



All Saints CE (VC) First School & Busy Bees

Policy on Stress & Wellbeing

Date: March 2015

Reviewed: March 2017

Reviewed: March 2019

Reviewed: March 2021

Reviewed: March 2023

Next review: March 2025

RATIONALE

We place a high value on providing a supportive working environment and on maintaining the health, safety and welfare of our staff.

We recognise that their wellbeing is important to the school's performance and service delivery. We therefore, take positive measures to encourage employees to be in the best health that they can be, both physically and mentally. We recognise that workplace stress is a health and safety issue and acknowledge the importance of identifying and reducing workplace stressors, but we recognise that an employee's personal life may also lead to stress.

We are committed to implementing the Stress & Wellbeing Policy for all staff in order to enable individuals to cope successfully with the demands and pressures in their lives, whatever the cause of their stress, by providing appropriate support to employees. The Governing Body accepts its duty to monitor and address levels of stress experienced by all staff. In April 2011, the Equality Act 2010 came into force. This Act ensures discriminations (direct and indirect), harassment and victimisation are challenged to ensure equality. This policy is written and reviewed in light of this Act to ensure the school is fulfilling its statutory duty and at no time staff experience stress related to inequality.

AIMS

1. Ensure staff understand their ROLE within the organisation and do not have conflicting roles.

- The school ensures that the different requirements it places upon staff are compatible and clear.
- The school provides information to enable staff to understand their role and responsibilities.
- Systems are in place to enable staff to raise concerns about any uncertainties or conflicts they have in their role and responsibilities.

2. Provide SUPPORT for staff such as encouragement, resources, line management and supportive colleagues.

- Systems are in place to enable and encourage managers and staff to support their staff.
- Staff know what support is available and how and when to access it.
- Staff know how to access the required resources to do their job.
- Staff receive regular and constructive feedback.

3. Enable staff to have a degree of CONTROL over the way they do their work.

- Where possible, staff have control over their pace of work.
- Staff are encouraged to use their skills and initiative to do their work.
- Where possible, staff are encouraged to develop new skills to help them undertake challenging work.
- Staff are consulted over their work patterns.

4. Provide staff with fair DEMANDS of workload, work patterns and the work environment.

- The school provides staff with adequate and achievable demands in relation to the agreed hours of work.
- People's skills and abilities are matched to the job demands.

- Jobs are designed to be within the capabilities of staff.
- Staff concerns about their work environment are addressed.

5. Promote positive working RELATIONSHIPS to avoid conflict and deal with unacceptable behaviour.

- The school promotes positive behaviours at work to avoid conflict and ensure fairness.
- The school has agreed policies and procedures to prevent or resolve unacceptable behaviour.
- Staffing protocols are in place to enable and encourage managers to deal with unacceptable behaviour.
- Procedures are in place to enable and encourage staff to report unacceptable behaviour.

6. To ensure organisational CHANGE (large or small) is managed well and communicated thoroughly within the organisation.

- The school provides staff with timely information to enable them to understand the reasons for proposed change.
- The school ensures adequate staff consultation on changes and provides opportunities for staff to influence proposals.
- Staff are aware of the probable impact of any changes to their jobs. If necessary, staff are given training to support any changes in their jobs.
- Staff are aware of timetables for change and have access to relevant support during changes.

OBJECTIVES:

1. **Involve all staff** in order to identify activities that could give rise to stress and document these on the Staff well being 'ready reckoner' which is completed anonymously, computerised and delivered via the HT pigeon hole once a year.
2. **Identify suitable control measures.** Involve all staff in looking at solutions to reduce and manage the levels of stress experienced by staff. Record these measures.
3. **Share with staff** the initial results and reasonable actions to be taken to manage levels of stress. Once everyone has had a chance to comment, the risk assessment is complete.
4. **Monitor** the levels of stress in staff by regular staff consultations and communication sessions. Written forms each July informing the School Improvement Plan for the coming year.
5. **Review** the effectiveness of any control measures introduced to gauge their effectiveness, and amend where necessary. This should be done once a year or sooner if required.
6. **Provide effective support through teams** within the school staffing structure
7. **Involve Employee Health and Wellbeing Service** where a staff member is reporting high levels of stress and this is affecting their health.
8. **Make referral to Employee Health and Wellbeing Service** if appropriate, where problems still exist if further support is required.

POLICY INTO PRACTICE:

1. **Involve all staff** in order to identify activities that could give rise to stress and document these on the Staff well-being 'ready reckoner' which is completed anonymously, computerised and delivered via the HT pigeon hole once a year.
2. **Identify suitable control measures.** Involve all staff in looking at solutions to reduce and manage the levels of stress experienced by staff. Record these measures.
3. **Share with staff** the initial results and reasonable actions to be taken to manage levels of stress. Once everyone has had a chance to comment, the risk assessment is complete.

4. **Monitor** the levels of stress in staff by regular staff consultations and communication sessions. Written forms each July as part of the Appraisal Process
5. **Review** the effectiveness of any control measures introduced to gauge their effectiveness, and amend where necessary. This should be done once a year or sooner if required.
6. **Involve Employee Health and Wellbeing Service** if appropriate, where problems still exist if further support is required.
7. **Make referral to Employee Health and Wellbeing Service** where a staff member is reporting high levels of stress and this is affecting their health.

CONTROL MEASURES TO MINIMISE THE RISK OF STRESS:

- Changing the way jobs are done and moving people around
- Providing as much information as possible
- Giving as much warning as possible about urgent jobs
- Ensuring staff receive all relevant training
- Making sure everyone has clearly defined roles and responsibilities
- Being flexible over work schedules, where possible
- Ensuring systems are in place to combat violence, bullying and harassment
- Involving staff in planning and organising their own workloads
- Ensuring good communications, particularly in periods of change

Staff Consultation (Survey to use with Appraisal- Autumn Term)

Date:.....

1	During the past year, what parts of your job have given you the greatest satisfaction?
2	What tasks do you feel you have performed particularly well and why?
3	During the past year, what parts of your job have given you the least satisfaction and why?
4	What tasks do you feel you could perform more effectively and how?
5	What changes at school would help you improve your performance?
6	What strengths or skills do you have which you would like to develop in school next year and why?
7	What do you see as your main targets or goals for the coming year?
8	What are your INSET priorities for the coming year? For Yourself? For the School?
9.	Do you feel to be treated equally, and work in an environment free of bullying, harassment, victimisation or prejudice?

Staff Well-Being 'Ready Reckoner' (Spring term Survey)

About the Staff Well-Being 'Ready Reckoner'

Higher scores are suggestive of greater levels of well-being amongst subjects of the questionnaire, whilst lower totals tend to indicate elevated degrees of stress/poor mental health. Please note that a score of 100 or more does not necessarily indicate the absence of a problem. It is important to seek advice wherever evidence of stress emerges - the earlier it is tackled, the easier it is to put right.

Instructions: For each of the following questions, enter the number matching the description which most closely represents how you feel.

1 = Not at all 2 = Not much 3 = Sometimes 4 = Mostly 5 = Very much so

Do you feel able to concentrate on what you are doing?	[]
Do you feel that you are playing a useful part in things?	[]
Do you feel capable of making decisions?	[]
Do you feel generally relaxed?	[]
Do you feel that most problems you encounter can be surmounted?	[]
Are you able to enjoy normal day to day activities?	[]
Do you manage to keep your sense of humour?	[]
Do you feel happy, all things considered?	[]
Do you have respect for yourself?	[]
Are you sleeping well?	[]
Are you eating well?	[]
Are you drinking sensibly?	[]
Do you enjoy good general health?	[]
Do you cope well with changes to your job?	[]
Can you usually complete one task before starting another?	[]
Do you usually keep things in proportion?	[]
Do you have a reasonable amount of energy?	[]
Do you feel in control of your job?	[]
Do you feel you are coping well in the classroom?	[]
Do you receive appropriate support when you need it?	[]
Do you get on well with your pupils?	[]
Do you get on well with your colleagues?	[]
Do you get on well with your managers?	[]
Do you feel free from the threat of bullying/harassment at school?	[]
Do you enjoy a reasonable degree of autonomy, unaffected by excessive monitoring regimes?	[]
Do you manage to leave work 'on time' fairly regularly?	[]
Do you find your job satisfying and fulfilling?	[]
Do you have a life outside work?	[]
Do you intend to remain in teaching for the foreseeable future?	[]
Do you look forward to returning to school after the weekend or holiday?	[]

Now add up your score []

More than 100 = low evidence of stress - but see caveat above;

51 to 100 = moderate evidence of stress;

Up to 50 = high evidence of stress

Based on Inspection questionnaire for school staff (Summer term)

You are invited to let us know your views about the school by completing this questionnaire. Completion of the questionnaire is entirely voluntary.

If you decide to complete the questionnaire, please answer each question **once**. If you are unable to answer a question, please leave it **blank**. Completed questionnaires will be **confidential**. You do not need to include your name on the form.

Governors will weigh up responses and, where significant, may take action to address them if necessary. If no action is taken, it does not mean that the views of the staff have not been considered and reflected upon. Please seal your completed questionnaire in an envelope.

My role in this school is best described as (please circle): **optional**

Member of senior leadership team	Middle leader	Teacher	Support staff - teaching	Support staff - other
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	(please tick)	Strongly agree	Agree	Disagree	Strongly disagree
1	I am proud to be a member of staff at this school				
2	My contribution to the school is valued				
3	I know what we are trying to achieve as a school				
4	I am involved in what the school is trying to achieve				
5	I contribute to the school's process of self-evaluation				
6	The school makes appropriate provision for my professional development				
7	The school is well led				
8	Governors do an effective job in this school				
9	The school runs smoothly on a daily basis				
10	Children are safe in this school				
11	Any unacceptable behaviour by pupils is consistently well managed				
12	The school successfully meets the differing needs of individual pupils				
13	If you wish to explain any of your answers, or add any further comments about the school, please give details here. If you are making a disclosure about child protection, you are advised to contact your local authority designated officer within children's services. If you record a disclosure on this questionnaire, you must include your name.				