

Newton Tony CE VC Primary School

Staff Well-being Policy and Guidance for Schools and Academies

Policy agreed

December 2017

Policy review

December 2018

This model policy will apply to both teaching and non-teaching staff working in Wiltshire Schools and has been agreed with the following recognised unions:
ATL, NUT, NAHT, NASUWT, ASCL, Unison and GMB

July 2012 (Revised August 2014)

Staff Well-Being

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Staff Well-being Policy Statement

1. Background

This policy and guidance covers the management of the health, safety and welfare of all staff in schools as far as is reasonably practicable. This includes the psychological and emotional well-being of staff in schools as well as their physical good health. The guidance aims to help schools secure the well-being and effectiveness of their staff in order to create the best possible conditions for the development and achievement of children and young people.

Every governing body has a statutory duty to ensure staff have an appropriate work/life balance. This is underpinned by legislation such as Health and Safety at Work Act 1974, Working Time Directive 1998 and the Employment Relations Act 1999. There are also clear guidelines on work/life balance in the national agreement on raising standards and tackling workload and the School Teachers' Pay and Conditions Document (STPCD).

Head teachers, managers and Governors should read this staff well-being policy and guidance and apply it in meeting their collective and separate responsibilities. Consistent and proper application of the policy and guidance will enhance the working life of every member of staff and contribute to school success.

2. The Policy

Newton Tony CE VC Primary School is committed to ensuring the health, safety and welfare of all its staff as far as is reasonably practicable. This includes the psychological and emotional well-being of staff as well as their physical good health.

The Governing Body also believes that having a management ethos committed, within operational constraints, to addressing the needs and expectations of staff, is likely to contribute towards optimum business effectiveness. Healthy, fit staff with a strong sense of well-being will perform better and be less likely to be absent from work or to seek other employment.

This policy will, therefore, establish the ways in which Head teachers, managers and Governors and other staff can contribute to their own well-being and to that of their colleagues. It will also identify the procedures that can be used by Head teachers and line managers to help alleviate the detrimental effects that an individual may be suffering as a result of circumstances within the manager's control. It will do this by:

- Providing a clear policy statement;
- Setting out the roles and responsibilities of particular people and services;
- Emphasising the mutual charter of expectation between Newton Tony CE VC Primary School and its staff;
- Setting out the practices and procedures that contribute to staff well-being;

- Explaining the support structure in place should these practices and procedures fail.

3. General policy statement

All staff should have the benefit of a working environment that positively contributes to their own sense of well-being and security. The working environment includes the way in which the workload and the workplace are managed as well as the physical conditions in which the work takes place.

The Governing Body, Head teacher and line managers within Newton Tony CE VC Primary School accept their responsibility to work towards attaining this and to instigate and maintain the cultural environment necessary to achieve it.

Fundamental to this is the need for fair and effective management by Head teachers, the leadership team and line managers that are competent in the range of skills needed for that role. Good leadership, by managing staff appropriately will be the single biggest factor in reducing the possibility of the harmful effects of any stress being experienced.

Head teachers, the leadership team and line managers need to be competent in all areas of their management function and effort to establish and maintain competencies should be a key feature of the appraisal and development of those in such posts.

Head teachers, the leadership team and line managers will be expected to continually assess the working environment for significant sources of stress and to be aware of, and alert to, the symptoms of stress in the people that they manage. They must also monitor through team meetings, supervision sessions and appraisals the levels of staff well-being.

Having said this, Head teachers, the leadership team and line managers' diligence cannot be expected to be failsafe and all staff must be responsible for bringing attention, at the earliest opportunity, to any situation or factor that may be a source of stress or poor well-being either to themselves or to others.

All issues will be treated with sensitivity and, if necessary, confidentiality in seeking to reduce or eliminate the source of the concern and in providing support to the individual member of staff to minimise any adverse effect and hasten their recovery.

4. Roles and responsibilities

The Governing Body has formally adopted this guidance and has agreed that it should be actively promoted among staff at the school and be available to everyone.

The Governing Body and the Head teacher will seek to cultivate and promote a culture in which staff have a positive sense of well-being and where work-related stress is treated as any other form of ill-health would be. Each Head teacher will also ensure that all cases, where individual or collective staff well-being is an issue, are

managed appropriately with reference, where necessary, to the specialist roles set out below.

Head teachers, the leadership team and line-managers have the largest role in achieving the aims of this guidance not only because it is they who have the greatest daily influence upon the working environment but also because it is this group which is primarily expected to recognise the potential or actual symptoms of stress and to monitor levels of well-being.

Head teachers, the leadership team and line-managers have the specific responsibility for:

- making themselves aware of this policy and guidance and how it affects their role;
- making themselves aware of, and operating within, all of Newton Tony CE VC Primary School's policies and procedures
- carrying out risk assessments in relation to staff well-being (see Toolkit 2);
- prioritising management and leadership development within their own personal development plans;
- monitoring work performance and absences;
- informing staff of support available to them;
- ensuring that new staff or staff in new posts or with new responsibilities are assessed as being capable of fulfilling their roles without detriment to their health or safety;
- recognising the symptoms of stress in those they manage and work with;
- seeking to resolve, mitigate or remove any causes of stress using advice from this guidance where relevant;
- referring those with on-going symptoms of stress to the Occupational Health Service and, if appropriate, supporting access to external specialist counselling services or own provider if necessary;
- dealing with all instances professionally, sensitively and, if necessary, confidentially.

No matter how vigilant Head teachers, the leadership team and line-managers are, it is inevitable that individual staff will often be the first to identify circumstances which are affecting well-being or could induce stress. They will almost certainly be the first to recognise that they are starting to experience some of the early signs of stress.

All staff will therefore be encouraged to take responsibility for alerting a suitable person to any concern they may have in respect of stress, their general ability to carry out their work duties without detriment to their health or safety or any other sense of discontent.

A suitable person means either the immediate supervisor or line manager or, if this is not possible, the Head teacher, or in his/her absence a member of the leadership team or a nominated Governor or any of the Local Authority's specialist services listed later in this guidance. - some of these services are only available if you subscribe to the services. Some schools may seek advice from their own providers.

The source of the concern may not be wholly work-related and staff should be encouraged to share details of circumstances in their personal lives which could be significantly affecting their health or work performance. All such information is to be treated with complete confidence to the extent that Newton Tony CE VC Primary School's procedures allow (ultimately some information may need to be disclosed to allow others to make decisions).

5. Mutual Charter

Newton Tony CE VC Primary School has indicated its commitment to staff well-being and seeks to operate fair and equitable employment practices; to have appropriate levels of leadership and management; to have reasonable working conditions and workplaces; and to be responsive and flexible to the needs and demands of its staff.

Staff must likewise commit to playing their part in achieving this policy's objectives. This means attending for work; working to the best of one's abilities; adhering to the guidelines and codes of conduct that are set; and to working collaboratively with their manager and colleagues.

Compliance with this simple charter will go a long way to avoiding conflicts, sources of stress and impediments to staff well-being.

6. Preventative Measures – a) Policies and Procedures

Newton Tony CE VC Primary School has a number of policies and procedures to assist Head teachers, the leadership team and line-managers to manage effectively and to ensure that all staff are given a fair and consistent quality of leadership and management.

As a minimum, relevant documents should be available on request from the school's administration office. Head teachers needing further advice on what HR policies and procedures they should have in place are advised to contact their HR Advisor (Schools) or own HR provider.

No-one is expected to have an encyclopaedic recall of all the policies and procedures available however, everyone should be able to find them readily when they are needed. Head teachers, the leadership team and line-managers in particular should be able to demonstrate their understanding of the main principles and of the triggers for applying them.

Head teachers, the leadership team and line-managers should also be aware of other procedures and measures which should be used to contribute towards staff well-being and to counter stress.

These include:

Induction/probation process

to introduce new staff to the working environment and the work methods (including safe working practices for staff who work with children and young people in education

settings). Special arrangements apply to Newly Qualified Teachers (NQTs)

Skills training

to enable new staff to work efficiently, effectively and safely and maintain continuous professional development (CPD).

Management training

to develop and maintain managerial skills

Refresher Training

to update and up-skill and maintain continuous professional development (CPD).

Performance Appraisal and Regular supervision Sessions

to allow for work to be discussed and evaluated and for mutually agreed workloads and targets to be established.

Risk Assessments

to identify areas in which staff health or safety is vulnerable and provide a means to introduce more adequate control measures. Schools can use risk assessments pro-actively to analyse potential causes of stress and potentially stressful situations, for example when new initiatives are introduced, so that appropriate control mechanisms can be developed and adopted. A generic broad risk assessment of well-being for schools has been produced and can be accessed at www.wcc.emanate.co.uk and a more detailed assessment procedure is given in Toolkit 1.

Staff meetings and other means of communicating information

help to ensure that all staff are kept abreast of issues in the school which may affect them.

7. Preventative Measures – b) Specialist LA Services (*if the school/academy subscribes to these particular services).

In addition to normal line management, the local authority has specialist staff that can provide support for staff well-being issues.

Human Resources* can provide guidance on the scope and range of options available to Head teachers or Governors in particular situations. This helps to ensure fair and consistent management standards, which in turn provides reassurances to staff.

The **Occupational Health (OH) Service*** also provides support and advice to Head teachers through two important functions.

- i) By pre-employment health screening they will ensure that prospective staff are fit to undertake the range of duties being offered, or identify the type of support that a person may need to perform effectively in the job.
- ii) At any later date should there be any early indication of stress or concern about sickness absence, the Service can investigate and give advice.

The OH Service also screens calls to the LA's Employee Well-Being Helpline and can fast-track access to specialist counselling services if appropriate. This would be at the expense of the school.

The **Health and Safety Service*** will provide advice and support to all staff to enhance the physical working environment and develop safe systems of work. They will also contribute to the risk assessment process and help determine what measures can best counter particular risks.

Trade Union Appointed Representatives can provide members with information and support on a wide range of staff well-being issues and any member may seek their advice at any time.

8. Preventative Measures – c) Schemes and Benefits

Healthy eating – Contracted caterers in schools are encouraged to provide healthy options on menus and in vending machines. Water coolers are generally provided in most schools.

Smoking – smoking is prohibited in all school premises and within all work vehicles. This is to ensure a smoke-free environment for all staff.

Childcare* – staff who pay for child care may be entitled to receive childcare vouchers which can be used as part payment for nursery, childminder, playgroup or after-school club costs. This will depend upon whether an individual school has signed up for this benefit. The vouchers are exempt from tax and national insurance contributions and represent significant savings.

9. Preventative measures – d) Work / Life Balance

Newton Tony CE VC Primary School expects everyone to be able to enjoy a comfortable balance between the time spent at work or thinking about work and the time devoted to the other parts of their life. Governing Bodies and Head teachers, in carrying out their duties, must have regard to the need for the Head teacher and teachers at the school being able to achieve a satisfactory balance between the time required to discharge their professional duties including the time required to pursue their personal interests outside work. In having regard to this, Governing Bodies and Head teachers should ensure that they adhere to the working limits set out in the Working Time Regulations.

The safeguards of the Working Time Regulations should avoid anyone from working excessive hours over a prolonged period. No-one should exceed an average of 48 hours worked per week over any 17 week period. Schools and Academies must monitor this. Head teachers should have regard to the provisions of the School Teachers Pay and Conditions Document in respect of teaching staff in particular the sections on working time. It is important that school leadership management teams make and communicate plans for the forthcoming school year in respect of curriculum delivery and teaching timetables. Teachers employed full-time are available to perform their duties at such times and such places as may be specified by the head teacher for 1,265 hours (directed time), those hours to be allocated reasonably throughout those days in the school year on which the teacher is required to be available for work. Paragraph 52.23 of STPCD states that in addition to the 1,265 hours of directed time, a teacher “must work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher’s professional duties”, particularly:

- Planning and preparing courses and lessons
- Assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned pupils.

The provisions detailed in the School Teachers Terms and Conditions in relation to working time and working days for teachers must be observed with the exception of Head teachers, deputy head teachers, assistant head teachers, advanced skills teachers or teachers in receipt of an acting allowance for carrying out the duties of a head teacher, deputy head teacher or assistant head teacher who are not covered by those arrangements. The STPCD sets out the following working arrangements for teachers:

- Working time / Working days for teachers
- Specified working hours for teachers
- Overarching rights
- Daily break
- Work/life balance
- Guaranteed planning and preparation time
- Management time
- Cover
- Administration and external examinations

- Training and development
- Leadership and management time

NB: Under Induction regulations NQTs are also restricted to working no more than 90% of the time a qualified teacher would be expected to teach.

Support staff roles

Working additional hours at home and during 'out-of-hours periods' should not be a regular feature of a support staff job unless a role specifically requires it and nor should support staff be routinely disturbed at home by colleagues trying to contact them about work issues.

Rest breaks should be taken away from work during working periods in excess of six hours. All staff are encouraged to take advantage of natural and structured breaks to take refreshments and rest or to use the time for their own purposes.

School staff should not take up any other employment which may affect their well-being; adversely impact upon their performance for [insert name of school/academy]; or contravene The Working Time Regulations without discussion with their Head teacher.

Newton Tony CE VC Primary School also has a further range of policies which promote flexibility for staff to manage their work duties alongside their personal life. These include maternity and paternity leave, family emergency leave, leave of absence and compassionate leave.

Conversely, whilst staff are at work, they are expected to fully devote their attention and time to their work. Any issue from their personal life which may impact upon work performance or attendance should be discussed with their Head teacher/line manager.

11. Support Structure

Despite all of the policies, procedures and measures outlined above, there may be occasions when staff experience feelings and physical symptoms of ill-health, stress or general discontent which may be linked to their work or working environment.

In addition to capable and sensitive management, a range of support services and procedures are available to reduce the harmful effects and facilitate full and speedy recovery. Head teachers, the leadership team and line managers should carefully consider which combination of these (if any) may be suitable to deal with a particular situation.

The Schools HR Advisory team* can advise on the application of policies which will enable Head teachers or Governors to investigate issues which are resulting in conflict, stress or other discontent. Mediation can often be the best way to find resolutions. Where this is deemed an appropriate way to reach resolution the Newton Tony CE VC Primary School will be responsible for any costs associated with mediation.

The **Occupational Health Service*** can provide advice and medical opinion about an individual's current and future fitness for work. This service is accessed by line management through your HR Advisor (Schools) or own HR provider.

A confidential **Employee Well-Being Helpline*** (01225 713147) is available to all staff. Calls are screened and assessed by an Occupational Health Adviser. Callers may be signposted to relevant external providers or specialist counselling services. **(*if the school/academy subscribes to these particular services)**

12. The monitoring and review of this guidance

By the very nature of the subject it is difficult to measure the degree of staff well-being but there are some indicators which will be used by the school or academy to assess the effect of the measures set out in this guidance and to influence its review.

These can include analysis of anonymised data on:

- sickness absence
- occupational health referrals
- ill-health retirement figures
- staff attitude surveys
- exit questionnaire/interviews
- compliance with HSE management standards

13. Further information and advice

Anyone who wants more information related to this guidance can contact any of the specialist staff mentioned in the document on the numbers below:

Human Resources Contact your usual Schools HR Advisor

Health & Safety - 01225 713185
healthandsafety@wiltshire.gov.uk

Occupational Health - 01225 713185
occhealth@wiltshire.gov.uk

Staff Well-Being – Toolkit 1

1. Guidance for Governors and the Leadership Team

School Governors are expected to have a clear commitment to work-life balance. They need to consider the points below in validating the school/academy's current position in respect of staff well-being but particularly those in relation to the Head teacher:

- Does the school/academy have a work/life balance statement of intent or policy in place?
- Does the school/academy need to adopt a work/life balance policy?
- Does the school/academy have a governor responsible for head teacher's own work/life balance - this could be the chair of governors or the chair of a personnel/staffing sub-committee. The most important issue is the quality of the relationship between the work/life balance governor and the head.
- Are work/life balance, dedicated head teacher time and preparation planning and assessment time (PPA) an agenda item at the personnel/staffing sub- committee?
- Is work/life balance part of the head teacher's performance review discussion?

The Head teacher and his/her senior leadership team need to consider similar questions in respect of the teaching and support staff in their school/academy.

2. The national workforce agreement and schools

The workforce agreement acknowledged the pressure on schools to raise standards and tackle workload issues for teachers and introduced a series of significant changes to teachers' conditions of service. These were introduced over three years from September 2003.

The agreement arose out of social partnership and the workforce agreement monitoring group (WAMG) which was made up of representatives of the signatories. WAMG also oversaw its implementation and provided guidance and support to schools and local authorities.

The agreement acknowledged the vital role played by school support staff. It led to the establishment of higher level teaching assistant (HLTA) standards and the certificate in school business management (CSBM). The agreement also helped create other new roles that support teachers' work and pupils' learning. The agreement called for a structured change process that would help schools implement the contractual changes and embrace wider workforce reform.

The above workforce agreement remains in place and many of the well-being and work / life balance provisions in relation to teachers, as referred to both in the policy and guidance, are contained in the School Teachers Pay and Conditions document

as issued annually by the Department for Education (DfE). These statutory rights, as conferred by the Secretary of State for Education, arise from regulations contained in The Education Act 2002. Where there is any doubt over the terms and conditions that apply to work-life balance and working times and practices for teachers then the current edition of STPCD must be referred to as the definitive regulation in such matters. This includes any work issues for teachers such as work overload, work patterns, long hours, and leave issues if these are identified in risk assessments

3. Why do we also need to have a policy about staff well-being?

Well-being is about all staff feeling that their job contributes positively to their life rather than being a source of illness, harmful stress or other discontent. It's also about feeling respected and valued and that staff and the work that they do really matters and makes a difference to the success of the school/academy. It applies as much to support staff in schools as it does to teachers.

To achieve this aim, it is important that the school/academy makes sure that all staff have the right amount of the right type of work as well as the proper skills, facilities and equipment to be able to do it. It's also important that all staff are able to feel that they have some control over the way in which their work and working environment is organised and that there is clear and regular communication between them and their line management.

Circumstances in a member of staff's personal life can also affect their behaviour and performance at work and, whilst it may be beyond the scope of the school/academy to directly address those personal issues, it is right that take these into consideration in assessing any sense of well-being once they are aware of them. The policy aims to address the need to promote and health and well-being at work and ensure that the school/academy can create an organisational culture where negative wellbeing issues are identified minimised and managed before they affect the wellbeing of staff. The aim should also be to promote the positive aspects ideas and procedures that support health and well-being at work.

As a consequence those who work in your school/academy will be able to confirm that it is a good employer with a range of supportive workplace policies and a number of additional staff benefits that help to make it attractive place to work.

STAFF WELL-BEING TOOLKIT 2 - STAFF WELL BEING RISK ASSESSMENT - GUIDANCE NOTES FOR ASSESSORS

These guidance notes should be used in conjunction with the Staff Well-Being Risk Assessment Form and the School/academy's Staff Well-Being Policy to assess the risk to an individual or to an entire team. It follows the five stages of risk assessment approach suggested by the Health & Safety Executive (HSE) and is set out under the headings of the different staff well-being *Management Standards* that the HSE has published.

One of the key components of maintaining good staff well-being is the avoidance of stress.

STRESS is the reaction people have to excessive pressures or other types of demand placed upon them and can cause feelings of being unable to cope. All sorts of situations can cause stress and it is the individual's perception of the pressure that often results in physical and emotional symptoms. The effects will usually resolve once the stressful situation comes to an end. Some people are more vulnerable to the effects of stress than others.

This process of risk assessment is designed to try to help Head teachers, the leadership team and line managers provide interventions to assist in reducing the effects of stress on individuals and teams in a meaningful manner.

The general process of risk assessment is:

STEP 1 - Identify the hazards (the things that may cause or lead to excessive pressure or demand on someone)

STEP 2 - Decide who might be harmed (the people at risk)

STEP 3 - Assess the risk by determining how likely the impact is to occur and how severe the impact may be.

STEP 4 - Record the findings and decide on any action required to eliminate or reduce the stress / impact on well-being

STEP 5 - Review the assessment to ascertain the effectiveness of the interventions and revise where appropriate

The key difference between a risk assessment for a health issue and a risk assessment for a safety issue is the human element. Physical and emotional health is a constantly changing situation and therefore reviewing the assessment on an on-going basis (known as *dynamic risk assessment*) and recording any revisions formally on a regular basis is key to its success. If the interventions are proving to be effective then continue to include them, if not consider amending the interventions. Initial and date each review, and ensure that all parties involved sign the document after completion and at each review / amendment.

The Management Standards set out 6 identified workplace hazards that have the potential to create stress or impact on well-being. They are;

1. the Demands of the job
2. the level of Control (or lack of) that an individual has over the work environment
3. the Support provided to the staff
4. the Relationships within the workplace between colleagues, line management and other services
5. the understanding of the individual's Role within the organisation
6. the impacts of Change processes

This process of risk assessment will take you through each of these 6 areas and ask you to examine the potential for impact in your school team or for a particular individual. Each of the 6 areas has been broken down to indicate the 'triggers' that may be the source of a problem.

STEP ONE: Arrange a convenient time to meet with the individual or team concerned. Suggest that before the meeting they might like to consider what they think are some of the causes of pressure at work. At the meeting use the list of triggers on each of the assessment forms to build up a collective agreement of the sources of excessive pressure. Summarise these briefly in the column marked "triggers identified".

STEP TWO: Consider the extent of who might be affected. Some people are more vulnerable to stress than others. Those with a history of significant physical or emotional health problems or past stress issues, as well as individuals who have personal difficulties unrelated to work could be more vulnerable. Stress can also impact upon individuals who are inexperienced in their role, or lack the necessary training or skills to cope with a particular situation.

STEP THREE: Having identified the "triggers", devise an action plan / interventions that might help to reduce the impact of each trigger. At the end of this guidance there are seven tables (one for each of the six Management Standards and one for 'Other' considerations) which may help to give you some ideas about possible interventions. These should be considered together with any other ideas you or your team might have to resolve the problem or reduce the impact. These interventions (actions) should be entered in the column marked "intervention required". All actions should be discussed with the individual(s) concerned and should be realistic. These tables are not exhaustive and are meant for guidance only. *You might choose to complete the assessment in draft and have a further meeting to agree the actions required.*

STEP FOUR: Once the assessment is complete ensure it is signed by both the staff member(s) concerned, the person undertaking the risk assessment (and line manager if different). Each participating person should have a copy of the assessment for their own records. Agree when you want to review the plan to assess if the actions are working and record review dates in the "review column". The review process will need to be regular and may be as often as every few weeks at first, becoming less frequent once the impact has reduced.

STEP FIVE: At the review meetings look at the triggers / problems and assess if they are still valid. Review the actions / interventions and decide if they are having the desired effect. If not, try to find out why and if alternative or additional measures might assist. Annotate the action plan accordingly. Set further review meetings and inform all parties of the outcomes of the review. Risk assessments should be retained by both the manager and member of staff.

The following pages set out the tables referred to in STEP THREE above.

1. DEMANDS: ACTION PLANNING / INTERVENTION REQUIRED

Having identified the possible triggers and indicated these in the first column. Now consider the interventions that might need to be considered to reduce the impact of the trigger on the individual or team. The following list are suggested actions that might assist, (*this list is not exhaustive and is for guidance only*).

Identified triggers	Suggested actions / Interventions to assist in stress reduction
<p>Work overload Work patterns Long hours Staffing</p>	<ul style="list-style-type: none"> • Check STPCD for teaching staff terms and conditions • Prioritise tasks: Discuss work offer support to prioritise. Have regular meetings. • Give warning if able re urgent jobs • Look at job design and working practices: Are changes needed to processes? eg re-organisation of PPA time, team planning/teaching • Check breaks are being properly taken at regular intervals. • Is excessive amount of work being taken home? If so can this be avoided? Assist with scheduling of work • Avoid unnecessary communication during off-duty time by email, text and phone unless absolutely necessary? What communication patterns are in place during and outside of working hours? • Review workloads and staffing, and enable individuals to plan their work. Refer to teachers standards, STPCD and job descriptions/JEQ • Ensure workloads to not encroach on closure periods
<p>Inappropriately qualified staff Too little training for the job Over-promotion Skills not recognised Promotion prospects not fulfilled.</p>	<ul style="list-style-type: none"> • Check STPCD for teaching staff qualifications and responsibilities • Refer to Job Description and Person Specification/Job Evaluation Questionnaire/Explain requirements of the role required. • Ensure appropriate recruitment and selection to make sure individuals are matched to jobs – people can be over or under-qualified. Match demands of work to individual skills in terms of complexity / quantity and intensity • Analyse skills alongside the task, support with new or unfamiliar work/new requirements due to changes in legislation/Ofsted. • Provide training/supervision for those who need more, e.g. when introducing new technology/new working practices/different key stage. • Consider career planning discussion, training needs evaluation and explain opportunity (if available) in the school. • Monitor and review workplace policies in practice : discrimination issues, bullying etc • Consider mentoring/coaching if applicable.
<p>Boring or repetitive work</p>	<ul style="list-style-type: none"> • Job rotation eg movement between key stages / role review in line with SCPCD as appropriate to situation.

Inadequate resources for task	<ul style="list-style-type: none"> • Assess working environment and work practice for possible solutions. • Analyse requirements for ad hoc he project / task, If available set SMART objectives: • Analyse resources, equipment & environment as well as tools, staffing, priorities deadlines in line with organisational requirements.
<p>Staff experiencing excessive workloads</p> <p>Staff working under excessive pressure</p>	<ul style="list-style-type: none"> • Review workload and demands regularly and as an integral part of the appraisal and performance management process. • Support staff in planning their work. Try to establish what aspects of their job they find challenging/share good practice. • Where possible redistribute work or set different work priorities if they are not coping. • Check management skills and assess training needs.

2. CONTROLS: ACTION PLANNING / INTERVENTION REQUIRED

Having identified the possible triggers and indicated these in the first column. Now consider the interventions that might need to be considered to reduce the impact of the trigger on the individual or team. The following list are suggested actions that might assist, (*this list is not exhaustive and is for guidance only*).

Identified triggers	Suggested actions / Interventions to assist in stress reduction
Not being able to balance the demands of work and life outside of work	<ul style="list-style-type: none"> • Encourage a healthy work-life balance for all staff including Head teacher. Refer to STPCD • Develop a communications protocol that ensures people have rest time with minimal interruption and manage all work-related messages. Over anxious people often need to be in constant contact. Over-controlling management tends not to respect off-duty time.
Rigid work patterns Fixed deadlines occurring in different parts of the year Lack of control over work Conflicting work demands	<ul style="list-style-type: none"> • Consult with people to manage the way their jobs are done, what the real deadlines are and what the priorities are. Enable staff autonomy where possible. • Set realistic deadlines for tasks/communicate deadlines in advance. • Take into account that individuals are different, discuss ways of working and agree ways which allow them to function effectively work, taking into account of their home obligations where applicable. • Be clear about tasks required. Don't make assumptions.
The physical working environment: Poor temperature / ventilation Noise Poor facilities for breaks / rest Poor lighting Badly placed or designed workstations	<ul style="list-style-type: none"> • Make sure workplace hazards are properly controlled. • Undertake appropriate risk assessments, e.g. lighting, thermal environment, DSE assessment, noise reduction planning. • Communicate findings and control measures to all staff. Advise where copies held within the school. • Look at work processes; who can impact where regarding the environment. • Can others take responsibility for specific issues.
The psychological working environment: Threat of aggression or violence Verbal abuse/silent treatment/innuendo Poor management practices	<ul style="list-style-type: none"> • Assess risks; implement controls including investigation of complaints and appropriate training. • Monitor absence levels and trends. Compare with other departments/faculties/groups of staff. • Look at the individual and any risk factors that apply to this particular person. • Report incidents of abuse, aggression or violence, ensure reporting procedures are understood. • Make staff aware of policies in relation to Behaviour, Dignity at Work, Bullying and Harassment. • Code of Conduct/Workable Agreements etc in the school.

3. SUPPORT: ACTION PLANNING / INTERVENTION REQUIRED

Having identified the possible triggers and indicated these in the first column. Now consider the interventions that might need to be considered to reduce the impact of the trigger on the individual or team. The following list are suggested actions that might assist, (*this list is not exhaustive and is for guidance only*).

Identified triggers	Suggested actions / Interventions to assist in stress reduction
Return to work system Ill Health and Sickness Related Absence Management Under performance	<ul style="list-style-type: none"> • Ensure policies and systems that are in place, are monitored and consistently applied organisationally. • Measure trends and changes in department/faculty/ team. • Investigate variations within department/faculty/team. • Check management skills and assess training needs of individuals and team. • Manage absence in accordance with school/academy's Ill Health and Sickness Related Absence Management Policy and Procedure. • Ensure staff are aware of school/academy's Ill Health and Sickness Related Absence Management Policy and Procedure. • Manage under performance in line with agreed school/academy procedures.
Induction Support from manager and peers	<ul style="list-style-type: none"> • Ensure new staff are properly inducted, existing staff transferring to, promoted or returning to work after long absence should also to be inducted as part of return to work process. • Consider induction for new roles eg change from teaching to management. • Give special attention for staff covered under the Equality Act. • Consider mentoring roles/buddy coaching/team training/working within team to support each other and individuals. • Ensure regular supervision. • Ensure regular team meetings in place. • Offer one to one time with manager to verbalise concerns. • Occupational Health/Human Resource support and referral as required or appropriate for guidance. • Explain how to raise concerns and call for support Refer to Staff Well Being Policy/Consider Employee Well Being Help Line 01225 713147 or own OH provider if applicable • Be approachable and receptive to feedback as a manager, encourage exchanges to positively enhance working practice. Offer alternative contact (if available) within school. • Refer to union support and advice as applicable.
Post disciplinary grievance or suspension	<ul style="list-style-type: none"> • Seek advice from your HR Advisor (or own provider if applicable) and refer to Toolkits in relevant Procedure.

4. RELATIONSHIPS: ACTION PLANNING / INTERVENTION REQUIRED

Having identified the possible triggers and indicated these in the first column. Now consider the interventions that might need to be considered to reduce the impact of the trigger on the individual or team. The following list are suggested actions that might assist, (*this list is not exhaustive and is for guidance only*).

Identified triggers	Suggested actions / Interventions to assist in stress reduction
<p>Poor relationships with others</p> <p>Staff complaints or rising absence trends</p>	<ul style="list-style-type: none"> • Investigate causal factors and aim to resolve. • Provide training in interpersonal skills, non discriminatory rules and workplace conduct standards. Refer to school/academy's Code of Conduct. • Provide information about Equality Diversity and Dignity at Work policies. • Discuss the problem openly with individuals. • Follow schools agreed procedures and aim to resolve quickly. • Check management skills and assess training needs of manager / individuals / team members.
<p>Bullying or confrontational communication styles</p> <p>Observation of other non-verbal behaviour or conduct contrary to healthy relationships</p>	<ul style="list-style-type: none"> • Refer to STPCD and National Standards for Head teachers. • Encourage constructive and positive communications between staff. • Head teachers and line managers should discuss and address bullying and / or confrontational communication styles with members of staff who display these behaviours and manage in line with school/academy's agreed procedures. • Consider training and policy guidance. • Ensure staff are aware of procedures about support and how to raise concerns. • Lead by example and make clear what behaviours are not acceptable/Communicate standards required.
<p>Lack of support from management or co-Worker, or fear culture</p>	<ul style="list-style-type: none"> • Use workable agreement and follow school policies which promote atmosphere of mutual respect. • Demonstrate and encourage appreciation of others differences. • Share school/academy's Equality and Diversity policy. • Support and encourage staff to make contact with useful sources of support (Refer to Toolkit 4). Investigate and take action in line with agreed school policies as soon as possible.

5. ROLE: ACTION PLANNING / INTERVENTION REQUIRED

Having identified the possible triggers and indicated these in the first column. Now consider the interventions that might need to be considered to reduce the impact of the trigger on the individual or team. The following list are suggested actions that might assist, *(this list is not exhaustive and is for guidance only)*.

Identified triggers	Actions / Interventions to assist in stress reduction
Clear lines of accountability and responsibility	<ul style="list-style-type: none"> • Refer to STPCD and National Standards for Head Teachers. • Ensure good communication systems exist and are in place throughout the school/academy. • Make clear the standards to ensure best practice in clarity of job function, responsibility for staff management and welfare. • Communicate nominee within school/academy who is responsible for staff welfare. • Make it clear to staff that management will try to ensure that their problems will be handled in line with agreed school/academy procedures. • Consider regular team meetings and offer one to one discussion.
Lack of communication and consultation	<ul style="list-style-type: none"> • Communicate school policies which relate to Staff Well Being, Dignity at Work, Bullying and Harassment etc in a way that individuals and team understand. • Aim for good communication and close staff involvement, particularly during periods of change/school k initiatives/change in legislation or high pressure eg Ofsted.
<p>A culture of blame when things go wrong, denial of potential problems.</p> <p>Failure to recognise success</p>	<ul style="list-style-type: none"> • Be honest, set a good example, and listen to and respect others. • Acknowledge and reward success.
A culture that considers stress a sign of weakness	<ul style="list-style-type: none"> • Communicate Staff Well Being Policy. • Encourage open and honest communication to management in relation to Staff Well Being and/or any mental health concerns.
An expectation that people will regularly work excessively long hours or take work home with them	<ul style="list-style-type: none"> • Refer to STPCD in relation to working hours, work life balance and guaranteed PPA time etc. • Head teachers and line managers to lead by example and support team to do likewise/share best practice/direct staff when required not to work excessive hours. • Check management skills and assess training needs. • Support staff during busy periods eg end of term/assessment periods. Build in opportunities for regular feedback on performance as well as at appraisal time.

Having identified the possible triggers and indicated these in the first column. Now consider the interventions that might need to be considered to reduce the impact of the trigger on the individual or team. The following list are suggested actions that might assist, (*this list is not exhaustive and is for guidance only*).

Identified triggers	Suggested actions / Interventions to assist in stress reduction
<p>Fears about job insecurity</p> <p>Poor communication – uncertainty about what is happening</p> <p>Not enough time allowed to implement change</p> <p>Inexperience / fear of new technology</p> <p>Lack of skills for new tasks</p> <p>Not enough resources allocated for change process</p>	<ul style="list-style-type: none"> • Communicate any organisational changes in line with agreed school procedures eg redundancy in a timely manner. • Provide effective support for staff throughout the process. • Ensure individuals and team are aware of the reasons for change and timescales. • Ensure adequate two way consultation and provide opportunities for comment. • Consider training needs – do people have the tools and skills to effect change? • Consider changes in team or work environment – a small change e.g. a different positioning of desks, can have a major impact on communication and work relationships to help people not feel so isolated.

6. OTHER: ACTION PLANNING / INTERVENTION REQUIRED

Having identified the possible triggers and indicated these in the first column. Now consider the interventions that might need to be considered to reduce the impact of the trigger on the individual or team. The following list are suggested actions that might assist, (*this list is not exhaustive and is for guidance only*).

Identified triggers	Suggested actions / Interventions to assist in stress reduction
Domestic or social issues that require workplace support	<ul style="list-style-type: none"> • Does the individual require some temporary reduction in work hours or alternative shift pattern to cope with a domestic crisis (put time limits on this). Refer to OH for advice on temporary reduction in hours. • Refer to Ill Health and Sickness Related Absence Management policy for guidance on the individual requiring time to attend medical appointments for themselves or family members? Have relevant policies been explained to them in terms of family / compassionate leave? • Consider suggesting GP appointment might be appropriate. • Suggest web check for assistance with charitable organisation and support groups. Refer to Toolkit 4 for Useful Sources of Well Being Support. • Ask the individual what he/she feel would be most appropriate at this time. • Agree disclosure of information with other staff members. • Consider the impacts of the Equalities Act 2010 (seek Human Resources advice). • Consider suggesting contact be made with the Employee Well-being Helpline 01225 713147 or own HR provider if appropriate. • Consider time off to attend Citizens Advice Bureau or other support, time off for counselling support to be obtained. Time to be agreed with school before appointments set up.

STAFF WELL-BEING RISK ASSESSMENT DOCUMENT MATCH UP TRIGGERS

INDIVIDUAL / TEAM

BEING ASSESSED: DATE:

Please read the School / Academy's Staff Well-Being Policy and guidance notes to assist completion of this assessment.

a) See DEMANDS section of guidance note: Check generally if there are work DEMAND issues, if not move onto next page.

DEMANDS		
Triggers identified	Intervention required	Review dates & summary
(select/delete/add as appropriate) Work overload Work patterns Long hours Staffing Inappropriately qualified staff Too little training for the job Over-promotion Skills not recognised Boring or repetitive work Inadequate resources for task Promotion prospects not fulfilled Staff experiencing excessive workloads Staff working under excessive pressure		

b) See CONTROL section of guidance note: Check generally if there are work CONTROL issues, if not move onto next page.

CONTROL		
Triggers identified	Intervention required	Review dates & summary
<p>(select/delete/add as appropriate)</p> <p>Not being able to balance the demands of work and life outside of work Rigid work patterns Fixed deadlines occurring in different parts of the year Lack of control over work Conflicting work demands</p> <p>The physical working environment: Poor temperature / ventilation Noise Poor facilities for breaks / rest Poor lighting Badly placed or designed workstations</p> <p>The psychological working environment: Threat of aggression or violence Verbal abuse/silent treatment/innuendo Poor management practices</p>		

c) See SUPPORT section of guidance note: Check generally if there are work SUPPORT issues, if not move onto next page.

SUPPORT		
Triggers identified	Intervention required	Review dates & summary
(select/delete/add as appropriate) Return to work system Ill Health and Sickness Related absence management Induction Support from manager and peers Under performance Post disciplinary grievance or suspension		

d) See RELATIONSHIP section of guidance note: Check if there are work RELATIONSHIP issues, if not move onto next page.

RELATIONSHIPS		
Triggers identified	Intervention required	Review dates & summary
<p>(select/delete/add as appropriate)</p> <p>Poor relationships with others</p> <p>Staff complaints or rising absence trends</p> <p>Bullying or confrontational communication styles</p> <p>Observation of other non-verbal behaviour or conduct contrary to healthy relationships</p> <p>Lack of support from management or co-worker, or fear culture</p>		

e) See **ROLE** section of guidance note: Check generally if there are work **ROLE** issues, if not move onto next page.

ROLE		
Triggers identified	Intervention required	Review dates & summary
<p>(select/delete/add as appropriate)</p> <p>Clear lines of accountability and responsibility</p> <p>Lack of communication and consultation</p> <p>A culture of blame when things go wrong, denial of potential problems.</p> <p>Failure to recognise success</p> <p>A culture that considers stress a sign of weakness</p> <p>An expectation that people will regularly work excessively long hours or take work home with them</p>		

f) See CHANGE section of guidance note: Check generally if there are work CHANGE issues, if not move onto next page.

CHANGE		
Triggers identified	Intervention required	Review dates & summary
<p>(select/delete/add as appropriate)</p> <p>Fears about job insecurity</p> <p>Poor communication – uncertainty about what is happening</p> <p>Not enough time allowed to implement change</p> <p>Inexperience / fear of new technology</p> <p>Lack of skills for new tasks</p> <p>Not enough resources allocated for change process</p>		

g) See OTHER section of guidance note: Check generally if there are OTHER issues, if not move onto completion.

OTHER		
Triggers identified	Intervention required	Review dates & summary
Domestic or social issues that require workplace support		

This Staff Wellbeing Risk Assessment aims to reduce the impact of specific workplace triggers as identified through discussions and relevant interventions. **The individual being assessed, or all members of the team being assessed, should be issued with a copy of this risk assessment. The assessment must be subject to regular review.**

Signed by individual being assessed (IF APPLICABLE):

Name of person undertaking risk assessment: Signature:

Post:

Name of line manager (if different from person completing):

Signature:

Regular reviews are required: Date of this initial assessment:

1st overall review date agreed for (insert date):

2nd overall review date agreed for (insert date):

STAFF WELL-BEING TOOLKIT 3

Signs and Symptoms of Stress

Stress is the reaction people have to excessive pressure or other types of demand placed upon them. It arises when they worry that they “cannot cope”.

Stress is a modern term that simply means you are experiencing an abnormal amount of pressure. A certain amount of pressure is essential to help you meet life's challenges, realise your creativity and fuel your continued personal growth. If, however, the pressure is over the limit with which you feel comfortable, it can lead to the unpleasant physical and emotional symptoms associated with distress. Different people are comfortable with different amounts of pressure and how you cope varies from person to person and even from time to time.

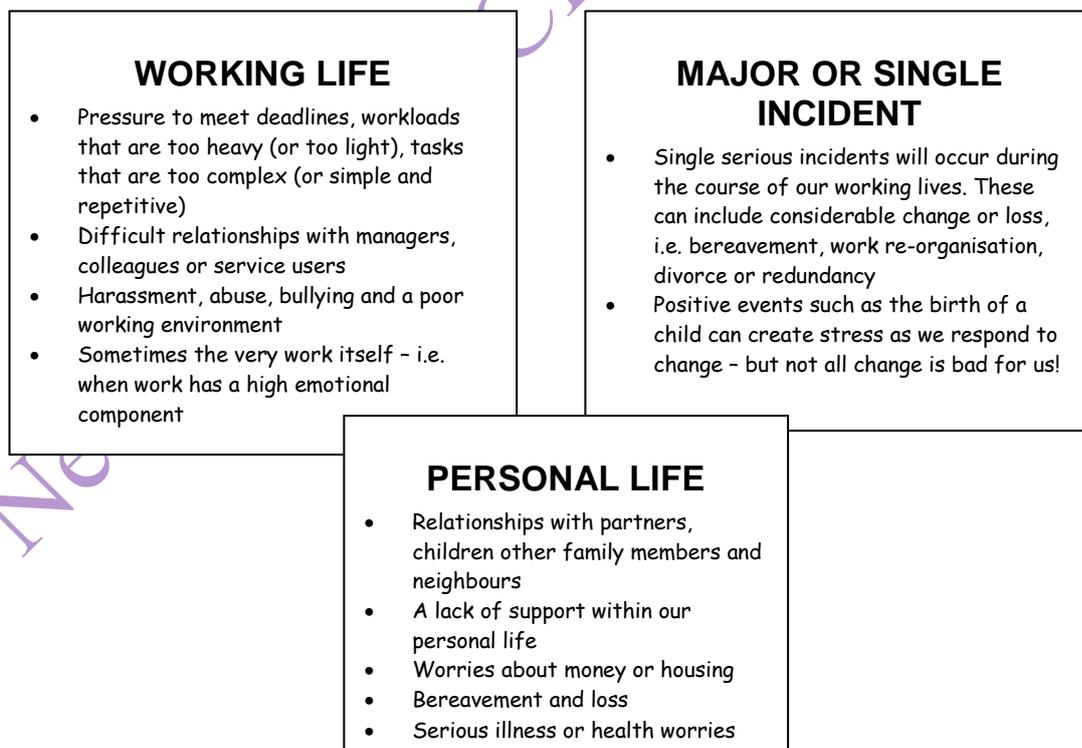
How the amount of pressure you are under affects your performance:

Prolonged periods of too little pressure: In this situation there is insufficient challenge for you to obtain a sense of achievement. Skills are under used. Lack of stimulation leads to boredom. There is a lack of purpose, which may lead to stress.

Optimum pressure: Life is balanced and despite ups and downs, is perfectly manageable. Job satisfaction and a sense of achievement enable you to manage daily work without too many problems, leaving you pleasantly tired at the end of the day.

Prolonged periods of too much pressure: There is a constant feeling of having too much to do every day. Despite emotional and physical exhaustion, you feel unable to take time off to rest and play. You are permanently in overdrive but are not achieving as good results as you expected. If this continues you may develop physical or mental illness. In other words, your response to excess pressure is making you ill.

There are three main areas of our lives where pressures can build up.



Recognising that you are under pressure is the first step towards taking control of the situation and maintaining your well-being. The warning signs include:

- Being short tempered with people at home and at work.
- Feeling tired most of the time.
- Feeling stretched beyond your limits at the end of the day.
- Feeling that you just can't cope.
- Feeling that you've achieved nothing at the end of the day.

If you recognise these symptoms and others shown below, then you may be experiencing the first stages of excessive pressure. If this is the case, don't panic: there are strategies for dealing with well-being issues. Talk to your Head teacher or another manager you trust as well as your own GP.

If you do not take steps to look after yourself, your well-being may be threatened. Note though that these symptoms may have other causes so always check with your GP if you are unsure, or if the symptoms persist.

Physical Symptoms

Tension	Sweating
Headache	Exhaustion
Migraine	Indigestion
Back Ache	Stomach Ache
Restlessness	Insomnia
Breathlessness	Neck Ache
Sexual Dysfunction	Palpitations
High Blood Pressure	Dizziness

Emotional Symptoms

Mood swings	Anger
Irritability	Sadness
Tearfulness	Panic
Phobias	Depression
Anxiety	Guilt
Loss of humour	Withdrawal
Feeling persecuted	Excessive worry
Cynicism	

Behavioural Symptoms

Angry & aggressive
Demotivated
Taking time off work
Lacking concentration
Disorganised
Blaming others
Lacking co-ordination
Drinking, eating, smoking too much
Having accidents

STAFF WELL-BEING TOOLKIT 4

Other useful sources of Wellbeing support within schools:

Head teacher mentoring

The Wiltshire Head teacher Mentoring Scheme is a confidential service run by head teachers for head teachers. It is aimed primarily at new heads and acting heads but is available to any colleague who would like some confidential support and guidance from an experienced colleague.

For further information contact: Karen Walker (Head at Laverstock St Andrews)
Tel: 01722 503590.

The Local Authority's employee well-being helpline

The Local Authority's employee well-being helpline* is a confidential service that provides the opportunity to talk to somebody about issues affecting staff physical and emotional well-being and their ability to attend work or to perform to your best at work. It is available to staff who work in schools and whose school/academy sign up for the specialist services of the OH team. The helpline number is 01225 713147. You will hear a recorded message and be invited to leave your contact details and a member of the occupational health team will call you back and will help directly or signpost you to other services that will be able to help. No-one has access to any details about those calling the helpline – it is completely confidential unless you give consent for the information to be shared.

Teacher Support Network

The Teacher Support network is an independent charity that provides practical and emotional support to teachers and their families. They have a range of services available to suit the needs of schools. These include:

- An online self-help resource with access to over 1000 fact sheets
<http://www.teachersupport.info>
- Teacher Support Online - email with a simple question, or join as a member to access the coaching service.
- Teacher Support Line - a free 24/7 telephone service 08000 562 561

Worklife Support

[Worklife Support](#) is a social enterprise that was established in 1999 by the Teacher Support Network charity. Worklife Support works in partnership with local authorities and schools. Worklife Support works to assist employers to balance work and life issues for individual wellbeing and to improve school performance. It offers models of support for schools and individuals to help to create healthy schools, positive learning environments and education staff who feel appreciated and supported.

It offers:

- A Well-Being Programme which takes a long-term approach to the development of well-being in schools, helping schools to help themselves deliver improvements.
- An Employee Assistance Programme - a subscription-based 24-hour resource giving access to a skilled team of specialist advisers and counsellors – 365 days a year. They offer confidential information, support and guidance to all members of staff helping individuals to proactively manage issues at home and at work.

<http://www.worklifesupport.com>

Tel: 0845 873 5680

Professional Associations and unions

Staff unions and professional associations can provide access to personal and professional support. Staff should be advised to contact their local representative or national office if they need support and are members.

Protocol for the Management of Allegations of Abuse against Staff

The above protocol outlines the procedure and support that can be offered to staff in schools and academies when allegations of abuse are made against them by pupils or students. It is acknowledged that facing such allegations and undergoing the necessary but confidential investigation procedure is stressful. There are a number of documents and guides that can be made available to staff facing investigation or suspension as a result of such allegations.