HEATON ST.BARNABAS' C.E. (V.A.) PRIMARY SCHOOL
Staff Well-being policy
January 2017

1. **Introduction**

The School as employer has a duty to ensure the health, safety and welfare of its employees as far as reasonably practicable. It is also required to have in place measures to mitigate as far as practicable factors that could harm employees' physical and mental well-being, which includes work-related stress. This duty extends only to those factors which are work-related and within the School's control.

This policy accepts the Health and Safety Executive definition of work-related stress as "the adverse reaction a person has to excessive pressure or other types of demand placed on them". There is an important distinction between 'reasonable pressures' which stimulate and motivate and 'stress' where an individual feels they are unable to cope with excessive pressures or demands placed upon them.

This policy recognises that there are many sources of work related stress and that stress can result from the actions or behaviours of managers, employees or students.

The Health and Safety Executive have produced a number of **Management Standards** which cover the primary sources of stress at work that, if not properly managed, are associated with poor health and well-being, lower productivity and increased sickness absence. These are:

■ **Demands** – i.e. workload, work patterns and the work environment.

■ **Control** – i.e. how much say the person has in the way they do their work.

■ **Support** – i.e. the encouragement, sponsorship and resources provided by the organisation, line management and colleagues.

■ **Relationships** – i.e. promoting positive working to avoid conflict and dealing with unacceptable behaviour.

■ **Role** – such as whether people understand their role within the organisation and whether the organisation ensures that they do not have conflicting roles.

■ **Change** – such as how organisational change (large or small) is managed and communicated within the organisation.

The School's performance on well-being and stress management will be assessed in the context of the HSE Management Standards.

2. Statement of Intent

The School's senior managers acknowledge the potential impact that work has on an individual's physical and mental health, and that there is a persuasive business case as well as a moral and legal duty for taking steps to promote employee well-being as far as reasonably practicable.

The School's senior leaders and managers are committed to fostering a culture of co-operation, trust and mutual respect, where all individuals are treated with dignity, and can work at their optimum level.

The School's senior leaders and managers recognise that work-related stress has a negative impact on employees' well-being, and that it can take many forms and so needs to be carefully analysed and addressed at an organisational level.

The Staff Well-being policy expands upon the School's Health and Safety policy, setting out how the School will promote the well-being of employees by:

- Creating a working environment where potential work-related stressors as far as practicable are avoided, minimised or mitigated through good management practices, effective Human Resources policies and staff development.
- Increasing managers' and employees' awareness of the causes and effects of stress.
- Developing a culture that is open and supportive of people experiencing stress or other forms of mental ill-health.
- Developing the competence of leaders and managers through the Knowledge, Skills and Behaviours framework, so that they manage staff effectively and fairly.
- Engaging with staff to create constructive and effective working partnerships both within teams and across the School.
- Establishing working arrangements whereby employees feel they are able to maintain an appropriate work life balance.
- Encouraging staff to take responsibility for their own health and well-being through effective health promotion programmes and initiatives.
- Encouraging staff to take responsibility for their own work and effectiveness as a means of reducing their own stress and that of their colleagues.

3. Responsibilities for implementing the Staff Well-being policy

3.1 The School's senior leaders and managers will:

    3.1.1   Support steps taken to develop a culture of co-operation, trust and mutual respect within the School.

    3.1.2   Champion good management practices as set out in the Knowledge, Skills and Behaviours framework, and the establishment of a work ethos within the School which discourages assumptions about long term commitment to working hours of a kind likely to cause stress and which enables employees to maintain a reasonable "work life balance".

    3.1.3   Promote effective communication and ensure that there are procedures in place for consulting and supporting employees on changes in the organisation, to management structures and working arrangements at both a School-wide and departmental level.

3.1.4   Encourage initiatives and events that promote health and well-being.

3.2 <u>Managers and supervisors will:</u>

3.2.1   Treat individuals reporting to them with consideration and dignity, and will promote a culture of mutual respect in the teams they manage. They will not permit unacceptable behaviour and will take decisive action when issues are brought to their attention.

3.2.2   Ensure that there is good communication within their team and there are opportunities for individuals to raise concerns about their work, seeking advice from Human Resources (Employment Relations) and the Health and Safety Team at an early stage where concerns are raised.

3.2.3   Adhere to the sound management principles set out in the School's Human Resources policies and procedures, and the Knowledge, Skills and Behaviours framework.

3.2.4   Attend training as appropriate in order to increase their awareness of the causes and effects of work-related stress.

3.2.5   Co-operate with Human Resources (Employment Relations) and the Health and Safety team to ensure that risk assessments are undertaken for roles or working practices that may give rise to work-related stress.

3.2.6   Encourage their staff to participate in events and initiatives undertaken by the School to promote well-being and more effective working.

3.2.7   Take action in the interests of all their colleagues where performance by a member of staff may cause stress to their colleagues.

3.3 <u>Employees will:</u>

3.3.1   Treat colleagues and all other persons with whom they interact during the course of their work with consideration, respect and dignity.

3.3.2   Co-operate with the School's efforts to implement the Well-being policy, attending briefings and raise their own awareness of the causes and effects of stress on health.

3.3.3   Raise concerns with their line manager if they feel there are work issues that are causing them stress and having a negative impact on their well-being.

3.3.4   Take responsibility for their own health and well-being by adopting healthy lifestyles.

3.3.5   Take responsibility for their own development skills as one of the means to enable them to work effectively in their team and so reduce of the risk of stress.

3.3.6   Take responsibility for working effectively in their assigned roles, thus helping to avoid causing stress to their colleagues.

3.4 <u>Administrative staff will:</u>

<u>Keep a record of</u>

- Sickness absence data
- Staff turnover
- Number of self referrals to the counsellor service (where reported)

- Number of referrals to the Occupational Health contractor
- Numbers of grievance / harassment claims

3.4.1 Seek the views of employees on the effectiveness of the School's Well-being policy and stress management arrangements using staff surveys and other appropriate questionnaires.

4. Arrangements for implementing the Well-being policy

4.1 Risk Assessment

4.1.1 <u>School-wide level.</u>

A risk assessment will be developed to establish whether the School's policies and procedures are sufficient to enable compliance with the HSE's "Management Standards" in relation to the management of work related stress.

Where gaps in arrangements are identified school leaders will work with staff representatives to address any shortcoming in policies and procedures.

4.2 Arrangements for well-being and stress prevention through good management practices.

These include the following:
- Recruitment and selection procedures.
- Clear job descriptions and person specifications to ensure that the 'right' person is recruited for the job.
- Agreed knowledge, skills and behaviours for leaders and managers, to be cascaded through to all levels of management and supervision.
- Training and Development procedures to ensure that individuals have the necessary skills and competencies to undertake the tasks/duties required of them.
- Promotion and reward procedures.
- Managing performance procedures
- Capability and absence management & return to work procedures to ensure that individuals are supported back into work following illness.
- Suitable adaptations for disability.
- Harassment and anti-bullying procedures.
- Procedures for communicating with employees on the work of the School and issues affecting their work.
- Flexible working arrangements, and contact days with staff on maternity leave.
- The arrangements will be updated and augmented as required and when deemed necessary by the findings of stress risk assessments.

5.   Consultation

5.1   The School will consult with its employees on the Well-being policy and measures taken to implement the outcomes

5.2   Staff surveys will be used to gather feedback on the Well-being policy.

6.   Communicating the Well-being policy and measures taken by the School to manage work related stress.

6.1   The Well-being policy will be published on the school web-site

6.2   The Well-being policy will be promoted in staff Briefing.

6.3   The contents of the policy will be covered during general induction training sessions for employees and specific training on stress awareness.

7.   Monitoring and reviewing the Well-being policy.

7.1   The outcomes of surveys and data collected by admin staff will be reviewed at least annually to evaluate the effectiveness of the policy

7.2.1   The Well-being policy will be reviewed by governors every three years

Stress Risk Assessment 2016

Hazard	Who may be harmed?	What action is already being taken?	Is it enough?/What else can we do?
<u>Demands</u> overload of work both qualit/ quantitative	All staff	Managers already closely monitor individuals workloads Staff given additional time where appropriate and possible to carry out tasks	Promote and support prioritising and renegotiating of deadlines Ensure sufficient training and available resources
<u>Control</u> lack of ownership of work government initiatives and targets Workload 'lumps' - things coming together - timing out of teacher control - not flexible - frustrating	All staff	Leaders sift new initiatives - only introduce those which: - Are statutory or necessary to move the school on in line with the strategic plan. - will not create too much time presure/clash with others ongoing at the same time Clear structures in place such that staff know deadlines in advance for monitoring sheets, assessment evidence, etc. Working together as a year group team - sharing the load - splitting necessary workload where possible PPA timetabled together	Awareness of things coming together - forewarned - year planner - parents' evening - assembly - (can swap with another staff member) - productions - CPD - Things overlooked for particular yeargroup
<u>Relationships</u> bullying - parent/staff - staff/staff - child/staff - parent/child - staff/child - child/child - parent/parent violence and aggression	All staff All staff	- can and should ask leaders/managers to sit in on any meeting with parent suspected/known to be angry/aggressive - less obvious - parallel class teacher aware of meeting and 'hovers' near open door in support - possible self referral to Occupational Health - clear record of what said in meeting/minutes/ someone to scribe - keep first hand 'rough' notes - valuable if goes to court - promote positive relationships through restorative practice /PSHCE curriculum/assemblies - racism/bullying official reports to Bfd Council Keycode system on all doors to ensure only authorised persons can enter school premises. Most KS2 staff 'team teach' trained Restorative practice policy and report forms give staff mechanisms for dealing with poor behaviour – physical restraint policy. - working with parents/mentors - peer mediators	Continue to promote restorative practice – keeping parents updated especially ensuring new parents aware. School guidance now in place on how to deal with aggressive parents including advice so that members of staff are never isolated with parents - especially advise NQT staff Provide team teach training for new staff where necessary (and refresher training for others)

Hazard	Who may be harmed?	What action is already being taken?	Is it enough?/What else can we do?
<u>Change</u> restructuring (restructure of workforce not a 'one off' - ongoing as staff move on)	All staff	Clarity of process Communication Management of expectations (if going to be difficult process being open about it upfront) New structures/policies explained to all staff with time given for consultation Equal access to appropriate job details/applications as necessary	Ensure 'prospects' magazine in staffroom/accessible Necessary documents available
<u>Role</u> conflicting job demand Y6/2 standards pressure government initiatives e.g. escalating demands at short notice target demands/LA parent pressure	All staff	whole school responsibility for standards made clear - not responsibility of SATs year teachers In-year progress and progress over time monitored so equality of expectations acroos the school Clarity of understanding of when paperwork required	Need awareness of 'Knock-on effect' when staff members absent Awareness of impact on role of staff we don't always see - e.g. cleaners
<u>Support</u> individual feels ill-equipped	All staff	All staff know who to approach to request necessary resources but also have awareness of budget restraints Some flexibility built into requirements Coaching and peer – peer support programme now established for teaching staff Training needs of support staff under review and Addressed – support staff buddy system offered	Coaching /peer support/self-reflection now becoming established part of school culture
<u>Individual matters</u> personal issues	All staff	Clear line management structure such that a member of staff could approach to share/ask for support/advice if issues outside work were impacting performance - HLTA/cover supervisors/supply agencies in use to maintain delivery of lessons in line with planning - 'open door' leadership opportunity to share problems - individual staff available to act as mentors - help line phone numbers available Systems in place to support person back to work a.s.a.p. - referral to Occupational Health as necessary - health insurance - early access to necessary medical procedures	Benefits of 2 form entry where parallel teacher can support/shoulder burden for short periods Phased re-entry - back to work interviews. System in place informing staff by end of previous week who will cover for course/etc Valuable counselling referral system/free counselling