



# Wellbeing Strategy

## Core Values

Readiness

Resilience

Respect

## School Values

Independence

Ambition

Compassion

Co-operation

Initiative

Enjoyment

Responsibility

Confidence

Celebration

Kindness

Honesty

Individuality

**Approved: Autumn 2026**

**Review: Autumn 2028**

## Mission Statement

Kender is a culturally rich and fully inclusive community school committed to providing **high standards** of learning for all children in an inspirational, stimulating and supportive environment. Each child's self esteem is fostered by positive relationships with peers and staff, allowing children to develop their full potential academically, socially and physically.

We strive to have our parents, teachers and community members actively involved in our student's learning, **developing successful citizens** for the future.

## Aims

The aims of this wellbeing strategy are to:

- Promote a positive working environment that supports the mental, emotional, and physical wellbeing of all staff.
- Proactively reduce workplace stress and support staff in managing work-related pressures, in line with the DfE's *Education Staff Wellbeing Charter*
- Encourage open communication and supportive relationships between staff and leadership.
- Provide practical tools and resources to help staff maintain wellbeing.
- Promote a healthy work-life balance.
- Ensure that wellbeing considerations are embedded in leadership decisions and organisational practices.
- Develop a culture where staff feel safe to raise concerns and seek support.
- Fulfil our duty of care under the Health and Safety at work act in 1974 and the Equality Act 2010

## Stress Management

Our approach to stress management follows key principles designed to identify, prevent, and manage workplace stress.

### Managing Stress

We recognise that teaching and education roles can involve high levels of responsibility and pressure. Kener Primary School is committed to identifying stress risks early and providing appropriate support.

This includes:

- Encouraging open conversations about stress and workload.
- Providing access to guidance, training, and support services.
- Supporting staff who may be experiencing work-related stress through reasonable adjustments and wellbeing support.

### Demands

Workload and job demands will be carefully monitored to ensure they remain reasonable and manageable.

We will:

- Review workloads regularly.
- Provide employees with adequate and achievable demands in relation to their agree hours of work.
- Avoid unnecessary administrative tasks.
- Provide adequate planning and preparation time.
- Ensure staffing levels are appropriate where possible.

Staff are encouraged to raise concerns about excessive workload so that adjustments can be considered.

### Controls

Staff should feel they have appropriate levels of control over their work. This will be supported by:

- Allowing professional autonomy in teaching and learning approaches where appropriate.

- Involving staff in decision-making processes.
- Encouraging staff feedback on policies and procedures that affect their work.

### **Support**

Kender Primary School will ensure staff have access to appropriate professional and emotional support. Support mechanisms may include:

- Line manager support and regular check-ins.
- Access to mentoring or coaching.
- Access to wellbeing resources or counselling services where available.
- Peer support and collaborative working.

### **Relationships**

A positive and respectful workplace culture is essential to wellbeing. We aim to:

- Promote respectful communication and teamwork.
- Address workplace conflict quickly and fairly.
- Prevent bullying, harassment, or discrimination.
- Encourage collaboration and mutual support between colleagues.

### **Roles & Responsibilities**

Clear roles and responsibilities help reduce uncertainty and stress. We will:

- Ensure job descriptions are clear and up to date.
- Provide clear expectations for responsibilities and performance.
- Offer appropriate training to support staff in fulfilling their roles.

### **Change**

Educational environments frequently experience change. To support staff during periods of change, we will:

- Communicate changes clearly and early where possible.
- Involve staff in consultation processes.
- Provide guidance and training when new systems or expectations are introduced.
- Recognise that change can impact wellbeing and provide additional support where needed.

### **Our practice**

#### *Emotional & Mental Health*

Supporting staff mental health and wellbeing is a key priority at Kender school. The schools designated staff to support staff wellbeing and has access to a range of professional services. Occupational Health To support staff emotional and mental health, we provide access to professional clinical assessments through **PAM Occupational Health**. These confidential evaluations focus on identifying practical, evidence-based workplace adjustments to ensure staff roles remain manageable and supportive during times of personal challenge. By utilising **PAM's expert guidance**, we can proactively tailor the working environment to protect your long term professional wellbeing and professional career.

#### *Mental Health*

Actions include:

- Promoting a culture where staff feel comfortable discussing wellbeing; including a Wellbeing Wednesday on the last Wednesday of each month.
- Providing access to mental health resources and guidance.
- Offering wellbeing training or awareness sessions.
- Encouraging regular check-ins between staff and managers.
- Providing a staffroom that supports positive wellbeing and mental health, ideas being considered include meditation/quiet space, games in the staffroom, staff being fully aware of others' neurodiversity and others' beliefs and opinions.

We aim to reduce stigma around mental health and ensure staff know how to access support.

### *Workload*

Managing workload effectively is essential to staff wellbeing. Reducing staff workload is at the forefront of decision making. School leaders are committed to the DfE Workload Reduction Toolkit. We have streamlined administrative processes by introducing automated generators for trip risk assessments and termly SEND letters. Our expectations for planning formats are kept to a minimum, shifting the priority from lengthy written lesson plans to the creation and availability of high-quality teaching resources.

We have fully reviewed our marking and feedback policy to ensure it remains meaningful, manageable, and motivating, moving away from the demand for "deep marking" on every piece of work. Instead, we prioritise real-time verbal feedback to support our learners, and provide visual feedback to our children using stickers, significantly reducing the burden of written comments for our staff. The Writing for Pleasure approach allows for feedback and conferencing as an integral feature of the lesson planning process.

To streamline data management, we are implementing Insight Assessment (Aut 2025), which empowers teachers to capture pupil progress accurately with minimal data entry.

Our school operates a clear communication protocol to protect your personal time and ensure a healthy work-life balance. Staff are not expected to monitor or reply to emails outside of standard working hours, specifically between 5:00 PM and 8:00 AM. By respecting these boundaries, we foster a culture that values rest and ensures our team remains energized for the school day ahead.

To ensure our time is used effectively, staff meetings are planned for a duration of 60 minutes and are always planned as a key element of the school improvement process. Information dissemination is handled through one weekly briefing held exclusively on a Friday; minimise mid-week disruptions and ensuring all information is with colleagues before the start of the working week. Friday briefing briefing notes are available via Teams.

Every teacher is guaranteed dedicated Planning, Preparation, and Assessment (PPA) time, which we strive to protect to ensure staff workload remains manageable. To support a modern work-life balance, teachers have the option to complete their PPA time at home, providing a degree of flexibility in how and where they work. This commitment ensures that your focus remains on high-quality teaching and learning while respecting your professional autonomy. Over and above this provision we provide PPA+ once each term to enable teachers to complete reports.

By offering shorter working days at the very end of term, we offer options for school attendance or attendance and support at two school community strengthening/fund raising events.

We will:

- Regularly review policies and processes to remove unnecessary tasks.
- Consider staff wellbeing when introducing new initiatives.
- Encourage realistic expectations around working hours.
- Promote efficient working practices and collaboration.

Staff will be encouraged to maintain healthy boundaries between work and personal time.

### *Physical & Social Wellbeing*

Physical health and social connection are important elements of overall wellbeing. To support this, we will:

- Provide staff with regular breaks during the working day.
- Promote healthy lifestyle initiatives where possible.
- Provide opportunities for social interaction and team building.
- Support activities that encourage physical activity and healthy habits.

A supportive and connected staff community contributes significantly to a positive working environment. We can also provide ergonomic workstations and specialised seating where needed to ensure our staff's physical environment is comfortable and supports healthy posture. In addition

to this, we facilitate Occupational Health consultations to identify and implement any reasonable adjustments required to support any specific physical needs at work.

### *Social*

Our school fosters a strong sense of community by providing a dedicated, comfortable staffroom space entirely separate from the children to allow for genuine rest and peer connection. We cultivate a family-first culture through a compassionate Special Leave for family milestones, which aims to significantly reduce the stress of work-life conflict. By prioritising these personal connections and boundaries, we aim for our staff to feel valued as individuals and supported by a cohesive, caring team.

Individuals and groups can and do organise events for all staff to participate. All events are planned for staff to choose, participation is never compulsory. Across the working week there can be limited time for staff to mix, some events are designed specifically to enable staff teams to mix.

Over the course of the school year a broad range of events is planned to ensure all staff could participate. It is important we value and appreciate the work undertaken to organ an facilitate vent aimed to enhance workplace wellbeing.

### **Events can include:**

- Team bonding evenings or tasks
- Christmas celebration
- End of term drinks
- Competition style events, which could include quiz nights or a games night
- Picnics
- Keep fit or physicals style challenges
- Leaving celebrations

### **Policy Review**

This policy is reviewed every two years or sooner if there are updates or changes to the school's approach to staff wellbeing.

Reviewed: September 2026

By: Headteacher

Approved by Governors: September 2026

By: Full Governing Body

Next review: Autumn 2028