

# **Holymead Primary School**

## **Wellbeing and Stress Policy Feb 2021**

### **Introduction**

This policy is intended to outline the ways in which Holymead Primary School is committed to protecting the health, safety and welfare of its employees. We recognise that workplace stress is a health and safety issue and acknowledge the importance of identifying and reducing workplace stressors.

This policy will apply to everyone employed by the school. The Governors are responsible for implementing this policy and they delegate the day to day delivery of this policy to the Head teacher and senior leadership team.

### **Definition of Stress**

The Health and Safety Executive define stress as ‘the adverse reaction people have to excessive pressure or other types of demand placed on them’. This makes an important distinction between pressure, which can be a positive state if managed correctly, and stress which can be detrimental to health.

### **Policy Statement**

Holymead Primary School is committed to promoting the positive mental, physical and emotional wellbeing of its staff and recognises that enhancing individual wellbeing offers benefits not just to our staff but also our pupils and the wider community.

In particular, Holymead Primary School is committed to:

- Identifying and managing risks to the health and wellbeing of staff through putting in place appropriate measures backed up by suitable support and training.
- Promoting a healthy culture in which employees and line managers are aware of mental and physical health issues at work, particularly the demands of workload, and communicate openly and respectfully with one another on a regular basis.
- Ensuring that all employees understand the role they play in demonstrating healthy behaviours, recognising the signs of deteriorating health and being proactive in seeking support for themselves and others when needed.
- Ensuring that members of staff are aware of the sources of support, internal and external, which are available to them and that all health matters will be dealt with confidentially.

### **Policy Guidelines**

- The school will identify workplace stressors as indicated in the school’s Occupational Health (OH) questionnaires relating to stress (appendix 1) and will endeavour to reduce stress or its impact. The Head Teacher and Governors will be responsible for giving out the OH questionnaires on an annual basis. The Head teacher, Team Leaders for Performance Management and Governors are responsible for addressing any causes for concern that are raised.
- The school will consult with TU reps on actions relating to workplace stress.
- The school will provide training in good management practices, as appropriate for the senior leadership team and staff with a responsibility for managing others.
- Where recommended by HR and agreed by the Head teacher the school will offer confidential counselling, for staff affected by stress caused by either work or external factors. This will be subject to financial considerations.

- The school is guided by the Local Authority's Arrangements for the Prevention and Management of Excessive Workplace Pressure which can Result in Stress

## **Responsibilities**

### **Senior Leadership Team**

- Conduct and implement recommendations of risks assessments within their jurisdiction.
- Ensure good communication between management and staff, particularly where there are organisational and procedural changes.
- Ensure staff are as fully trained as possible to discharge their duties and are provided with meaningful developmental opportunities.
- Monitor workloads to ensure that people are not overloaded. Monitor holidays to ensure staff are taking their full entitlement.
- Attend training as appropriate in good management practice and health and safety.
- Ensure that bullying and harassment is not tolerated.
- Be vigilant and offer appropriate additional support to a member of staff who is experiencing stress outside work e.g. bereavement or separation.
- Where necessary refer staff to the Local Authority's Occupational Health department and/or seek support from own union representatives.

### **Health and safety representative (staff and governors)**

- Seek specialist advice and awareness training on stress.
- Support managers in implementing stress risk assessments.
- Support individuals who have been off sick with stress and advise them and their management on a planned return to work.
- Refer to workplace counsellors or specialist agencies as required.
- Monitor and review the effectiveness of measures to reduce stress.
- Inform the employer and the health and safety committee of any changes and developments in the field of stress at work.
- Consult with staff on issues of stress and changes to work practices that could precipitate stress
- Be involved in the risk assessment process
- Conduct inspections in the workplace that include environmental stressors
- Have paid time to attend H&S training such as TU rep training.

### **School Business Manager and external HR advisors**

- Give guidance to managers on the stress policy.
- Help monitor the effectiveness of measures to address stress by collating sickness absence statistics.
- Advise managers and individuals on training requirements.
- Provide continuing support to managers and individuals in a changing environment and encourage referral to occupational workplace counsellors where appropriate.

### **Staff/employees**

- Ensure good communication between staff at all levels, particularly where there are organisational and procedural changes.
- Concerns will be dealt with sensitively and, as far as possible, confidentially; line managers need to inform staff that concerns may need to be passed on to an appropriate person.
- Raise issues of concern with your Health and Safety Representative, Mrs Judith Buckley, your performance management team leader or the chair of governors.
- Consider opportunities for counselling and support when recommended.

‘Employees must adhere to the school’s Health and Safety policy, procedure and guidance and must ensure that they take every action to keep themselves and everyone in the school environment safe and well. This includes taking immediate safety action in a potentially harmful situation (either at school or off-site) by complying with statutory and school guidelines and collaborating with colleagues, agencies and the local authority’  
(Code of Conduct for Schools 2016, updated 2018: section 10- Health and Safety, tws)

### **Governing Body and/or the Head (or appropriate body delegated by the Head)**

- The governing body and/or Head should consult or inform members of staff and governors of any major changes to work practices or work design that could precipitate stress.
- The governing body may ask the Head to consult with staff on the issue of stress including conducting any workplace surveys.
- The governing body and/or the Head should conduct inspections of the workplace regularly to help manage and/or reduce the causes of stress.
- The Chair of Governors or nominated deputy has a duty of care to the Head and Deputy Heads.

### **Monitoring and Review**

- The governors will ensure that this policy is implemented.

- The governors will oversee monitoring of the efficacy of the policy and take action to reduce stress and promote workplace health and safety.

**Date: Feb 2021**

**Review date: Feb 2022**



Rights Respecting School Article 29:

*Education must develop every child's personality, talents and abilities to the full.*

Name .....

This checklist is confidential between you, your immediate line manager and the headteacher (or Chair of Governors if preferred) and will not be shared with anyone else without your prior agreement.

Please circle the answer that most closely corresponds to how you feel about your work

I am clear about what is expected of me at work <b>never / sometimes / usually</b>
Different members of staff demand things from me that are difficult to combine <b>never / sometimes / usually</b>
I know how to go about getting my job done <b>never / sometimes / usually</b>
I know how to resolve conflicting demands made of me <b>never / sometimes / usually</b>
I have unachievable deadlines <b>never / sometimes / usually</b>
If work gets difficult, my colleagues will help me <b>never / sometimes / usually</b>
I am given supportive feedback on the work I do <b>never / sometimes / usually</b>
I am clear what my duties and responsibilities are <b>never / sometimes / usually</b>
I understand how my work fits into the overall aim of the school <b>never / sometimes / usually</b>
I am subject to personal harassment in the form of unkind words and behaviour <b>never / sometimes / usually</b>
I am subject to bullying at work <b>never / sometimes / usually</b>
If I reported bullying I think something would be done <b>never / sometimes / usually</b>
I have unrealistic time pressures <b>never / sometimes / usually</b>
I receive the respect at work I deserve from my colleagues <b>never / sometimes / usually</b>
Staff are consulted about change at work <b>never / sometimes / usually</b>
My colleagues are willing to listen to my work- related problems <b>never / sometimes / usually</b>
I am supported through emotionally demanding work <b>never / sometimes / usually</b>

Relationships at work are strained <b>never / sometimes / usually</b>
My team leader encourages me at work <b>never / sometimes / usually</b>
I feel I receive the right amount of training to be able to do my work efficiently. N.B. training does not necessarily mean going on courses <b>never / sometimes / usually</b>

<p><b>Work/Home life Balance (please make comments only if you feel able to)</b></p> <p>As we are operating in particularly stressful circumstances please use this opportunity to arrange to talk to your team leader, a senior member of staff or a counsellor through the school's insurance SAS (see Judith or notices in school) if you feel the need for support. We're here to help.</p>
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<b>Team Leader's summary of key issues</b>	
1.	
2.	
3.	
Team leader's or Head's signature	Date