

Staff Wellbeing Charter



Our Vision

Developing caring, confident and creative children who achieve excellence.

September 2025

The Strategic Leadership Team and Governing Body are committed to the wellbeing of all staff and pupils at Kington Primary School.

We believe that our staff are our most precious resource and provide valuable, high impact learning experiences for all learners. The following charter has been developed to promote and foster wellbeing across the school.

wellbeing(n): A state of complete physical and mental health that is characterised by high-quality social relationships.



Prioritise staff mental health

We will:

- tackle mental health stigma within the organisation, promoting an open and understanding culture
- give the same consideration and support to mental health as physical health, including in the management of staff absence
- fulfil our legal duty to control the risks associated with work-related stress in the education setting so far as is reasonably practicable
- channel support to individuals whose role is known to have a significant emotional component. This might take the form of peer support, supervision, and/or counselling
- ensure that staff understand the real benefits that sensitive pastoral support can have, while also recognising where their limits are as non-specialists. We will therefore ensure there are opportunities to increase joint working in support of pupils, as well as routes to refer for specialist support

Give staff the support they need to take responsibility for their own and other people's wellbeing

We will empower staff to take ownership of their own wellbeing and look out for the wellbeing of others. This will include ensuring that all staff are familiar with the different dimensions of wellbeing, including mental health, financial wellbeing and physical wellbeing. We will ensure that staff know how to access appropriate guidance, support and tools, and that their use is encouraged throughout the organisation.

Give managers access to the tools and resources they need to support the wellbeing of those they line manage

We will work to provide managers with tools, resources and training to support their staff. We will not, however, expect managers to provide professional wellbeing support for which they have no professional training, and will ensure that there are clear routes in place to escalate for further support.

Establish a clear communications policy

We will provide clear guidance to all stakeholders (internal and external) on remote and out-of-school/college hours working, including when it is and isn't reasonable to expect staff to respond to queries. This should not necessarily

include preventing staff from accessing email at ‘unsociable’ hours if it suits them personally.

Give staff a voice in decision-making

We will constantly strive to improve the ways in which the voice of staff is included in the decision-making process across the school. (This may also include engagement with key stakeholders, such as recognised trade unions and others.) In particular, we will proactively seek to draw upon the experience of those with mental health issues and/or of discrimination, ensuring that, as per commitment, they are able to share their experience confidently and safely.

Drive down unnecessary workload

We will work proactively to drive down unnecessary workload, making use of available tools (such as the Workload Reduction Toolkit for schools).

Champion flexible working and diversity

We will work to create a supportive culture around flexible working. We will agree an approach that not only recognises employees’ legal right to request flexible working but acknowledges that for some staff working flexibly can be a key means of protecting and enhancing their personal wellbeing. We will work to promote diversity – eliminating discrimination, and advancing equality of opportunity.

Create a good behaviour culture

We will work with staff and pupils to maintain and implement a school-wide behaviour policy. All staff and pupils will have a shared understanding of how good behaviour is encouraged and rewarded, and the sanctions that will be imposed if pupils misbehave. We will support teachers to create calm, safe and disciplined environments, which allow teachers to teach and pupils to learn. Our approach will go hand-in-hand with understanding and supporting pupil mental health issues.

Support staff to progress in their careers

We will ensure that staff are able to pursue professional development without adversely impacting their own or other people’s workload. In schools, we will ensure that any professional development activity is aligned to the Standard for Teachers’ Professional Development.

Include a sub-strategy for protecting leader wellbeing and mental health

We will ensure that all those with strategic decision-making responsibility (including as appropriate governors and trustees) should collaborate to develop a sub-strategy specifically for protecting leader mental health. This should include access to confidential counselling and/or coaching where needed.

Hold ourselves accountable, including by measuring staff wellbeing

We will measure the wellbeing of staff using recognised tools and metrics and be transparent about results. We will monitor trends over time, and act in response to changes. Further, we will work with staff and relevant stakeholders (this might include parents, recognised trade unions and others) to agree an approach to organisational accountability on our commitments, giving due consideration to workload.

Resources for Staff Wellbeing

Here's a list of resources to help you improve your wellbeing at school.

Education Support (www.educationsupport.org.uk) - a UK charity supporting health and wellbeing in the education sector

Wellbeing First (<https://educationtraining.hays.co.uk/wellbeing-first>) - staff training courses and resources from Hays

Iris Connect (<https://discover.irisconnect.com/teacher-happiness-and-wellbeing>) – resources to reduce teacher stress and workload

Ten steps towards school staff wellbeing (<https://bit.ly/3p0L1Gh>) - a guide from the Anna Freud National Centre for Children and Families

Supporting staff wellbeing (<https://bit.ly/3bWhqdC>) - further resources from Anna Freud

DfE Teacher Blog – Reducing workload (<https://teaching.blog.gov.uk/category/workload-challenge>) – articles written by teaching professionals about different ways to reduce workload

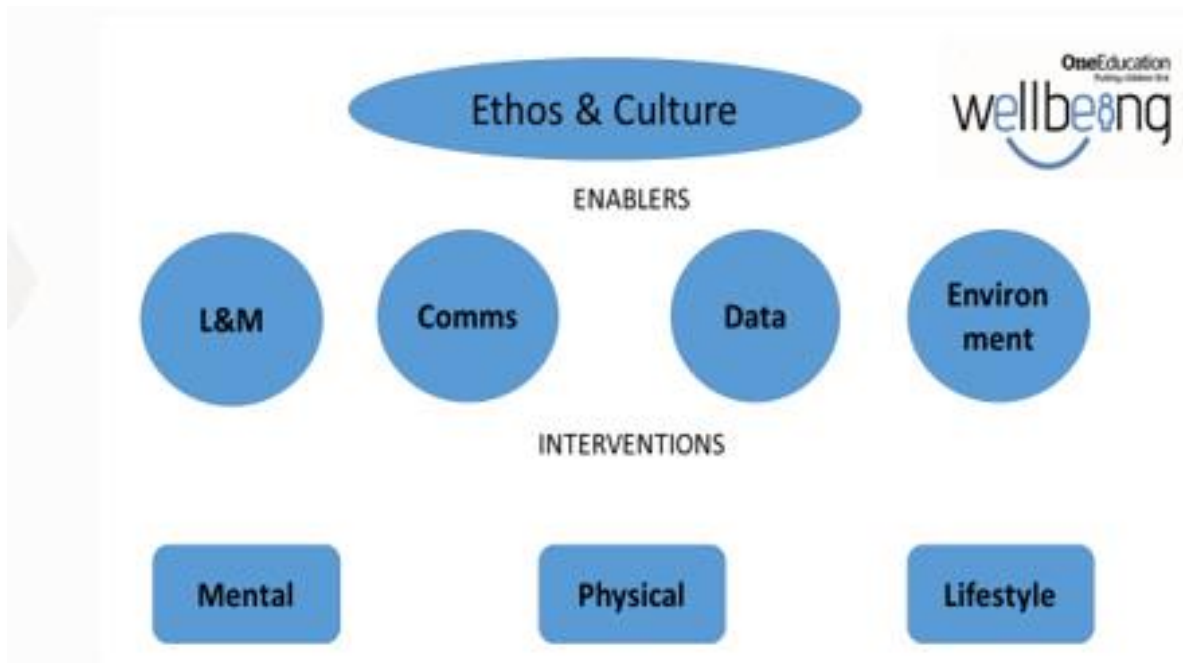
DfE Teacher Blog – Teacher wellbeing (<https://teaching.blog.gov.uk/category/teacher-wellbeing>) – DfE blogs on teachers' experiences and wellbeing

School staff - mental health and emotional wellbeing (<https://bit.ly/38YxCsM>) - from Partnership for Children

If, for any reason, you feel you need or would like a 1:1/chat please arrange with someone to check in on you and make sure you are ok.

Key Elements of our Charter

The eight elements of wellbeing underpinning our charter and approach are: -



Ethos and Culture

Ethos – The characteristic spirit of a culture, era or community as manifested in its attitudes and aspirations.

Culture – The way of life of people including their attitudes, values, beliefs, modes of perception. Cultural features are ‘learned’.

Values – A principle or belief that a person or organisation views as being of central importance.

Questions we need to keep asking as a school

- What does the right ethos feel like for staff and pupils?
- What cultural factors might influence staff, pupil, parent or community perceptions of mental health and wellbeing?
- What wellbeing values do we want to create?

How do we communicate our ethos and values?

- Our school mission statement is physically visible and routinely talked about
- Assemblies – with a particular focus on our core school values
- Parent / community events
- Pupil-led events, lessons and assemblies
- Staff meetings
- School celebrations – Head Teacher stickers and Achievement Awards
- Stationery / resources / rewards
- Our school website: kingtonprimary.co.uk

Leadership and Management (staff)

- Governors are engaged with health and wellbeing and challenge school practices
- Leaders understand their responsibilities
- There is a school-wide plan with input from leaders, staff and HR
- Line managers are well-trained and understand their responsibilities
- Risk assessments are carried out as good practice
- Performance reviews are completed annually with additional check-ins planned

Communication (staff)

- Wellbeing Charter is in place and has an identity
- Effective communication of messages about health & wellbeing e.g. WEST workshops for staff, children and parents
- Regular engagement on matters relating to health & wellness
- Staff feel they have a voice
- SLT meet with staff frequently, offering one to one sessions as necessary

Physical Environment (staff)

- Provision of a physical and cultural environment that enables and actively promotes health and wellbeing at work
- Link with public health initiatives
- Clean and bright working spaces
- Clean and bright social areas

Interventions (staff)

Mental Health Interventions:

Mental Health First Aid

Resources provided (Podcasts, Journals, Books etc)

Stress management / Resilience training provided

Staff feel knowledgeable to support their own self-care

Physical Health Interventions:

- Information on muscular skeletal concerns
- Information on general health related matters; smoking, sleep, alcohol use, finances, physical activities, nutrition

Lifestyle Interventions:

- External Wellbeing Coaching
- Occupational Health Team

Next steps for Kington Primary School (2025-2028):

1. Continuing to develop an effective working relationship with our Wellbeing and Emotional Support Team mental health practitioner to enable us in focusing on whole school wellbeing.
2. Working with our WEST MHP to train staff in supporting children with low-level concerns throughout the school.
3. Ensure we provide a welcoming and supportive environment so that staff feel a strong sense of belonging and care.