

Mental Health and Wellbeing Policy

Roselyn House School

2026 - 2027



Approved by:	Rachel Smith	Date 17/07/2026
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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
- Recognise that staff wellbeing supports effective safeguarding, safe practice and positive outcomes for pupils within a specialist SEMH setting.

Legal & Strategic Context

Roselyn House School recognises its duty to promote and protect the health, safety and wellbeing of all employees. This policy supports the school's commitment to creating a positive working environment where staff feel valued, supported and able to perform their roles effectively.

This policy has been developed with reference to:

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Equality Act 2010
- Education Staff Wellbeing Charter
- Keeping Children Safe in Education 2026

The school recognises that staff wellbeing is an important factor in maintaining high standards of safeguarding, teaching, professional conduct and pupil outcomes. Staff wellbeing considerations will be incorporated into decision-making, workload management, organisational change and school improvement planning where appropriate.

Equality, Inclusion and Reasonable Adjustments

Roselyn House School is committed to promoting equality, diversity and inclusion and recognises that individual wellbeing needs may vary. The school will seek to ensure that all staff are treated fairly and with dignity and respect.

The school recognises that factors such as disability, long-term health conditions, pregnancy and maternity, menopause, caring responsibilities, bereavement and other protected characteristics may have an impact on wellbeing. Where appropriate, reasonable adjustments and supportive measures will be considered to help staff fulfil their roles effectively and maintain their wellbeing.

Staff are encouraged to discuss any support needs with their line manager or a member of the Senior Leadership Team. Any information shared will be handled sensitively and in accordance with relevant data protection and confidentiality requirements.

3. Promoting wellbeing at all times

At Roselyn House School, we are committed to fostering a culture that values and promotes the wellbeing of all staff throughout the academic year. We recognise that staff wellbeing is integral to maintaining a positive, productive and supportive school environment, and that the wellbeing of staff directly impacts the wellbeing, progress, and outcomes of our pupils.

Open-Door Policy

We operate an open-door policy that encourages open communication between all members of staff and the leadership team. Staff are encouraged to share concerns, ideas or feedback about workload, wellbeing or school processes at any time. This approach ensures that issues are addressed promptly and collaboratively, and that staff feel listened to, supported, and valued.

Termly Wellbeing Meetings

Wellbeing meetings will be held once every term, consisting of three sessions across the school year. Each meeting will run from **15:45 to 17:15** and will provide an opportunity for staff to discuss wellbeing matters in a safe and supportive setting.

Discussions will focus on:

- Workload and its impact on staff wellbeing.
- The relationship between staff wellbeing and student welfare/outcomes.
- Reviewing current processes and initiatives to determine whether they should be continued, adjusted, stopped, or added.

These sessions will follow a “**You Said, We Did**” approach, ensuring that staff feedback leads to visible action and continuous improvement in wellbeing practices.

Actions arising from staff feedback will be reviewed termly by the Senior Leadership Team and, where appropriate, shared with staff through a clear “You Said, We Did” update so that staff can see how feedback has informed practice.

Monthly Wellbeing Sessions

From September 2025, a monthly well-being activity schedule will be introduced as part of our new staff wellbeing offer. These sessions will take place after school, typically from 15:45 to 17:15, and will provide opportunities for relaxation, social connection, and enjoyment once the students have gone home.

Activities will vary each month and may include creative workshops, light exercise or mindfulness sessions, social gatherings, or team-building events. Participation is encouraged but voluntary, and activities will be designed to be inclusive, accessible, and enjoyable for all staff.

Termly Wellbeing Themes

Each term will feature a wellbeing theme aligned with our school activity calendar. These themes will be designed to promote positive mental health, balance, and professional fulfilment, while supporting our shared vision of a caring and thriving school community.

Monitoring and Continuous Improvement

The Senior Leadership Team (SLT), alongside designated wellbeing leads, will monitor staff wellbeing through:

- Regular staff surveys and feedback forms.
- Discussions in termly wellbeing meetings.
- Informal check-ins and open-door conversations.
- Analysis of workload, absence data, and retention trends.

Findings will be reviewed termly and used to inform future planning and wellbeing initiatives, ensuring our approach remains responsive and effective.

The Senior Leadership Team will review wellbeing indicators including sickness absence, staff turnover, wellbeing survey findings, exit interview themes and workload concerns to identify trends and inform strategic planning.

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 policy on out-of-hours working, including guidance on when it is and is not 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
- Engage with training and support linked to stress management, mental health awareness, trauma-informed practice, resilience, self-care and managing challenging behaviour where relevant to their role.

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
- Recognise signs of stress, burnout, compassion fatigue or mental health concerns and follow appropriate support or referral pathways, including occupational health or external support services where required.
- 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 a clear policy 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
- Ensure that staff wellbeing concerns which may affect safeguarding practice, professional conduct or health and safety are escalated and managed in line with relevant school policies and Keeping Children Safe in Education 2026.

Roselyn House School recognises that excessive workload can have a detrimental impact on staff wellbeing. The school is committed to ensuring that workload is reasonable, proportionate and focused on activities that contribute to pupil outcomes and effective school operations. When reviewing procedures or introducing new initiatives, consideration will be given to the impact on staff workload, and efforts will be made to reduce unnecessary bureaucracy and duplication wherever possible.

4. 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

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

Staff experiencing mental health difficulties will be signposted to appropriate internal and external support services. These may include line management support, occupational health services, counselling, GP or NHS mental health services, Education

Support, Employee Assistance Programmes (where available), professional supervision, coaching, mentoring or other well-being organisations. The school will support staff in accessing appropriate services where reasonably practicable.

Confidentiality will normally be maintained. However, information may be shared where there are legitimate safeguarding concerns, risks to health and safety, professional conduct concerns, or legal obligations requiring disclosure.

Staff experiencing mental health difficulties will be signposted to appropriate internal and external support services, which may include line management support, occupational health, counselling services, GP or NHS mental health services, Education Support, or other professional wellbeing organisations.

The school recognises that working with children and young people with social, emotional and mental health needs may affect staff wellbeing. Staff may experience secondary trauma, compassion fatigue, stress or burnout as a result of supporting pupils with complex needs. Appropriate supervision, debrief opportunities and additional support will be provided where required.

Staff involved in significant incidents, including assaults, serious behavioural incidents, safeguarding disclosures, restrictive physical intervention or crisis management procedures, will be offered appropriate support. This may include debriefing, welfare discussions, supervision and access to further support services. Any wellbeing concerns arising from restrictive physical intervention will be addressed in accordance with the school's Behaviour and Physical Intervention Policies.

The school will provide additional wellbeing support following critical incidents affecting staff, pupils or the wider school community, including serious accidents, bereavement, sudden death, major safeguarding incidents or other events that may have a significant emotional impact.

5. Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary. It will be reviewed by **Jack Birkenhead (Headteacher)**, **Rachel Smith (Senior Business Manager)** and **Howard Dickinson (Learning Support Assistant)** in consultation with the wider school community.

The review will take into account relevant legislation and guidance, including Health and Safety at Work etc. Act 1974, Equality Act 2010, Management of Health and Safety at Work Regulations 1999, the Education Staff Wellbeing Charter and Keeping Children Safe in Education 2026 where staff wellbeing has implications for safeguarding, professional conduct or safe practice.

5. Links with other policies

This policy is linked to our:

- Behaviour policy
- Staff code of conduct
- Staff Handbook
- Child Protection and Safeguarding Policy
- Restrictive Physical Intervention Policy
- Health and Safety Policy

- Single Equality Policy