

# Kings Road CPS



## Health & Well Being Policy

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Excellence, in every area without compromise

# Health & Well Being Policy

## For All School Based Staff

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## 1. Introduction

- 1.1 This school is committed to promoting positive mental, physical and emotional well being and will provide suitable support for all members of staff. Taking action to prevent ill health and promote good health is central to the good governance of the school's resources, as sickness absence carries high costs both in monetary terms and costs such as poor performance, impact on teaching and learning, poor morale, reduced productivity and disrupting student progress.
- 1.2 This policy should be read and applied in conjunction with the school's Attendance Management Policy.

## 2. Who This Policy Applies To

- 2.1 This policy will apply to all employees of the school.

## 3. Aims

- 3.1 This policy aims to:
  - 3.1.1 Provide a working environment which enables staff to carry out their duties effectively.
  - 3.1.2 Recognise the key role of the Head teacher/Line Managers in terms of their responsibilities to enable access to guidance, training and support.
  - 3.1.3 Encourage staff as individuals to accept responsibility for their own mental, physical and emotional well-being.
  - 3.1.4 Comply with statutory requirements.
  - 3.1.5 Develop and maintain a positive health and safety culture through communication and consultation with staff and their representatives on health and safety matters.
  - 3.1.6 Develop an open culture in which mental, physical and emotional well being is taken seriously and in which staff are encouraged to seek any help and support they need.

## 4. Legislation

### 4.1 The Health and Safety at Work Act 1974

- 4.1.1 The school recognises that stress at work is a health and safety issue and that it has a duty under Section 2 of the Health and Safety at Work Act 1974 to take all reasonably practicable measures to prevent stress at work. The Management of Health and Safety at Work Regulations 1999 also require the school to assess health and safety risks **including stress** and to introduce prevention and control measures based on the risk assessment.

- 4.1.2 The Health and Safety Executive states that ill health resulting from stress caused at work should be treated in the same way as ill health due to other physical causes present in the workplace. This means that the school has a legal duty to take reasonable care to ensure that health is not placed at risk through excessive and sustained levels of stress arising from the way work is organised, the way people deal with each other in their work, or from the day-to-day demands placed on staff.
- 4.1.3 Under Section 7 of the Health and Safety at Work Act, **employees** have a duty not to endanger themselves, or others and to co-operate with the school in meeting statutory requirements.
- 4.1.4 The Head teacher/Line Manager (or in the case of the Head teacher, the Governing Body) will use the risk management approach to identify specific stress risk hazards in the school (see Appendix 3 'Making the Stress Management Standards Work'). Alternatively, maintained schools may wish to utilize as an alternative approach, the Corporate Risk Assessment documentation, which can be accessed through the Council's Health and Safety Team.

This will include:

- Undertaking staff surveys
- Deciding who might be at risk
- Evaluating the actual level of risk
- Recording what action needs to be taken to avoid or reduce the risk, and
- Monitoring and reviewing to ensure the measures are effective.

## 4.2 The Equality Act 2010

- 4.2.1 Disability is a protected characteristic under the Equality Act 2010. The Act has made it easier for a person to show that they are disabled and protected from disability discrimination. A person is disabled if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities. The Equality Act makes it clear that the employer cannot discriminate against an employee on the grounds of a disabling health condition. By law, the school must make "reasonable" adjustments to accommodate the needs of an employee whose mental health condition lasts longer than 12 months. However, that does not mean that the school should wait 12 months before acting – action should be taken at the earliest opportunity wherever possible.
- 4.2.2 In appropriate circumstances and on advice from the school's Occupational Health provider, the following will be considered as reasonable adjustments:
- Phased return to work.
  - Provision of necessary and appropriate equipment.
  - Adjusting the timetable allowing flexible working hours for a defined period.
  - Adjusting rooming organisation.
  - Introducing additional class support for a defined period of time (e.g. teaching assistant).
  - Providing a confidential mentor.
  - Reassigning extra-curricular activities or additional responsibilities.
- 4.2.3 The above is not intended to be an exhaustive list but any adjustments will require discussion and flexibility from both parties. Even without the discretion afforded by the Act it would still be reasonable for adjustments to be made to reduce the impact on personal well being and on student and school performance.

### **4.3 Other legislation to consider**

4.3.1 There are other pieces of legislation that will also be considered when promoting positive mental, physical and emotional well being:

- Working Time Regulations
- Employment Rights Act 1996
- Employment Relations Act 1999

## **5. Responsibilities**

### **5.1 The Governing Body shall:**

- 5.1.1 Ensure this policy is implemented and procedures are in place that recognise and deal with the issue of common mental health problems which will include; consideration of organisation of work; health risk assessment where appropriate; early recognition for staff with common mental health problems (which may require training) and interventions that include short-term rehabilitation and return to work plans and longer term reasonable adjustments.
- 5.1.2 Actively demonstrate recognition and acceptance of common mental health problems by creating an environment where staff feel comfortable in asking for help.
- 5.1.3 Where relevant; regularly survey staff to identify any areas of concern.
- 5.1.3 Act early and provide consistent support.
- 5.1.4 Enlist the support of the school's HR, Occupational Health and Counseling Service providers when appropriate and ensure staff have access to this support.
- 5.1.5 Ensure staff have their roles and responsibilities clearly defined.
- 5.1.6 Ensure the implementation of the Management Standards for work related stress from the Health and Safety Executive or an equivalent programme (See Appendix 3 'Making the Stress Management Standards Work').
- 5.1.7 Ensure that all the school's policies are assessed for workload impact.

### **5.2 The Head teacher/Line Managers shall:**

- 5.2.1 Recognise the value of good management practice with systems in place to effectively manage staff.
- 5.2.2 Foster a supportive work environment.
- 5.2.3 Pay attention to any indication of changes in performance or behaviour in staff.
- 5.2.4 Encourage sympathetic alertness to staff who develop signs of not coping.
- 5.2.5 Liaise with the school's HR provider and refer staff to Occupational Health or counseling when there are concerns, or absence, due to work related stress and other mental health problems.
- 5.2.6 Endeavour to keep in touch with absent staff at regular intervals and intervene early with mental health related absences.

- 5.2.7 Be supportive in any return to work process and ensure staff feel welcomed back after absence.
- 5.2.8 Carry out a risk assessment where necessary and especially when concerns have been raised.
- 5.2.9 Demonstrate commitment, via systems and practices in place in the school, to support employees in maintaining a good work/life balance.

### **5.3 Staff shall:**

- 5.3.1 Ask for support or help as soon as they think they are experiencing a problem.
- 5.3.2 Co-operate with management in meeting statutory requirements.
- 5.3.3 Not endanger themselves or others.
- 5.3.4 Attend Occupational Health appointments or other arranged meetings unless there is a genuine reason not to.
- 5.3.5 Seriously consider any other support mechanisms offered by the school; e.g. counseling.
- 5.3.6 Be encouraged to maintain a healthy lifestyle and a good work/life balance.

### **5.4 The School's HR provider shall:**

- 5.4.1 Provide the necessary professional advice and support to the Governing Body and all school staff when required.
- 5.4.2 Assist with the referral of staff to Occupational Health, Counseling, or mediation when appropriate.
- 5.4.3 Assist in the formulation of return to work programmes and provide advice on the implementation of statutory requirements.

## **6. Support Mechanisms**

### **6.1 General**

- 6.1.1 The Governing Body hope that instances of workplace stress can be minimised by taking a proactive approach to managing stress involving risk assessment and training for staff. However, in cases where staff feel under stress due to perceived excessive pressure or demands placed upon them in the workplace, or due to other work-related issues, they should discuss this with their immediate line manager to explore ways of addressing the situation in the first instance (See Appendix 1 'Dealing with Stress'). Staff may also wish to speak to their trade union representative.
- 6.1.2 In cases where staff do not feel that their concerns are being adequately addressed, they may take action under the school's Grievance procedures. However, this should only be used as a last resort and not as a substitute for effective communication between the employee and their manager, or where another HR process is already in progress.

- 6.1.3 If the cause of the stress is perceived to be related to possible harassment or bullying, the procedures set out in the school's Grievance Policy should be followed.

## **6.2 Counseling**

- 6.2.1 Counseling can be provided where appropriate through the School's provider. This will be a confidential, independent service using professionally qualified counselors.
- 6.2.2 Staff can access the Counseling Service by contacting the Head teacher/Line Manager or the school's HR provider.

## **6.3 Mediation**

- 6.3.1 In addition to the Counseling Service, mediation services can be sourced, in order to assist employees to return to normal working relationships. Where this service is appropriate it will be discussed with the employees affected by the situation.

## **6.4 Occupational Health**

- 6.4.1 The school has access to an Occupational Health provider. Following referral, this enables an employee to discuss any concerns about their health and well being with a professional trained in occupational medicine. This is an opportunity to discuss any health condition and get feedback about managing or improving that condition to help an employee to carry out their duties, or return to work and may include recommendations relating to reasonable adjustments.

## **7. Contacts**

- 7.1 For advice on the content of this policy please contact:

Mark Creighton  
HR Business Partner  
Trafford MBC  
[mark.creighton@trafford.gov.uk](mailto:mark.creighton@trafford.gov.uk)  
Tel: 0161 912 1254

Employees are also encouraged to contact their trade union representative for advice and support where appropriate.

### Dealing with Stress

#### Definition: What is Stress?

**“The adverse reaction people have to excessive pressures or other types of demands placed on them”**

Stress is not an illness but if it becomes excessive and or/prolonged, mental and physical illness may develop. Work is generally good for people if it is well designed, but it can also be a great source of pressure. Pressure can be positive and a motivating factor, it can help employees achieve goals and perform better. Stress is a natural reaction when this pressure becomes excessive.

#### Recognising Stress

Stress produces a range of signs and symptoms, the following is not an exhaustive list of the symptoms of stress but if employees feel that their attitude or behaviour is changing due to a situation at work or home, these may indicate stress and a need to seek further advice from their GP. Anyone can suffer from work-related stress, no matter what work they do.

#### Behaviour

When suffering from stress, employees may:

- Find it hard to sleep
- Change their eating habits
- Smoke or drink more
- Avoid friends and family
- Have sexual problems

#### Physical Symptoms

Might include:

- Tiredness
- Indigestion and nausea
- Headaches
- Aching muscles
- Palpitations

#### Mentally

Employees may:

- Be more indecisive
- Find it hard to concentrate
- Suffer loss of memory
- Have feelings of inadequacy
- Low self esteem

## **Emotionally**

Employees are likely to feel:

- Irritable or angry
- Anxious
- Numb
- Hypersensitive
- Drained and listless

### **What can an employee do if they think they are stressed?**

There are many organisations that may be able to help employees with the issues that are causing their stress (See Appendix 2 List of websites that may be useful).

If an employee thinks they are suffering from any mental health problem or any of the symptoms identified in the table above, it may be advisable to speak to their GP. It is also a good idea to talk to their line manager, Human Resources, or Occupational Health provider.

It is important for an employee to take action and to review their lifestyle to see if they can identify any contributing factors, i.e.

- Eating on the run, or in a disorganised manner
- Smoking, or drinking excessively
- Rushing, hurrying, being available to everyone
- Doing several jobs at once
- Missing breaks, taking work home
- Having no time for exercise and relaxation.

Stress at work is a reaction to events or experiences at work. Common mental health problems can arise through causes outside work, e.g. bereavement, divorce, post-natal depression.

However, people can have common mental health problems with no obvious causes.

## Useful Websites

### Stress

Acas [www.acas.org.uk](http://www.acas.org.uk)

Information on stress, and employer and employee rights, in the workplace

Alcoholics Anonymous [www.alcoholics-anonymous.org.uk](http://www.alcoholics-anonymous.org.uk)

Fellowship of men and women who share their experience, strength and hope with each other to recover from alcoholism.

Carers UK [www.carersuk.org](http://www.carersuk.org)

The voice of carers

CBI [www.cbi.org.uk](http://www.cbi.org.uk)

Guidance to businesses on managing stress at work

Department of Health [www.gov.uk/government/organisation/department-of-health](http://www.gov.uk/government/organisation/department-of-health)

Information on dealing with stress and mental health problems, including the use of Cognitive Behavioural Therapy (CBT)

Disability Rights Commission [www.equalityhumanrights.com](http://www.equalityhumanrights.com)

The commission is working to eliminate discrimination, reduce inequality, protect human rights and to build good relations, ensuring that everyone has a fair chance to participate in society.

Gingerbread [www.gingerbread.org.uk](http://www.gingerbread.org.uk)

Gingerbread and One Parent Families have now merged to provide better support and a bigger voice to 1.8 million lone parents and their children throughout England and Wales.

International Stress Management Organisation [www.isma.org.uk](http://www.isma.org.uk)

Useful help and guidance for managers and organisations on stress management

Local Government Employers [www.local.gov.uk](http://www.local.gov.uk)

Guidance for all councils on stress prevention and management

NHS Direct <http://www.nhsdirect.nhs.uk>

National Health Service advice and guidance on health matters

Princess Royal Trust for Carers <http://www.carers.org>

Here to improve carers' lives by fighting for equality and recognition for carers.

Relate <http://www.relate.org.uk>

UK's largest provider of relationship counseling and sex therapy.

Samaritans <http://www.samaritans.org.uk>

Worklife and business training on managing stress in the workplace

The Stress Management Society <http://www.stress.org.uk>

Non-profit making organisation dedicated to helping people tackle stress. It gives a helping hand to those who could benefit from some good advice.

Trade Union Congress (TUC) <http://www.tuc.org.uk>

Information and guidance on managing stress in the workplace

UK Stress Network: <http://www.workstress.net/>

Work Life Balance Centre <http://www.worklifebalancecentre.org>

Exists to help people restore control over their workload and working lives we enable them to cut down overworking and so make new decisions about how they spend their time.

## **Bullying**

Acas [www.acas.org.uk](http://www.acas.org.uk)

Information on bullying, including information on your rights

Dignity at Work Partnership [www.dignityatwork.org](http://www.dignityatwork.org)

Information and guidance on bullying in the workplace

## **Mental Health**

Mindful Employer [www.mindfulemployer.net](http://www.mindfulemployer.net)

Information and guidance on managing stress and mental health in the workplace

## **Well Being at Work**

HSE <http://www.hse.gov.uk/stress/standards/>

Information on the stress management standards

Investors in People [www.investorsinpeople.co.uk](http://www.investorsinpeople.co.uk)

Information and guidance and tools on health and well being in the workplace

Worklife Support [www.worklifesupport.com](http://www.worklifesupport.com)

Information and guidance on improving well being.

## **Useful Reading**

Acas [http://www.acas.org.uk/media/pdf/g/b/B18\\_1.pdf](http://www.acas.org.uk/media/pdf/g/b/B18_1.pdf)

Advisory booklet for employers and employees

National Social Inclusion Programme <http://www.socialinclusion.org.uk/home/index.php>

Publications on mental health available

Trade Union Congress [http://www.tuc.org.uk/h\\_and\\_s/index.cfm?mins=37](http://www.tuc.org.uk/h_and_s/index.cfm?mins=37) Provides links to surveys you can carry out and identify WRS in the business

World Health Organisation [http://www.who.int/occupational\\_health/publications/en/oehestress.pdf](http://www.who.int/occupational_health/publications/en/oehestress.pdf)

Publication on work organisation and stress

### **Making the Stress Management Standards Work**

#### **Step 1 Identify the Hazards:**

The HSE categorise the major causes of work related stress into six key areas or 'risk factors' – the rationale being that if these are not managed effectively then staff are at risk of suffering work-related stress. In Step 1 it is therefore important that all employees are familiar with and understand these risk factors. Jobs are not expected to be risk assessed, because no job should itself be inherently stressful. It is the interaction of the person with their job, and their individual perceptions of this, that can result in stress. A job may be stressful for one person but not another, so the key is matching the individual to the job.

#### **Step 2: Decide Who may be Harmed & How:**

Identify which factors are a problem in the school. To do this the school could:

- Use existing data such as sickness absence records and staff attitude surveys
- Complete the formal stress audit questionnaire (an example is given below)
- Elicit views of staff. This may involve talking to staff at team meetings or running focus groups

The school may decide to use a combination of all three methods.

#### **Step 3: Evaluate the Risk:**

Use the information assimilated in step 2 to determine how the school is performing in relation to each of the six risk factors. Identify stress hot spots and priority areas. Communicate the results of step 2 to all staff, and involve staff at all levels in finding solutions through team meetings and/or focus groups.

#### **Step 4: Record the Findings:**

The school should work with staff to decide on improvement targets and actions. Actions will depend on the information gained in Steps 2 and 3. Develop an action plan in consultation with staff and their representatives.

Examples of action taken could include:

- A change in some management procedures
- Increased communication channels
- Management development training e.g. listening skills, effective feedback, appraisals, delegation
- Personal stress management training for all staff
- Providing counseling

#### **Step 5: Monitor & Review:**

Look for improvements, communicate successes throughout the school, listen to staff and tackle strategies that are not working, repeat the audit.

**Stress at Work Risk Assessment Form**

**Date of Completion:** .....

**Prepared by:** .....

**Prepared for:** .....

<b>Demands: This includes issues such as workload, work patterns and the work environment.</b>		<b>Yes</b>	<b>No</b>	<b>NA</b>
1.	Is the workload such that the demands can be achieved in a reasonable working day?			
2.	Are you fully informed and able to cope with the initiatives you are asked to deliver?			
3.	Are you equipped with the relevant skills, abilities and experience to carry out your work effectively?			
4.	Is there a recognised strategy in place to deal with the risk of violence/aggression from parents/students?			
5.	Is there a strategy in place for reporting and taking action regarding challenging behaviour and do you feel that you have been trained to cope with such situations?			
6.	Are you aware of the lone working policy and the supporting safe system of work for your specific area?			
7.	Has a suitable risk assessment been carried out to ensure that the working environment does not create any stress factors such as noise, over-crowding, poor lighting etc?			
8.	Are you fully aware of how to manage work life balance?			
<b>Control: How much say does a person have in the way they do their work?</b>		<b>Yes</b>	<b>No</b>	<b>NA</b>
9.	Where appropriate, are you informed about proposed changes to your job and given the opportunity to be involved in the decision-making process?			
10.	Is the level of supervision appropriate to the level of post?			

11.	Are you given the opportunity to make suggestions around improving the way you work?			
12.	Do you feel able to develop your role in a way that suits both you, and your students, including being innovative?			
13.	Are you encouraged to develop new skills to help you undertake new and challenging pieces of work?			
14.	Are you given the necessary CPD opportunities to develop your skills?			
<b>Support: Includes the encouragement, sponsorship and resources provided by the school, line management and colleagues.</b>		<b>Yes</b>	<b>No</b>	<b>NA</b>
15.	Are you familiar with the Health & Well Being Policy and the school's commitment to eliminate or minimise the effects of stress in the workplace?			
16.	Are you aware that there is a confidential Counseling service available?			
17.	Are you aware of the Occupational Health service?			
18.	Are you aware of the opportunity to attend training to enable you to manage your own stress factors?			
19.	Are employees aware of the Grievance Procedures to be used if they feel an issue or concern is not being adequately addressed?			
20.	Are you aware of your own responsibilities to ensure your own health and safety and to comply with the guidance issued in the Health and Well Being Policy?			
21.	Is it your perception that the school recognises and tries to help, if possible, if an employee has identified a problem?			
22.	Is it your perception that managers encourage employees to share concerns around work- related stress at an early stage?			
23.	Are there systems which allow for concerns to be raised relating to workload etc?			
24.	Are you aware of the family friendly policies available that will be considered to accommodate working patterns for parents/carers?			
25.	Are you offered practical and emotional support when needed by your line manager?			
<b>Relationships: Includes promoting positive working to avoid conflict and dealing with unacceptable behaviour.</b>		<b>Yes</b>	<b>No</b>	<b>NA</b>
26.	Do you feel able to talk to your line manager during times of stress?			
27.	Is it your perception that your relationship with your line manager is such that, where appropriate, workload could be reorganized/renegotiated?			

28.	Where appropriate, do you feel that you would have the opportunity to discuss issues around work priorities and uncertainties around tasks expected of you?			
29.	Where appropriate, does your manager give positive feedback to you?			
30.	Is your line manager accessible and approachable when there are concerns that you wish to raise with them?			
31.	Do you and your line manager share information regularly about work?			
32.	Are you aware that a Mediation Services can be provided if a break down in the working relationship occurs with colleagues/line manager?			
33.	Are you aware of the Grievance Policy and understand the school's commitment that bullying and harassment will not be tolerated?			
34.	Are you aware of the Confidential Reporting Policy to report any serious concerns?			
<b>Role: Whether employees understand their role within the school and whether the school ensures they do not have conflicting roles.</b>		<b>Yes</b>	<b>No</b>	<b>NA</b>
35.	Are you clear about what is expected of you in terms of your job and do you have well defined and clear objectives?			
36.	Do you have an up to date job description?			
37.	Are you given the opportunity to apply to attend training to enable you to develop within your role?			
38.	Are you aware of how you can positively contribute towards meeting the school's key objectives?			
39.	If your role were to change in the future, are you confident that your line manager would clarify your new responsibilities with you?			
40.	Do you have the opportunity to raise concerns about any uncertainties with your role?			
<b>Change: How changes in the school are managed and communicated.</b>		<b>Yes</b>	<b>No</b>	<b>NA</b>
42.	During periods of change, are employees kept well informed about how changes are likely to impact upon their area and also on them as individuals?			
43.	During periods of change, is there regular consultation that involves employees, management and trade unions?			
44.	During periods of change, is communication clear and effective using structured methods?			
45.	Are employees provided with relevant training to help them deal with any changes?			
46.	Do employees have access to relevant support during periods of change?			

**Stress Risk Assessment**

**XXXXXXXX School**

<b>Assessment Date:</b> .....	<b>Next Due Date:</b> .....
<b>Prepared for:</b> .....	<b>Prepared by:</b> .....

<b>Hazards</b> (Items marked 'no' on Stress Risk Pro Forma)	<b>Existing Controls</b>	<b>Risk Level</b> High, Medium or Low	<b>Action Required / Person Responsible</b>	<b>Date Due</b>	<b>Signed Off Date</b>

