



Reflective Supervision and Staff Wellbeing Policy

Agreed by IEB: July 2025

Review Date: July 2027

Headteacher: Miss F Mawson

Designated Safeguarding Lead: Mrs L Knowles

Aims

This policy aims to:

- Support the wellbeing of all staff to avoid negative impacts on their mental and physical health, ensuring there is a whole school approach
- Provide a supportive work environment for all staff, where staff are respectful to one another
- Acknowledge the needs of staff, and how these change over time
- Allow staff to balance their working lives with their personal needs and responsibilities
- Enable staff to discuss any specific mental health and wellbeing issues they experience
- Enable staff to discuss and reflect on practice
- Ensure that staff understand their role in working towards the above aims

The role of all staff to promote wellbeing at all times

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 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

Senior Leaders (appraisal leads) are expected to:

- Maintain positive relationships with their staff and value them for their skills, not their working pattern
- Provide a non-judgemental 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
- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
- 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
- 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

The Designated Staff Mental Health Champion is expected to:

- Monitor the wellbeing of staff through regular surveys and structured conversations
- 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

The Headteacher is expected to:

- 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 accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
- Make sure job descriptions are kept up to date, with clearly identified responsibilities and staff being consulted before any changes are made
- 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

The Role of the Interim Executive Board (IEB)

The IEB 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

Wellbeing

The Grange Primary School prioritises the wellbeing of all staff. This in turn improves staff retention, school culture and the quality of provision for pupils. Varying strategies are in place to promote positive wellbeing and leaders draw on regular CPD and guidance from professionals such as NHS With Me In Mind and Thrive. The Grange Primary School commits itself to providing:

- Regular strategies shared by leaders to support wellbeing. These are shared on notice boards, via email and during meetings where appropriate.

- Feel Good Friday: dress down casual clothing, circulation of the hug mug and a whole school wellbeing focus on celebration, rewards and 'shout outs' for staff.
- Fortnightly staff wellbeing sessions to promote a range of wellbeing activities for staff to engage in including sports, yoga, baking, tea and cake, craft and so on.
- Appraisal meetings to set and review targets with a focus on reflection and professional development. Staff can book to meet with their appraisal lead at any time throughout the year to discuss concerns or celebrate successes.
- An annual, anonymous staff wellbeing survey which enables the headteacher and leadership team to identify any areas that can improve.
- Ongoing access to an anonymous 'worry monster' to share any concerns with senior leaders.
- A termly 'sludge audit' conducted by the headteacher and senior leaders to analyse any areas and systems that are not effective and can be changed/ removed to support workload.
- Opportunities to networking regularly with professionals in similar roles.
- Trauma based counselling sessions available, half termly, for the Headteacher, DSL and deputy DSLs.
- Where appropriate, opportunities to access professional development to enhance knowledge and understanding of wellbeing for both adults and children.
- Informal check ins from the Designated Mental Health Champion.
- Wellbeing clinic sessions (explained below).

Reflective Supervision - Wellbeing Clinic

Appropriate self evaluation, reflection and professional development activity is critical to improving teachers' practice at all career stages. (DfE 2011, p7).

Supervision is integral to staff wellbeing, development and keeping children safe. At The Grange Primary School we recognise its importance and value, so therefore provide supervision to all staff with a responsibility for children. The Grange Primary School offers an optional Wellbeing Clinics with the Designated Mental Health Champion for staff which are bookable in advance. The sessions last for up to 30 minutes.

Using the adult learning model, supervision should provide opportunities for staff and the supervisor to:

- Discuss and challenge concerns, issues or difficulties about their own practice or that of their colleagues
- Review and reflect on work related issues and seek advice
- Explore feelings and emotional impact of work
- Explore the understanding of school policy, philosophy and practice
- Ensure every child's safety and wellbeing
- Develop practice and competencies, including training needs
- Identify solutions to address concerns and issues
- Take away ideas/solutions/ plans for moving forward

At The Grange Primary School, supervision has three functions - educative, supportive and managerial - to ensure that it meets the needs of children, staff and the school. The main beneficiary of supervision should be the service user, so in the case of The Grange Primary School, this means the children who attend the school.

The knowledge and skills of the supervisor should include:

- Organised and professional with good time management
- Can lead with flexibility, set boundaries and maintain them
- Good at communicating, has good listening skills and can manage difficult conversations
- Can abide by confidentiality (and its limits)
- Can provide, and receive, constructive feedback
- Has a working knowledge and experience of the roles and responsibilities of staff in school at all levels

Confidentiality

It is important that staff feel comfortable in discussing all aspects of their work, with clarity as to what will happen to information discussed if it raises concerns about the practice of a member of staff or safeguarding. Supervision sessions are in accordance with the school safeguarding policy. Each session begins with an agreement (appendix 1) between the supervisor and member of staff to ensure transparency. This agreement must be sent to the supervisee via email when a session is booked. Sessions follow a set structure (appendix 2). Any meeting records will be maintained confidentially and not accessible to all staff.

Safeguarding: If a safeguarding concern was brought to supervision that had not already been discussed with the DSL or Headteacher, it would need to be shared. This includes safeguarding concerns regarding a child, parent, or member of staff.

Professional misconduct and capability: If a supervisor felt that a member of staff (either the supervisee or someone spoken about during the session) had behaved in a manner that amounted to professional misconduct or indicated concerns with regard to capability, it would need to be passed to the Headteacher.

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 in line with the Leave Policy
- Signposting to 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

This policy is linked to our:

- Appraisal policy
- Behaviour policy
- Capability procedure
- Leave Policy
- Staff code of conduct
- Safeguarding policy

Appendix 1

The agreement

As a supervisor, I am not a psychologist or counsellor, although I do have some understanding of psychological theories and recommendations for wellbeing. Supervision sessions are designed to explore work matters but, on occasion, personal issues may be impacting work and how this is being managed may be discussed.

Any meeting records will be maintained confidentially and will not be accessible to all staff.

Safeguarding: If a safeguarding concern is brought to supervision that has not already been discussed with the DSL or Headteacher, it will need to be shared. This includes safeguarding concerns regarding a child, parent, or member of staff.

Professional misconduct and capability: If I feel that a member of staff (either you or someone spoken about during the session) has behaved in a manner that amounted to professional misconduct or indicated concerns with regard to capability, it will need to be passed to the Headteacher.

Appendix 2

Session structure and suggested discussion points. Prompt for the Mental Health and Wellbeing Champion

Expectations	Explain the role of the supervisor, purpose of the session and reiterate the confidentiality expectations - as outlined in the policy.
Check In	This can be a one word answer; a number on a scale of 1-10 or a more detailed overview.
Experience	What have you brought to supervision today? What happened? What would you have liked to happen? What was happening before the incident? What was the trigger? How did you react (physically)? How did you respond (verbally)? How did other staff respond? How did you record the incident?
Reflection	How did you feel at the time? How do you feel now? When have you felt like this before? Does this situation remind you of a past experience? What stopped you from....? What might be going on for the pupil/colleague? What assumptions did you make? What is your biggest concern? Have you resolved an issue like this before? What did you do?
Thinking	What were you thinking at the time? What do you think now? What did you learn about yourself? What did you learn about the other person? What might help you to make sense of the situation? What does the school expect of you? What are your strengths? What areas do you need to work on? What could you do differently? What are the current risks? What are the current limitations? For the issue to be resolved, what needs to happen? Do you have a clear understanding of the procedures in place to help you manage this? Have you considered?
Doing	What are you responsible for in this situation? What are you going to do first? How are you going to approach it? What possible response/ outcome are you concerned about and how could we mitigate it?? What would you like to happen?

	Who do you need support from? What would be a successful outcome?
Nearing the end	How has the session been for you?
Check Out	Time to reflect on the discussion and evaluate how the supervisee is feeling