

Stress Management Policy

Bushbury Lane Academy

Bushbury Lane Academy

INTRODUCTION

Bushbury Lane Academy are committed to protecting the health, safety and welfare of our 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 Bushbury Lane Academy. The Head teacher is responsible for implementation of the policy and is also responsible for providing the necessary resources.

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.

Stress can result from a perceived inappropriate level of pressure, either too little or too much. Stress can cause both mental and physical ill health.

POLICY

- Bushbury Lane Academy will identify all workplace stressors and conduct risk assessments to eliminate stress or control the risks from stress. These risk assessments will be regularly reviewed.
- Bushbury Lane Academy will provide training for all managers and supervisory staff in good management practices.
- Bushbury Lane Academy will provide confidential counselling by School Counselling Service or by Staff Insurance provider whose policy provide for staff, affected by stress caused by either work or external factors.

RISK ASSESSMENT ON WORK RELATED STRESS

Survey of Staff

It is recommended that staff surveys are carried out to aid the completion of the general risk assessments. An anonymised version of the individual stress risk assessment form could be used or else staff meetings could be arranged. The Health and Safety Executive *Management Standards Indicator Tool* can also be used.

General Risk Assessment

A generic risk assessment on stress at work is attached to this policy (Appendix 1) and can be used by sections and departments to fulfil their responsibilities in relation to risk assessment

Individual Risk Assessment

If the school becomes aware that an individual may be suffering from work-related stress, they must ensure that an individual stress risk assessment is carried out with that member of staff and appropriate control measures put in place. (See appendix 2)

Preparing for a Stress Risk Assessment Meeting

The member of staff who is being assisted will be given information about stress risk procedure and given the Stress Risk Assessment questionnaire. Both the Head teacher and staff member must complete the relevant parts of the questionnaire before the first formal Stress Risk Assessment meeting.

Stress Risk Assessment Meeting

- This should consist of;
- The Head Teacher,
- The Employee
- HR Representative

Any actions that arise from the meeting must form part of an Action Plan and parties that have been assigned responsibilities must have the skills and resources to carry out the actions required.

Review meeting

A date for the review meeting must be agreed following the completion of a Stress Risk Assessment to discuss outcomes and target dates agreed in the action plan.

RESPONSIBILITIES

Head Teacher and Senior Leaders

- Determine the resources and arrangements needed to manage work-related stress effectively as part of the school planning process
- Develop management arrangements for the identification of hazards and control of risks related to stress at work
- Delegate duties to members of staff as appropriate

- Ensure all staff receive appropriate training according to their role.
- Review policy and risk assessments annually
- Ensure bullying and harassment is not tolerated

Head Teacher, Senior Leaders and/ or SBM

- Conduct risk assessments and implement recommendations within their department
- Carry out an individual stress risk assessment with any member of staff where work related stress has been raised as a problem
- Ensure good communication between themselves and staff, particularly where there are organisational and procedural changes.
- Ensure staff are fully trained to carry out their jobs
- Ensure staff are provided with meaningful developmental opportunities.
- Monitor workloads to ensure that people are not overloaded.
- Offer suitable support to any employee who is experiencing stress whether work or home related
- Ensure bullying and harassment is not tolerated
- Provide positive feedback and recognition of good performance
- Monitor working hours and overtime to ensure that staff are not overworking.

Occupational Health (Currently Medigold via Strictly Education)

- Support individuals who have been off sick with stress by giving guidance and managing a planned return to work.

Internal Human Resources

- Provide sickness absence data on request
- Provide support to schools on HR management of staff including sick absence and stress related issues

External Human Resource Provider – Strictly Education

- Provide guidance to schools on the management of work related stress
- On request, provide advice on issues related to work related stress

Health and Safety Executive

- Provides written information and guidance on work related stress
- Monitors workplaces to ensure compliance on work related stress
- Provides a *Management Standards Indicator Tool* which can be used to survey staff

This Policy should be read in conjunction with
 REAch2 Health and Safety Policy
 Bushbury Lane Academy Lone Working Risk Assessment
 Bushbury Lane Academy Wellbeing Policy
 Bushbury Lane Academy Marking Policy
 Medical Risk assessment

Appendix 1

RISK ASSESSMENT FOR WORK RELATED STRESS IN SCHOOLS

Risk assessment

A risk assessment is nothing more than a careful examination of things, which could cause harm, in order to assess whether adequate precautions have been taken to minimise the risk of ill health and decide if anything else needs to be done. This risk assessment is based on the HSE Management Standards on Stress

It is recommended that risk assessments are carried out either according to job or to department or both.

Risk assessment team

The forms need to be filled in by “competent” persons. Teams should include both SMT members and staff representatives are recommended

Using the generic risk assessment

The generic risk assessment contain lists of stressors and ideas about ways of dealing with them. Hazards

- what could go wrong - contains some of the hazards associated with the activity.

Recommended control measures - this is a list of control measures which, if implemented, can help avoid or reduce the risk of stress.

In place - tick the appropriate column to indicate whether the recommended control measures are already in place or not.

Additional control measures needed - if “no” is marked against any recommended control measure, its implementation should be considered. It is not necessary to implement all the measures, but, if problems occur, justification for any decisions may be required. The aim is to reduce is all risks to low.

Where control measures identified as necessary cannot be put in place immediately, short term measures should be implemented, with a view to introducing the additional control measures as soon as possible.

Please note

- The generic risk assessment is for guidance only.
- The generic risk assessment may not cover all the issues and control measures you should consider.

RISK ASSESSMENT – WORK RELATED STRESS

School	Department
Who could be at risk (tick) <input type="checkbox"/> Teachers <input type="checkbox"/> Tas <input type="checkbox"/> Caretaker <input type="checkbox"/> Support Staff <input type="checkbox"/> Volunteers <input type="checkbox"/> Others (Specify)	
Date of assessment	Assessor/s
Review date	Signature of assessor/s
Date and method relevant staff and others informed	

No	MANAGEMENT STANDARD	HAZARDS STRESSORS	Recommended Control Measures	In Place		Additional Control Measures Needed (Transfer to Action Plan)
				Yes	No	
	DEMANDS	Overwork Unrealistic demands Pressure to complete task	<ul style="list-style-type: none"> • Regular meetings with line manager to monitor workload, priorities, problems and develop personal work plans when necessary • Small workgroups with ability to manage output • Better time management • Adjust work patterns to cope with peaks and staff absence • Regular breaks, especially when the work is complex or emotionally demanding 			
		Incomplete or little induction	<ul style="list-style-type: none"> • Thorough induction process 			

		Employee has inadequate abilities / skills for demands of job	<ul style="list-style-type: none"> • Training needs assessed, regularly reviewed and training plans developed • Regular support e.g. 1 to 1 • Proper analysis of job and individual 			
		Insufficient resources	<ul style="list-style-type: none"> • Adequate resources for the job – e.g. time, equipment, etc. <p>Where resources outside manager's control pass information up so funding can be identified.</p>			

No	MANAGEMENT STANDARD	HAZARDS STRESSORS	Recommended Control Measures	In Place		Additional Control Measures Needed (Transfer to Action Plan)
				Yes	No	
		Information overload	<ul style="list-style-type: none"> Sensible use of e-mail Do not provide information of no relevance 			
		Unhealthy / unsafe work environment Lack of space Poor lighting Too hot / cold Inadequate ventilation Poor workstation design / layout Noise	<ul style="list-style-type: none"> Compliance with legal obligations on health and safety Risk assessments up to date Effective hazard reporting procedure Regular inspections and audits Sufficient space to work comfortably Work environment clean and tidy, regular days for clearing out. Computer workstation assessments undertaken and control measures implemented Lighting suitable and sufficient Adequate ventilation and heating Reduce unwanted distraction e.g. noise levels 			
		Poor work/life balance Unsocial hours	<ul style="list-style-type: none"> Flexible hours to help employees balance work and home commitments Job share and part-time working opportunities Agree any changes in working time with staff Rotate duties between team members 			
		Assault Verbal Aggression Threats	<ul style="list-style-type: none"> Specific risk assessment and controls on aggression and violence Training on dealing with aggression / violence. Policies and procedures on dealing with violence and aggression. Understanding rights e.g. walking away from potentially aggressive or violent situations 			

No	MANAGEMENT STANDARD	HAZARDS STRESSORS	Recommended Control Measures	In Place		Additional Control Measures Needed (Transfer to Action Plan)
				Yes	No	
	SUPPORT	Employees not supported by manager or colleagues	<ul style="list-style-type: none"> • Issues discussed at team meetings • Regular feedback and meetings with supervisor 			
		Employee unaware of how to access support on home related / occupational health issues	<ul style="list-style-type: none"> • Regular meetings to raise concerns • Information available in manuals and on notice boards • Issue covered during induction • Employee informed of Employment Advisory Service 			
		Working alone	<ul style="list-style-type: none"> • Specific lone working risk assessment • Staff member aware of guidelines on lone work • Adequate supervision and social / peer support 			
	RELATIONSHIPS	Overly aggressive, indecisive or inconsistent management	<ul style="list-style-type: none"> • Management training • Systems and structures for staff to raise concerns e.g. access to higher manager, suggestion boxes • Appraisal process helps identify problems 			
		Bullying, harassment or discrimination Employee feels unable to report concerns or unaware of procedures	<ul style="list-style-type: none"> • Employees aware of relevant policies E.g. Bullying and Harassment, Grievance • Employees aware of disciplinary procedures as a sanction for unacceptable behavior • Induction covers policies and procedures. • Reminders to staff about procedures • Staff and management training • SLT available to discuss issues that are not being resolved within reasonable timescale. 			

No	MANAGEMENT STANDARD	HAZARDS STRESSORS	Recommended Control Measures	In Place		Additional Control Measures Needed (Transfer to Action Plan)
				Yes	No	
		Clashes of personality / working styles Teams organised where conflicts in relationships	<ul style="list-style-type: none"> Review of strengths and weaknesses prior to creation of new work teams. Where conflict - manager leads process to reduce conflict and keep work on track. Procedures where conflicts not resolved amicably Identify problems and solutions at team meetings 			
		Poor communication Poor employee dynamics Lack of emotional reward	<ul style="list-style-type: none"> Face-to-face communications and briefings Team meetings used as team building exercise Team building exercises and Inclusive social activities Praise, interest, constructive feedback 			
		Clients and colleagues unaware of penalties for unacceptable behavior	<ul style="list-style-type: none"> Employer promotes policies on "difficult behavior" Unacceptable behavior taken seriously - see other relevant policies Employees aware of disciplinary procedures in the case of unacceptable behavior 			
	ROLE	Working in isolation / alone	<ul style="list-style-type: none"> Adequate supervision Social / peer support 			
		Skills / abilities do not match needs of job	<ul style="list-style-type: none"> Good induction program Training and support to overcome difficulties 			
		Conflicting job demands	<ul style="list-style-type: none"> Clearly defined roles Personal work plans Job description matches work being carried out Regular discussion with line manager 			

No	MANAGEMENT STANDARD	HAZARDS STRESSORS	Recommended Control Measures	In Place		Additional Control Measures Needed (Transfer to Action Plan)
				Yes	No	
	CONTROL	Lack of control over individual targets How work is organised Pace of work	<ul style="list-style-type: none"> Individual control of work and targets Discuss work organisation with employee Discuss and agree targets and timescales Employees encouraged to raise concerns with line manager Staff consulted on work patterns and breaks 			
		Under work Boredom Employee skills under utilised Repetitive or monotonous work	<ul style="list-style-type: none"> Design jobs that provide stimulation and opportunities for staff to use skills Sufficient work available Work is as varied as practicable Sufficient challenge/pressure to keep staff motivated and interested Annual appraisal identifies work activities for individuals and ensures skills utilised. Regular breaks and changes of activity 			
	CHANGE	Poor communication Lack of information / consultation about change	<ul style="list-style-type: none"> Keep staff informed at all stages Agree methods of communication (E.g. meetings, notice boards, letters, e-mail, feedback for rooms, etc.) and frequency Explain and justify reasons for change 			
		Reorganisation	<ul style="list-style-type: none"> No change for change's sake 			
		Badly managed change	<ul style="list-style-type: none"> Consult with staff and involve as early as possible and throughout the process Involve trade union and staff representatives Establish system to communicate developments quickly 			
		No support for employees during change	<ul style="list-style-type: none"> Open door policy from management to discuss change Inform employees of support available to them 			

Appendix 2

INDIVIDUAL STRESS RISK ASSESSMENT

The individual stress risk assessment pro-forma can help both employee and manager in identifying work related causes of stress (stressors), finding appropriate solutions and agreeing action. Whilst it has been designed as an individual assessment form for staff, managers may find it helpful when carrying out a pro-active assessment for their teams. It is not compulsory for staff to complete if they feel they are suffering stress, but if managers are to understand and resolve workplace stressors, this can be a very useful tool for achieving those aims.

The pro-forma has 6 broad categories of risk factors. Each category has a number of statements that seek to highlight possible workplace stressors. If used as an individual assessment form, the pro-forma should be completed as follows.

Filling in the individual stress risk assessment

- **Section 1** – The employee should complete this section by ticking each statement with the response they feel is most appropriate.
- **Section 2** - Where the employee feels improvement should be made, examples of the problem need to be inserted. This should make it clear to both manager and employee what the issue is about. There is no need to propose solutions to the problem at this stage. Upon completion of both section 1 and 2, the form should be signed by the employee.
- **Section 3** – The manager in discussion with the employee should decide what action can be taken, what the priorities are and what a reasonable timescale would be for implementing those priorities. This information must be summarised in section 3 and the form signed by the manager.

Notes for staff and managers

- Ensure sufficient time is spent clarifying the problem. Be as specific as possible as this will help in the development of effective solutions.
- Ask how this area of work activity became a problem? What happened? Has it always been a problem? If not, what has changed?
- What would be the mechanisms for introducing suggested improvements? Who will take the work forward? Who needs to be involved? What are the first steps? How will you monitor progress?
- Is the problem a one-off? Is an intervention really required? If it is, how will suggested solutions solve identified problems?
- Finally, it is important not to take on too many actions. You may need to prioritise.

The content of a self-assessment should be discussed at a 1:1 meeting and documented. The result of a team assessment should be summarised in staff risk assessment forms and discussed with team members either as a group or individually.

Policy Introduction date: November 2018

Policy Review Date: November 2020

Policy reviewed Date: September 2022

Next review date: September 2024

Head Teacher Signature.....*Lisa Smith*.....

Governors Approval Date:.....

Staff Work-Related Stress - Self Assessment

Section 1	Never	Seldom	Sometimes	Other	Always	Section 2 Examples	Section 3 Priority and Date Actioned
DEMANDS							
1. I am clear what is expected of me at work							
2. Different groups at work demand things from me that are hard to combine							
3. I have to work very intensively							
4. I have to neglect some tasks because I have too much to do							
5. I am pressured to work long hours							
6. I have to work very fast							
CONTROL							
7. I can decide when to take a break							
8. I know how to go about getting my job done							
9. I have unachievable deadlines							

Staff Work-Related Stress - Self Assessment

Section 1	Never	Seldom	Sometimes	Often	Always	Section 2 Examples	Section 3 Priority and Date Actioned
10. I have a say in my own work speed							
11. I have a choice in deciding how I do my work							
12. I am unable to take sufficient breaks							
13. I have some say over the way I work							
14. My work time can be flexible							
RELATIONSHIPS							
15. I am subject to personal harassment in the form of unkind words or behavior							
16. There is friction or anger between colleagues							
17. I have sufficient opportunities to question managers about change at work							
18. I can talk to my line manager about something that has upset or annoyed me about work							
19. Relationships at work are strained							

Staff Work-Related Stress - Self Assessment

Section 1	Never	Seldom	Sometimes	Often	Always	Section 2 Examples	Section 3 Priority and Date Actioned
CHANGE							
20. I have sufficient opportunities to question managers about change at work							
21. Staff are always consulted about change at work							
22. When changes are made at work, I am clear how they will work out in practice							
ROLE							
23. I am clear what my duties and responsibilities are							
24. I am clear about the goals and objectives of my service							
25. I understand how my work fits into the overall aim of the organisation							
26. I have a choice in deciding what I do at work							
SUPPORT							
27. I am supported through emotionally demanding work							

Staff Work-Related Stress - Self Assessment

Section 1	Never	Seldom	Sometimes	Often	Always	Section 2 Examples	Section 3 Priority and Date Actioned
28. If work gets difficult, my colleagues will help me							
29. I am given supportive feedback on the work I do							
30. I can rely on my line manager to help me out with a work problem							
31. I get help and support I need from colleagues							
32. My colleagues are willing to listen to my work-related problems							

To be completed when this form is used for self-assessment

ANY FURTHER MANAGEMENT COMMENTS:

Staff Work-Related Stress - Self Assessment

Section 1	Never	Seldom	Sometimes	Often	Always	Section 2 Examples	Section 3 Priority and Date Actioned
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NAME OF EMPLOYEE :	
JOB TITLE :	
SIGNATURE OF EMPLOYEE : <small>To confirm content of sections 1&2</small>	
DATE :	
NAME OF MANAGER :	
SIGNATURE OF MANAGER : <small>To confirm content of section 3</small>	
DATE :	