk/ Phone: 01229 820828 Email: enquiries@birchalltrust.org.uk |
| Victim Support | Charity. Working towards a world where people affected by crime or traumatic events get the support they need. Crimes include, abuse, violence, arson, harassment etc. | Cumbria Phone: 0300 303 0157 |
| Women's Support | | |
| Women's Community Matters | WCM want to make a positive difference to the lives of women aged 14 and above in the Barrow area. We want to help in all ways we can, creating a strong resource to women in crisis and those who are vulnerable and at risk. | Website: Women's Community Matters Barrow in Furness Facebook |


Apps for Mental Health

| | |
|---|---|
|  | <p>Calm is the #1 app for sleep and meditation.</p> |
|  | <p>Calm Harm is a free app to help teenagers manage or resist the urge to self-harm.</p> |
|  | <p>Combined Minds is a free app to help families and friends provide mental health support.</p> |
|  | <p>Everyday Mindfulness and Meditation for Stress, Anxiety, Sleep, Focus, Fitness, and More</p> |
|  | <p>MoodGYM is a free, fun, interactive program to help young people with low mood.</p> |
|  | <p>Rise Up + Recover is just the app for you if you are struggling with food, dieting, exercise and body image.</p> |
|  | <p>Smiling Mind is a FREE mindfulness meditation app developed by psychologists and educators to help bring balance to your life.</p> |
|  <p>#StayAlive</p> | <p>Suicide prevention resource for the UK.</p> |
|  | <p>Youper uses Artificial Intelligence to understand your emotions and provide the support you need, anytime and anywhere.</p> |


Self-help resources

| | | |
|---------------|---|---|
| Get Self help | A website that has worksheet, information and self-help guides for various mental health difficulties. These include anxiety, health anxiety, worry, OCD, depression, negative thinking and many others | Website: https://www.getselfhelp.co.uk/ |
| CCI | A website that has worksheet, information and self-help guides for various mental health difficulties. These include anxiety, health anxiety, worry, OCD, depression, negative thinking and many others | Website: https://www.cci.health.wa.gov.au/Resources/Looking-After-Yourself |
| Mind | Offers support and information about mental health | Website: Mind in Furness |
| NHS | The NHS have listed organisations and support services for various different Mental Health difficulties | Website: https://www.nhs.uk/conditions/stress-anxiety-depression/mental-health-helplines/ |

Support specific to education staff

| | | |
|--|--|---|
|  | A website and helpline dedicated to supporting education staff | Website: https://www.educationsupport.org.uk/ Confidential Helpline 08000 562 561 |
|--|--|---|

Support from WAFCC

| | | |
|---|---|---------------|
|  | freephone support helpline available 8am to 10.30pm, Monday to Friday | 0800 321 3137 |
|---|---|---------------|