



## Holy Trinity Catholic School

### Staff Wellbeing Policy, Update November 2025

**Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to his or her community. (World Health Organisation).**

**Given the difficulties we may all face in life at times and ongoing uncertainty with economic and global challenges, we acknowledge that physical and mental wellbeing of all staff is key to coping with the demands of an ever changing educational and global landscape.**

**The biggest asset our school has is its staff; the biggest asset they have is their health and wellbeing. This policy is intended to outline the ways in which we can work together to make sure our school is a safe, caring and happy place to work, even at the most challenging of times. With this in place, it will forever enhance our individual wellbeing, through personal fulfilment and professional identity. This can only benefit our students and our community.**

**All Governors are Champions of Mental Health and Wellbeing.**

**The Lead Governor for Staff Wellbeing is Fr Peter Conley**

**We spend more daylight hours in school than we do at home, thus it is important that we can have ownership of many of the decisions that affect us and that we have agency in our working lives. We can do this, even in areas where we have no choices about what we do (e.g. Data Capture, assessment-marking deadlines) by taking responsibility for these actions and approaching the tasks in our own way.**

**All our work should be healthy, safe and supportive; we all have a responsibility, alongside our SLT, and Governors, to ensure our practices contribute to staff wellbeing. All Governors are Champions of Mental Health and Wellbeing. Supporting wellbeing includes monitoring staff absence and regularly requesting feedback from staff governors about wellbeing.**

We advocate a holistic, proactive approach to managing health and rehabilitation issues at work, with everyone working together, staff, SLT and Governors alongside Occupational Health and Health & Safety professionals to:

- Tackle the causes of workplace injury and ill health, including stress and anxiety
- Prioritise the health, safety and wellbeing of all staff at all times
- Address the impact of health on employees' capacity to work, providing support for those with disabilities and health conditions and rehabilitation
- promote healthier lifestyles and wellbeing to help improve the general health of the workforce
- Ensure that staff are working in the safest of environments upon return to school Sept in line with government and PHE guidance and expectations.
- Offer support for all staff as part of a caring ethos which impacts in productivity and commitment

Confidentiality is important in establishing trusting relationships and rehabilitation, providing the safety of the person, or others, is not compromised. However, where possible and where staff may be comfortable, staff are encouraged to share their mental and/or physical needs in an open way with colleagues, to maximise support networks available. This practice also helps to de-stigmatise issues related to health conditions in the workplace.

### **Mental Health Champion**

**Named Governor Lead- Fr Peter Conley**

**Senior Mental Health Leads- Jo Daw, Rav Sian**

**All governors are champions of mental health and wellbeing.**

**All staff** should be mental health champions, but it is important for staff to have named persons to maintain the importance of mental health issues and champion their interest. The Head Teacher and Deputy along with the Senco, the Senior Mental Health leads are key named persons in promoting and securing the climate and championing the cause of mental health and wellbeing. They will ensure the promotion of well-being materials, being a 'listening ear'; acting as a signpost for other services or professionals, relaying ideas and information to SLT that could further improve wellbeing in school; having oversight of school improvement plans to

ensure that mental health promotion has a key place; help to reduce barriers to mental health in school by promoting positive language in relation to mental health.

**To support the well-being of our staff our priorities are:**

**Language-** to be mindful of the language we used to talk about mental health at all times

**Communication-** to encourage individuals to communicate their needs and concerns

**Relationships-** to promote good relationships between staff through CPD, briefings, department time, personal preparation time, line management systems and support systems, ensuring that safe and effective working relationships are developed which impact positively on wellbeing.

**Kindness-** to promote the importance of treating people, as we would want to be treated ourselves

**Tolerance** - for different ways people think and act, providing our goal of ensuring the best outcomes for students is not affected

**Respect-** for how any staff member may wish to manage their own mental health or physical health, providing this does not affect the safeguarding of our students

**Harmony-** to promote ways of being with each other, including times when opinions differ, or when a person becomes upset with another

**Equality-** to ensure all staff have an equal right to wellbeing in the workplace

**Trust-** to develop a supportive process in which staff can trust, for the continued wellbeing of staff

**Empowerment-** to ensure staff members feel a part of the decisions that affect them. This includes consultation on key decisions that affect individual staff, including policies and a genuine right to reply and appeal on any decisions that may have an adverse effect.

**Balance-** to recognise the demands of workload on staff and to find ways to ensure a good balance over a school year, between work that is necessary for good **outcomes and time to enjoy when not at work**

**Appropriate support at pertinent times-** for example we acknowledge that at certain times some things are more challenging than others; for example school will be proactive in supporting staff and being aware that **Menopause** may have an impact on wellbeing. Staff may speak with J Daw or Rav Sian for support and signposting. **Other factors such as and not exclusive to illness, bereavement, family**

difficulties, separation, financial and housing issues, childcare may also pose challenges and school will always support staff as much as possible within the realms of organisational capacity and day to day running of the school.

### **What works well at Holy Trinity?**

We feel it is vital that every member of staff feels valued, supported and motivated as they live out their vocation to serve and teach the children and young people at Holy Trinity Catholic School. We recognise that our staff are a valuable and precious resource and want every member of staff at Holy Trinity Catholic School to thrive knowing that they will be supported in times of difficulty.

- Our mission statement is rooted in Catholic social teaching and the mission of the Catholic Church. It states that 'uniqueness and diversity is celebrated and respected because we know and believe that we are united as children of God and created in His image.' As a Catholic School, we seek to fulfil Jesus' example by loving God and loving our neighbour. It is through the example of Jesus Christ that we can create a safe and caring environment for all, displaying the qualities of equality, respect and togetherness.
- We are 'A Catholic School for All' and include all staff in collective worship and Catholic Life events.
- Staff prayer takes place every Friday morning offering the opportunity for reflection and for prayer, either shared or personal.
- Our chapel offers space and opportunity for personal reflection and 'time out'
- We have a memorial garden which has become a focus and source of comfort for bereaved members of our school community. An uplifting mural reminding us all to look for rainbows is painted on the wall directly behind it.
- We have light touch lesson observations and quality assurance.
- Our staff have protected planning, preparation and assessment time (PPA) with some staff given a specified activity (SA) period to make up their teaching allocation. Staff are not expected to cover for absent colleagues; we have employed cover supervisors or call on staff with an SA in that period.
- As a school team the daily bulletin by the Head teacher, weekly staff bulletin and weekly form tutor bulletin are used to communicate key information to staff. This reduces the number of emails staff receive as well as giving staff as much notice as possible about changes to the timetable or online school calendar.
- We do not send work related emails at the weekends or in the evenings.
- We have one formal exam week a year for each year group and use formative feedback leading directly to DIRT and whole class feedback where possible.
- Our homework policy has reduced teacher workload by moving much of this learning online.
- SLT and Behaviour teams support with after school detentions linked to curriculum areas- expectation that Behaviour and learning is a 'whole school' responsibility.

- After putting pupil data into BROMCOM, it is placed into SISRA by the exams officer for easy analysis.
- The PE department run staff football every Friday after school.
- We have a whole school behaviour policy and an 'on-call' system including the routine visiting of 'hot spots' to support staff with expecting excellence, achievement and respect from our learners.
- The Head teacher operates an open door policy where staff are able to visit him at any time when he is free.
- Our senior and middle leaders are 'visible' throughout the day to support their team.
- We have staff and core subject work areas/ offices.
- The staff room has a well-being corner with a section available for swapping books and shout outs for staff displayed. These are displayed by staff thanking other staff but shout outs from pupils are also encouraged and shared.
- In annual subject reviews, heads of faculty are asked how the leadership team can support them moving forward. These points are discussed, shared and actioned by a member of the leadership team.
- We promote career stage and subject/ role professional development.
- We have standardised job descriptions and salaries for parity of roles/ responsibilities.
- SLT and the pastoral team cover almost all duties.
- All new staff have an induction day and full induction programme. Early Career Teachers have a bespoke package of training and support.
- If external providers ever cancel CPD, the Head teacher will tell staff to go home early and rest. CPD is never tokenistic.
- A lunch is provided on INSET days for staff.
- Many opportunities for personal reflection, including personal use of the Chapel when staff may desire to pop in.
- Where fitting and appropriate staff may be allowed to work from home on occasion.
- We have a Catholic life/well-being INSET every academic year. Spiritual life INSET days in the past have involved cooking classes, reading, sport and have always been received very well by staff. Inset Days offer a variety of time for personal preparation, looking at pupil progress and outcomes as well as CPD input
- Every November, staff can opt to take part in 'Secret Saint' which involves staff providing gifts, prayers, treats or kind words for another member of staff over the period of 4 weeks. This is a difficult month in any school and really lifts staff and boosts morale.
- Our staff have regular wellbeing treats. Examples include 'Crunchie Friday' led by the Head teacher, Secret Saint, an ice cream van for staff to use at key events, chocolate bars given to all staff etc.
- CPD on a Wednesday, when virtual, can be completed at home or in school. Likewise, staff are permitted to complete other online courses from home.
- Wellbeing support contacts and platforms are frequently signposted during staff briefings and are visible on the staff wellbeing board

- We laugh a lot!
- A shared dedication and commitment to achieve the absolute best for every students 'treat them like our own'
- Staff are able to communicate any concerns in person- we would suggest initially by email or phone, in line with PHE guidance
- Staff are supported in debriefing following any serious incidents of pupil behaviour
- Recognising Mental Health and Wellbeing as an integral part of our daily school life; celebrating World Mental Health Day and Time to Talk Day
- Regular briefings and daily email communication available to all staff- these may be virtual
- Focussed Staff wellbeing days as part of the wider staff CPD package
- Committing to the training of 2 x SMHL (Senior Mental Health Leads) who will keep staff wellbeing a priority as part of their responsibilities
- Engage with external agencies such as BEP to develop best practice in all aspects of wellbeing.
- Staff voice is sought and is important, leading to actions which allow us to identify areas we can work on to strengthen aspects of school life
- Shared staff events such as welcome breakfast, wellbeing week and Christmas/end of Year social events
- Everyone working together towards continued school improvement with all staff contributing towards this
- Ensuring that staff are aware of any bespoke and support which is available to support with their wellbeing during challenging times- e.g. confidential ed-psych confidential support available to all staff during Lockdown
- Accessing support for staff who may need additional therapeutic support at the time of need
- Staff Menopause working party established to look at ways of supporting our staff
- Risk assessments for staff on a personal and case by case basis
- Supportive Staff Governor, Fr Peter Conley who promotes the cause of Staff wellbeing and mental health and who acts as both a support and a critical friend.

### How do we know?

- Staff are able to access targeted and bespoke support as appropriate to their needs.
- Reduced absence/sickness rates amongst staff
- Occupational Health offered to support staff to return to work or manage health conditions
- Good staff retention
- Many individuals are able to talk openly about their mental health and/or personal situations and find solutions to aid their wellbeing
- Staff feel valued, as reported by Ofsted in staff survey
- Staff are able to be honest when they are finding a professional situation difficult, knowing colleagues will offer solutions and/or support
- Feedback from staff questionnaires
- Transparent and open door policy for communicating with SLT links
- Ofsted Report, Sept 2023- *'The school shows holistic care for the well-being of all staff. Teachers report that their workload is well considered and that leaders have gone above and beyond to support them in a variety of life situations. Staff receive bespoke professional development to enable them to help the pupils have the best possible education.'*

### Governor support:

The named governor for Mental Health and Wellbeing is Fr Peter Conley. Fr Peter Conley will contribute via the monitoring and review of the policy and will support from a strategic angle, offering advice and guidance, suggesting areas for development and sharing new strategies. Fr Peter Conley will also support staff in person and virtually via inputs both targeted whole school and bespoke in relation to staff need (for example, attendance and supporting during Middle Leaders Deep Dive input, supporting staff by signposting appropriate external agencies). Fr Peter will also be involved in collating staff and pupil feedback including review of the impact of this policy.

### What would we want to happen to further improves staff wellbeing?

We will continue to keep the agenda of staff wellbeing on the agenda. There will be opportunities throughout the school year to review this policy and update in light of feedback from staff and the school Governor links for wellbeing. Staff wellbeing is a key feature of every Governors meeting.

### Where can we go for support and guidance?

Birmingham Education Psychology team

Forward Thinking Birmingham STICK Team

<https://www.annafreud.org/what-we-do/schools-in-mind/>

<https://www.mentallyhealthyschools.org.uk/>

<https://www.educationsupport.org.uk/>

<https://mindfulnesssteachers.org.uk/>

[Support for Teachers - Now and Beyond](#)

[NASUWT | Wellbeing Tools for Teachers](#)

<https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/>

<https://www.educationsupportpartnership.org.uk/helping-you>

<https://www.mentalhealth.org.uk/>

<https://www.healthassured.org/>

[Free Counselling For Teachers: UK Options For Staff Mental Health Care | BetterHelp](#)

Employee Assistance programme - [wellbeingteam@birmingham.gov.uk](mailto:wellbeingteam@birmingham.gov.uk)

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