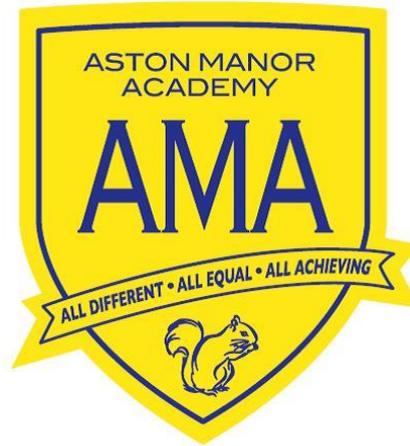


EQUITAS ACADEMIES TRUST



Chilwell Croft
Academy

STRESS MANAGEMENT POLICY

Review Date: May 2018

To be Reviewed: May 2021

Agreed: F & GP Board

Policy Lead: Zoe Donnelly

STRESS MANAGEMENT POLICY

1. INTRODUCTION

The Trust has a legal duty to ensure the health, safety and welfare of the employees as far as reasonably practicable and to have reasonable care for the health and safety of our employees. This includes taking steps to minimise the risk of stress or stress-related illnesses. The Trust is committed to identifying, tackling and preventing the causes of work related stress and aim to promote a culture of care and mutual support to minimise stress and to ensure all employees are able to do their job to their best ability. This in turn will help us provide high quality teaching and learning for our students.

This policy sets out our approach to managing stress in the workplace.

Also contained within the policy is practical guidance for managers and employees on how to manage stressful situations set out in **appendix 1**.

This policy applies to all staff at the school (teachers and support staff), referred to as employee within this document.

This policy does not form part of any employee's contract of employment and may be amended at any time.

2. WHAT IS STRESS?

The Health and Safety Executive (HSE) defines work-related stress as “***the adverse reaction people have to excessive pressures or other types of demand placed on them at work***”. They state that stress is not an illness but a “***state***” and that illness, whether mental and/or physical, develops as a result of stress which is prolonged and excessive.

A certain amount of pressure is a normal part of most jobs and it can be beneficial in helping to keep an individual motivated. However, there is an important distinction between working under pressure and when pressure becomes excessive and produces stress, which can be detrimental to health. The Trust recognises that what triggers stress and the capacity to deal with stress varies from person to person.

Stress may be experienced as a result of the workplace, external factors or a combination of both. Workplace factors could include the nature of the employee’s work, the volume of the work, working hours, environmental factors, changes such as a restructure or redundancy programme or bullying or harassment by colleagues or third parties.

The Management Standards for work related stress define the way and organisation manages the risks from work related stress. There are six key areas that cover the primary sources of stress at work that if not managed effectively could leads to poor health, and reduced productivity and

increased absence. These are Demands, Control, Support, Relationships, Role and Change. An examination of these areas forms part of the stress risk assessment process that demonstrates good practice in managing stress (see **appendix 2**).

3. SIGNS OF STRESS

Some common signs of stress are listed below. However experiencing one or more of these does not necessarily give an indication of stress.

- Persistent or recurrent moods, for example anger, irritability, detachment, worry, depression, guilt and sadness, mood swings (being tearful or over sensitive).
- Physical effects e.g. aches and pains (headaches, back ache, neck ache), raised heart rate, increased sweating, dizziness, blurred vision, skin or sleep disorders.
- Poor and/or changed behaviours for example, increased absence levels (including arriving late at work), difficulty concentrating or remembering things, inability to switch off, loss of creativity, loss of motivation, making more errors (poor performance), double checking everything, covering up mistakes by lying, working long hours/not taking a break, changes to sleeping or eating habits, increased use of alcohol, tobacco or drugs, poor attitude, behaviour and relationships with colleagues.
- Prolonged or extreme exposure to the possible symptoms of stress is associated with serious chronic diseases such as heart disease, back pain, gastrointestinal problems, anxiety or depression.

Signs that an individual is experiencing stress will vary according to how the individual reacts to stress. It is key for the line manager to be aware of, any changes in an individual's behaviour that are more than just a "one-off" incident.

These should be acted upon promptly and discussed with the employee. This will include offering support, such as encouraging the employee to seek advice from his or her GP, who will be able to make a diagnosis.

4. RISK ASSESSMENT

Risk assessment is a vital component of this policy. It is only when the possible causes of stress have been identified that preventative or management strategies can be effectively put in place. The senior leadership team / the HR Manager must carry out a risk assessment for any employee who has identified symptoms due to work related stress or has been absent due to work related stress - see Appendix 2 for further guidance.

In carrying out risk assessments, managers should be aware that:

- stress at work can result from a single incident or an accumulation of incidents over time, and should seek to minimise both types of risks

- stress related ill health might be caused by personal circumstances, which in turn may have a detrimental effect on an individual's ability to cope with work demands
- Employees with sensitive or confidential personal issues that could cause stress should be referred to the Occupational Health Service and/or The Trust's Psychologist.

5. RESPONSIBILITIES

Trust Board, Headteacher, Senior Leadership Team, Line Managers and HR Manager

- Ensure that their Academy adheres to this policy.
- Has a nominated Business Manager who leads on Health & Safety.
- Conduct, implement and monitor 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 fully trained to discharge their duties, including appropriate training for line managers to enable them to discharge their responsibilities under this policy
- Ensure staff are provided with meaningful developmental opportunities.
- Monitor workloads to ensure that people are not overloaded.
- Monitor working hours and overtime to ensure that staff are not overworking.
- Monitor holidays to ensure that staff are taking their full entitlement (where applicable).
- Attend training as requested in good management practice and health and safety.
- Ensure that bullying and harassment is not tolerated within The Trust.
- Be vigilant and offer additional support to a member of staff who is experiencing stress outside work e.g. bereavement or separation.
- Discuss the issue of stress with staff and their representatives to find out causes of stress and seek suggestions on how to improve if necessary.
- Carry out, where appropriate, stress risk assessment of posts in The Trust (SLT / HR Manager). It is The Trust Boards responsibility to conduct such assessments for the Headteacher's post
- Line Managers should report concerns to the Headteacher / HR Manager.
- The Trust Board & Chair of The Trust will have an over-arching accountability for the implementation of this policy as part of their wider health & safety responsibilities.

Occupational Health and Safety Staff

- Provide specialist advice on stress.
- Advise and support academies in implementing stress risk assessments.
- Support the Headteacher / HR Manager to support individuals who have been off sick with stress.
- Refer to workplace counsellors or specialist agencies as required.
- Advise Headteacher / HR Manager on monitoring and reviewing the effectiveness of measures to reduce stress.
- Inform the employer of any changes and developments in the field of stress at work.

Human Resources

- Give guidance to Headteachers / Line Managers on the stress at work policy.
- Assist in monitoring the effectiveness of measures to address stress by collating sickness absence statistics and other evidence.
- Advise on training requirements.
- Provide continuing support to line managers and individuals in a changing environment and encourage referral to occupational counsellors where appropriate.

Employees

- Should raise issues of concern with their Headteacher / line manager / HR Manager such as workload concerns, working excessive hours, or training needs.
- Consider and accept, if appropriate, opportunities for counselling when recommended.
- Discuss and agree appropriate measures to reduce stress.
- Report Harassment and Bullying whether as a victim or witness.
- Comply with workplace policies.
- Should be encouraged to participate in the proactive management of stress.

Safety Representatives

- Safety Representatives must be meaningfully consulted on any changes to work practices or work design that could precipitate stress.
- Safety Representatives must be able to consult with members on the issue of stress including conducting any workplace surveys.
- Safety Representatives must be meaningfully involved in the risk assessment process.
- Safety Representatives should be allowed access to collective and anonymous data from HR.
- Safety Representatives should be provided with paid time away from normal duties to attend any Trade Union training relating to workplace stress.
- Safety Representatives should conduct joint inspections of the workplace at least every 3 months to ensure that environmental stressors are properly controlled.

6. SUPPORT

The Trust will monitor sickness absence and workloads, and ensure that there is clear communication within the school to promote a culture of open communication and encouragement. The Trust will create reasonable opportunities for employees to discuss areas of concern in an environment where stress is not considered as a weakness or a failure. The Trust will also hold return to work interviews in line with our Sickness Absence Policy, to establish whether there is any underlying problem and, if so, what the employer could do to address it.

The Trust has measures available to support staff who may be suffering from stress.

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- Training and workshops on stress management, to assist staff and managers in recognising and coping with stress.
- Return to work interviews for staff with stress related absences
- Absence monitoring for those with persistent short term absences to establish whether these may be stress related
- Welfare meetings conducted with staff who are a cause for concern
- The Trust offers staff experiencing stress and other mental health problems access to its Educational Psychologist. The Trust funds the first 6 sessions for employees.

Other initiatives

- Stress management workshops take place on a regular basis
- Annual 'wellbeing day' where staff are encouraged to get involved in group activities and training to improve their wellbeing
- Frequent wellbeing weeks where staff are encouraged to go at their contracted finish time
- Regular staff focus groups take place where staff are asked to provide feedback on their current levels of workload and wellbeing and provide ideas on how the work environment can be improved
- A staff suggestion box is in the staffroom for staff to provide suggestions in an anonymous way
- Staff encouraged to set up and attend fitness groups such as football etc.
- Regular staff social gatherings are arranged throughout the year
- Annual staff survey to monitor staff engagement levels and views regarding workload and wellbeing
- Workstation assessments
- Pre-employment screening
- Fitness-for-work assessments
- Flu vaccinations
- Special leave arrangements
- Time off for medical appointments during work hours
- Opportunities for flexible working

The Trust has also engaged occupational health professionals who will provide a comprehensive service designed to help employees stay in work, or to return to work, after experiencing mental health problems. This will include preparing medical assessments of individuals' fitness for work following referrals from The Trust, liaising with GPs and working with individuals to help them to retain employment. Occupational health professionals will play a critical part in developing rehabilitation plans for employees returning to work after absences related to mental ill health, and work with GPs and line managers on designing jobs and working environments to ensure that rehabilitation is successful. Advice is also taken from our occupational health professionals regarding design and implementation of any suitable health promotion and lifestyle behaviour management programmes, including initiatives on managing pressure and ongoing health conditions at work.

The Trust will be alert to the possibility of stress as set out in paragraph 3. However, employees who believe they are suffering from stress should also ask their line manager for help and support in the first instance. If you feel unable to do so, you should contact the HR Manager.

Once an issue affecting an employee's health is brought to our attention, steps will be taken to support the employee to minimise the risk of harm and to identify additional arrangements to reduce the risk of work-related stress to as low a level as reasonably practicable. This may include the measures set out above and in addition The Trust may:

- carry out further investigations
- review job descriptions to identify tasks that may involve stressors
- carry out a risk assessment to evaluate the risk of work-related stress, considering the existing arrangements that are in place and ensure that significant findings of the risk assessment are recorded
- carry out a stress risk assessment with the employee to identify whether stress is an issue with a view to addressing the situation. A stress risk assessment pro-forma is available at **appendix 2**
- provide information and training, such as identifying opportunities for development relevant to the employee's position
- refer the employee to occupational health
- if an employee is absent from work due to sickness, apply the Sickness Absence Policy as applicable.

If stress is having a negative impact on an employee's performance, and his or her performance does not improve despite The Trust having taken reasonable steps to alleviate pressure on the employee, it might be necessary for the Academy to follow the Capability Procedure.

7. RECORD KEEPING AND CONFIDENTIALITY

Information in relation to the management of stress at The Trust will be kept to ensure an accurate record is available of what was discussed, actions taken and for monitoring purposes.

Records will be kept on the employee's personal file or with The Trust's H&S records. All records will be treated as confidential and kept no longer than necessary.

8. REVIEW OF POLICY

This policy is reviewed every 3 years by The Trust. The Trust will monitor the application and outcomes of this policy to ensure it is working effectively.

Guidance for managers and employees on dealing with stressful situations in schools

There are many different times in the school year that can provide additional pressure to employees. These may include:

- dealing with bad behaviour
- Ofsted Inspections
- report writing
- parent consultation/open evenings
- meeting with/calling parents
- accountability (targets)
- finance (particular issue for the Headteacher and School Business Manager)
- premises matters (particular issue for the Headteacher and School Business Manager)
- recruitment/ staffing issues
- conflict in the workplace

It is strongly advised that in order to combat these areas of pressure, employees should:

- attend all relevant induction/training/ Inset sessions that are provided so that they are aware of all school processes
- make themselves fully aware of the procedure to follow for each circumstance, for example. the School's Behaviour Policy, Grievance Procedure
- know who to call on for support if they need it
- admit that they are struggling before it becomes too difficult to cope with, and seek help and advice

Other ways that can help you at work and therefore deal with stress include:

- good diet (e.g. eat breakfast and lunch)
- drink plenty of water throughout the day
- learn to manage your time effectively
- exercise (including yoga and relaxation)
- take time out (e.g. don't work all weekend and evenings)
- avoid procrastination

All employees who are members of a Union or Professional Association are advised to contact them for support and guidance.

The Headteacher/HR Manager/line managers could take the following steps to help to prevent stress:

- **encourage communication within the team:** Where employees feel that they can discuss problems with their colleagues this can help to reduce the risk of stress. This could be achieved by holding regular team meetings and encouraging staff to approach their manager and colleagues informally with any issues that they have.
- **foster good relations with employees:** Line managers should take the time to get to know their team members, so that changes to their normal behaviour are easier to spot.

- **ensure that employees have an appropriate amount of work to do:** Where employees feel that they are unable to cope with their workload, this can cause stress. Managers should review regularly the amount of work employees have, for example at regular appraisals. They should consider the impact of absences and departures on remaining staff and how the work can be shared fairly within the team.
- **ensure that individuals take proper breaks:** Managers should check that employees are not regularly working long hours and that they take regular breaks. If an employee is consistently working through lunch or beyond his or her contracted hours, the line manager should try to establish if this is because of a short-term increase in work or if it is a longer-term issue. The manager should set a good example by taking breaks and working appropriate hours.
- **have regular meetings with employees:** Having regular meetings with team members about their work will give line managers a good idea of what employees are doing and any problems that they have.
- **conduct performance reviews:** Line managers should carry out formal performance reviews with the individuals in their team in line with the school/academy policy and give employees the opportunity to raise concerns during these meetings. This process should include setting clear, achievable objectives for the individual.
- **provide appropriate training:** Line managers should conduct regular reviews to identify training needs for the members of their team. Employees could be involved in identifying their own training needs. Where training needs are identified, the line manager should provide training. Training is particularly important for employees who have additional responsibilities following a promotion.
- **be alert during periods of change:** Senior managers / Line managers should keep employees well informed and encourage them to raise concerns during periods of change, for example when the organisation is going through a restructure.
- **recruit employees who have the skills to perform the role:** When recruiting, senior managers should consider what the duties of the job will be and what skills and experience the successful candidate will need. This will help to ensure that the right person is recruited to the job, so the job-holder does not feel out of his or her depth.
- **do not delay:** Line managers should take immediate action when they suspect that an individual is stressed or when an employee informs them that he or she is experiencing stress. This should help to avoid the problem escalating and helps avoid liability if the employee ends up making a claim, and should help the employee to make a swift recovery.

If the line manager becomes aware that an employee is experiencing stress they should inform the Headteacher / HR Manager who will arrange to meet with the employee. This meeting should be held in private and be kept informal in nature. The Headteacher / HR Manager should ask the employee whether or not he or she has been experiencing stress and what the employee considers to be the contributing factors. Questions that may be appropriate to ask including:

“I’m concerned that you appear to be under some pressure. Can we talk about it?”

“One of your colleagues has told me in confidence that she is worried about you.”

“Are there any problems at home that you want to talk about?”

“I want to help resolve this issue. Do you think that some extra training or support might help?”

“Have you mentioned this to your GP?”

“I think we should meet again in a couple of weeks to see how things are going, but in the meantime please come and talk to me if you have any concerns.”

After the meeting the Headteacher / HR Manager may need to conduct a more detailed investigation to establish the causes of, and contributing factors to, the stress, particularly where the employee alleges that it is a result of poor management or bullying, for example. Once the Headteacher / HR Manager has established the reason behind the stress, he or she should explore what steps the organisation could take to alleviate the situation.

Steps that could be appropriate to take to help relieve the employee's stress include:

- a phased return to work (following sickness absence)
- temporary or permanent flexible working arrangements, for example reduced hours
- redistribution of some of the employee's work
- a temporary or permanent change in duties
- providing training for the employee
- referring the employee for counselling
- putting in place a mentoring arrangement.

What action is appropriate will depend on the circumstances, including the reasons for the stress, the nature of the job, and what is considered reasonable.

Stress Risk Assessment form

To be completed by the Headteacher/HR Manager/line manager when there is a (potential) issue identified (see guidance notes)

Employee name: _____

Reason for assessment: _____

What job does the individual do?				
What are the potential hazards and stressors in relation to the following hazard categories?	What control measures can be put in place?	Priority action (H,M,L)	Action taken By whom/ by date	
<p>HAZARD CATEGORIES (see examples)</p> <p>Demands - this includes issues such as workload, work patterns and the work environment.</p> <p>Control - how much say the person has in the way they do their work.</p> <p>Support -this includes the encouragement, sponsorship and resources provided by the organisation, line management and colleagues.</p>	<p>PROBLEMS IDENTIFIED</p>			

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<p>Relationships - this includes promoting positive working to avoid conflict and dealing with unacceptable behaviour.</p> <p>Role - whether people understand their role within the organisation and whether the organisation ensures that they do not have conflicting roles.</p> <p>Change - how organisational change (large or small) is managed and communicated in the organisation.</p>				
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Headteacher / HR Manager signature: _____

Date: _____

Employee's signature (if completed with employee): _____

Date: _____

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Date of review	Outcome of review and follow-up action

Headteacher/ HR manager signature: _____ Date: _____

Employee's signature (if completed with employee): _____ Date: _____

Guidance notes on completing the stress risk assessment form

Things to consider when assessing the role:

1. What job does the individual do and at what level?

Examples

- SLT
- Teacher
- Main scale
- UPS
- Teaching assistant
- Office – front line
- Office – back office
- Site supervisor
- Cleaner
- Cook
- Catering assistant
- Invigilator
- Manager – teaching or non-teaching

2: What are the potential hazards and stressors?

Examples

Demands

- Long hours
- Unreasonable deadlines
- Client expectations (*e.g. that they'll solve the problem*)
- Excessively busy periods
- Inadequate rest and holidays
- Inadequate staffing
- Inappropriately qualified for the job
- Over promotion
- Skills not recognised – promotion prospects not fulfilled
- Boring or repetitive work
- Too little to do
- Employees experiencing excessive workloads
- Employees working under excessive pressure
- Inability to cope with key aspects of the role

The physical working environment

- poor temperature control
- noise
- lack of facilities for rest/breaks
- poor lighting
- poor ventilation
- badly placed or designed workstations

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The psychological working environment

- Threat of aggression or violence
- Disruptive, angry or stressed children
- Angry or stressed parents/members of the public
- Difficult colleagues
- Verbal abuse
- Poor management practices

Control

- Not being able to balance the demands of work and life outside work
- Rigid work patterns and breaks
- Fixed deadlines occurring in different parts of the year
- Lack of control over work
- Conflicting work demands

Support

- Lack of effective return to work system
- Non-compliance with sickness and absence management policy
- Lack of managerial support through emotionally demanding work
- Inadequate inductions
- Reaction to post disciplinary, grievance, capability or suspension
- Lack of adequate training

Relationships

- Poor relationships with others
- Staff complaints or rising absence trends
- Perception of bullying or confrontational communications styles from others
- Bullying, racial or sexual harassment
- Lack of support or fear culture from management and co-workers

Role

- Lack clear lines of accountability and responsibility
- Lack of communication and consultation (both sides)
- Perception of a culture of blame when things go wrong, denial of potential problems
- Failure by the organisation to recognise success
- A culture that considers stress a sign of weakness
- Personal risk in relation to the role (*e.g. money, lone working*)

Change

- Fears about job security / grading
- Poor communication – uncertainty about what is happening
- Not enough time allowed to implement change
- Inexperience/fear of new technology
- Lack of skills for new tasks
- Not enough resource allocated for change process
- Other personal fears, relocation

3: Is there a high, medium or low risk of stress, and why?

- Does the type of job in combination with the working environment and organisation result in a high, medium or low risk?
- What does history/experience tell us?
- What are the worst problems?

4: What control measures can be put in place?

- Training for job
- Job organisation
- Rest and meal break arrangements
- Job rotation
- Good working environment
- Security measures such as alarms, or buddying
- Local policy defined and upheld
- Counselling (last resort as this is not preventive action)

5: Priority & timescale

Some suggested goals:

High risk: Priority 1 (fix first)

Initiate simple actions immediately, and devise a plan to review longer term other actions within 3 months.

Medium risk: Priority 2 (fix after all priority 1 have been attended to)

Systematically review and initiate actions within 12 months.

Low risk: Priority 3 (fix last)

Document the risk assessment and revisit after 12 months.