



School Policies

Policy title	Well Being Policy				
Written on	April /March 2010	Reviewed on	Sep 2018	Next review due	May 2019
SLT link	D Keast		Governor link		
Copies in	Policies folder ✓	Handbook	Student planner	Website	

Crown Hills Community College recognises that staff are its most important resource and are to be valued, supported and encouraged to develop personally and professionally within a learning and caring community.

Introduction

Education employees have had to adapt to major changes over a number of years and there is no doubt that radical change in itself is a source of pressure. The possible effects of such pressure need to be positively and sensitively managed.

The aim of this document is to describe the policy and procedures for managing stress and enhancing wellbeing at Crown Hills Community College. The procedure follows The Health and Safety Executive (HSE) Stress Management Standards Approach (Appendix A). The college is also committed to following all the LA procedures for managing stress.

The purpose of this policy is to provide a document that embraces the many college practices that support staff health and well-being, to minimise the harm from stress and ensure there is cohesion and progress in working towards the health and well-being of all staff

Policy Statement

The Principal and The Governing Body accept their legal responsibility to ensure the health, safety and welfare of their employees whilst at work. In this context the term health includes the mental health and well-being of employees. The Principal and The Governing Body recognise that a degree of pressure can be a positive force at work; however, excessive pressures can lead to stress and have a negative effect on health and work performance.

The Governing Body is committed to the identification of any negative effects that stress may have on individual members of staff and provide suitable support mechanisms for members of staff suffering from such effects.

The Principal, as Key Manager, has overall responsibility for the management of stress in the college but may delegate day to day management to Line Managers and Heads of Faculties. The Governing Body retains the responsibility to identify stress in the Principal and offer necessary support.

Through an established risk assessment process, the Principal will identify hazards, assess the risks from those hazards and introduce control measures to reduce the risks to the lowest possible level. This will include identifying factors that could pose a risk to the mental health and well-being of all staff including the Principal, with the objective of reducing those factors as far as is reasonably practicable.

In recognition of the increased demands on employees at all levels, the Governors and Principal wish to adopt an open and proactive approach to managing stress at work. In adopting this approach the Governors and Principal are recognising that stress is not solely an isolated or individual case, but one that may have work as well as personal causes. To this end the Governors and Principal are committed to helping employees to cope with the pressures of today's working environment.

The Principal will carry out a regular stress audit of the college and will act to reduce any causes of stress that are identified. Managing stress and ensuring wellbeing is a collective responsibility which involves partnership and commitment from all.



Purpose

This policy will provide a framework for the following elements of college life to be developed in support of staff health and well-being

Definition

Risks to safety can often be dealt with promptly, using recognised and accepted remedies, but risks to health can be harder to define and appropriate solutions more difficult to devise. In education stress can be a significant health issue, yet it is one of the most difficult to resolve. In this policy we accept the HSE definition of stress as “the reaction people have to excessive pressure or other types of demand placed upon them.” It arises when staff perceive an inability to cope. This policy, which is aimed at teaching and support staff, gives advice on the nature and causes of work related stress in education and guidance on strategies for dealing with and reducing stress at work.

The nature of work stress

Work stress is the response people may have when presented with excessive work pressures or demands. That is, pressures or demands which are beyond the scope of the resources available to them.

It occurs due to a wide range of circumstances but more often when college employees feel that they have little control over the pressures or demands placed upon them. Work stress can also be brought about when a perception occurs that there is little or no support from the college management or other colleagues.

When stressed, people may feel, think and behave differently and experience increased health problems, both physical and mental.

Stress can arise as a result of pressures both at home and at work. It needs to be recognised that pressure arising from work can have as much impact on employee well-being as personal problems. The Principal cannot be expected to protect employees from stress arising at home; however, he/ she will try to ensure that any risk from work stress is minimised whenever or wherever possible.

People will naturally compensate for stressful situations and circumstances by drawing on other resources or reserves. However, when these alternatives are exhausted, serious problems for individuals and the college may present themselves.

Legal Requirements

Health and Safety legislation makes no distinction between mental injury and physical injury. Under the Management of Health and Safety and Work Regulations 1992, there is a general duty to complete risk assessments. Stress, as a hazard should be considered when undertaking assessments that are covered by existing health and safety legislation. When assessing stress as a hazard, consideration will be given to the six Management Standards (Appendix A) as defined by the HSE and incorporated into the HSE recommended Five Steps to Risk Assessment (Appendix B)

Responsibility of Employers

In this college the Principal, as key manager, has overall responsibility for health and safety matters. In addition, the Principal and the Governors are aware that they have responsibility for the management of stress in the college. This requires a commitment from the highest level to deal with stress as a serious issue. As a result The Principal or a delegated representative will attend training provided by the Local Authority to identify and reduce the incidence of work related stress. The aim of the training is to enable him/ her to recognise the signs and symptoms of stress both on a day-to-day basis and when risk assessments are undertaken or reviewed.

Procedures for the management of stress

Stress results from an imbalance between demands, pressure, resources and support. A healthy job is likely to be one where the demands on teachers and staff are in balance with their abilities, training and resources, the amount of control they have and the support they receive. Imbalance may occur where the demands are too great (overload) or where the demands are too few (under load). Both can result in stress. Demands should be met by support, control



and as far as is reasonably practicable, adequate resources. It is recognised that harmful levels of stress are most likely to occur where:

- Teaching and other pressures pile up or are prolonged
- People feel unable to control the demands placed upon them
- Conflicting demands are placed on people
- There is intensive review of working practice e.g. OFSTED
- There are high levels of uncertainty within the College
- Timetables are inflexible and over-demanding
- There is prolonged conflict between individuals, including harassment, bullying or where people are treated with contempt or indifference by students or colleagues
- There is a lack understanding, acknowledgement and leadership at all levels of management
- There is a lack of support from colleagues

The Principal and senior college managers, in consultation with staff, will endeavour to become aware of the work areas and groups of people most at risk. This will include increased awareness of the demands and pressures, and an appreciation of how staff cope with them.

The Principal and Governors will ensure that all employees receive information and/or training in how to identify stress in themselves and others. Self-assessment information will be available to all staff to assist in that process.

Efforts will be made to create an environment where stress can be discussed in the same way as any other college-related issues. Appropriate opportunities under Health and Safety agenda points will be provided for discussion on stress related issues at all meetings, at all levels.

The Principal and College managers will always enable staff to talk about their concerns through the normal management structure and take all reasonably practicable steps to reduce stress to the lowest level. Employees will be given an alternative route to air their views should they feel uncomfortable speaking to their Line Manager or The Principal as the college recognises that problems can sometimes be caused by the Management/ staff relationship. The college will make available to all staff the contact details of a reliable and reputable counselling service.

Even with support mechanisms in the College, some staff will still be reluctant to discuss their health and well-being, particularly in relation to stress. This is why the Principal and Line Managers will respond appropriately to noticeable changes in work performance, such as:

- A sudden loss of motivation or commitment
- Erratic or poor timekeeping
- A reduction in teaching or work performance
- Poor decision making
- Increase in sickness levels
- Signs of irritability or aggression
- Resentment to advice
- A reduced willingness to co-operate with management/College initiatives
- Becoming withdrawn or unsociable

Not all stress is work related. Stress can often be caused outside of the College environment and then affect people's work, or be made worse by work. The Principal and Governors will address stress as a whole as generally that is the most successful method for the management of problems associated with stress.



The Management Standards

The Management Standards cover six key areas of work design that, if not properly managed, are associated with poor health and well-being, lower productivity and increased sickness absence. In other words, the six Management Standards cover the primary sources of stress at work. These are:

Demands

This includes issues such as workload, work patterns and the work environment.

The Standard is that:

- Employees indicate that they are able to cope with the demands of their jobs; and
- Systems are in place locally to respond to any individual concerns.
- What should be happening/ States to be achieved: The organisation provides employees 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 employees.
- Employees' concerns about their work environment are addressed.

Control

How much say the person has in the way they do their work.

The Standard is that:

- Employees indicate that they are able to have a say about the way they do their work.
- Systems are in place locally to respond to any individual concerns.
- What should be happening/ States to be achieved:
- Where possible, employees have control over their pace of work.
- Employees are encouraged to use their skills and initiative to do their work.
- Where possible, employees are encouraged to develop new skills to help them undertake new and challenging pieces of work.
- The organisation encourages employees to develop their skills.
- Employees have a say over when breaks can be taken.
- Employees are consulted over their work patterns.

Support

This includes the encouragement, sponsorship and resources provided by the organisation, line management and colleagues.

The Standard is that:

- Employees indicate that they receive adequate information and support from their colleagues and superiors.
- Systems are in place locally to respond to any individual concerns.
- What should be happening/ states to be achieved.
- The organisation has policies and procedures to adequately support employees.
- Systems are in place to enable and encourage managers to support their staff.
- Systems are in place to enable and encourage employees to support their colleagues.
- Employees know what support is available and how and when to access it.
- Employees know how to access the required resources to do their job.
- Employees receive regular and constructive feedback.

Relationships



This includes promoting positive working to avoid conflict and dealing with unacceptable behaviour.
The Standard is that:

- Employees indicate that they are not subjected to unacceptable behaviours, e.g. bullying at work.
- Systems are in place locally to respond to any individual concerns.
- What should be happening/ States to be achieved:
- The organisation promotes positive behaviours at work to avoid conflict and ensure fairness.
- Employees share information relevant to their work. The organisation has agreed policies and procedures to prevent or resolve unacceptable behaviour.
- Systems are in place to enable and encourage employees to report unacceptable behaviour.

Role

Whether people understand their role within the organisation and whether the organisation ensures that the person does not have conflicting roles.

The Standard is that:

- Employees indicate that they understand their role and responsibilities.
- Systems are in place locally to respond to any individual concerns.
- What should be happening/ States to be achieved:
- The organisation ensures that, as far as possible, the different requirements it places upon employees are compatible.
- The organisation provides information to enable employees to understand their role and responsibilities.
- The organisation ensures that, as far as possible, the requirements it places upon employees are clear.
- Systems are in place to enable employees to raise concerns about any uncertainties or conflicts they have in their role and responsibilities.

Change

How organisational change (large or small) is managed and communicated in the organisation.

The Standard is that:

- Employees indicate that the organisation engages them frequently when undergoing an organisational change.
- Systems are in place locally to respond to any individual concerns.
- What should be happening/ States to be achieved:
- The organisation provides employees with timely information to enable them to understand the reasons for proposed changes.
- The organisation ensures adequate employee consultation on changes and provides opportunities for employees to influence proposals.
- Employees are aware of the probable impact of any changes to their jobs. If necessary, employees are given training to support any changes in their job.
- Employees are aware of timetables for changes
- Employees have access to relevant support during changes

Five Steps to Risk Assessment

- 1 Identify the risks-Understand the Management Standards
- 2 Decide who might be harmed and how-Gather data
- 3_Evaluate the risks_Explore problems and develop solutions
- 4 Record your findings-Develop and implement action plans
- 5 Monitor and review

Crown Hills will;



- Provide personal and professional development that incorporates regular opportunities for learning and practicing health skills such as – team building, management of change, stress management, assertiveness, communications etc.
- Provides a range of strategies for involving staff in college decision-making processes.
- Operate sensitive and negotiated management and appraisal systems linked to clear job specifications
- Provide extra support at certain times of particular stress change and/or difficulty (Ofsted, Child Protection Case)
- Provide a non-judgmental confidential support system such as a staff mentor
- Promote information about and access to supportive services
- Work towards an ethos where staff feel valued and where respect, empathy and genuineness are the cornerstones of college relationships.
- Regularly assess the risk of work activities, including the risk of harmful stress and act upon such findings.
- Through training and building security provide staff with a sense of safety and the confidence to deal positively with stressful incidents
- Regularly review the demands on teacher time spent on paperwork and seek practical alternative solutions wherever possible.
- Respond sensitively and flexibly to external pressures that impact on staff lives
- Maintain contact with staff when they are absent for long periods and on returning to the college avoiding the situation of payback time and extra workload
- Maintain positive staff- student relationships to ensure an effective teaching and learning environment. (Cross referenced with behaviour and safeguarding policies)

WHEN PROBLEMS ARISE

- The College will provide support and discuss options as appropriate to the circumstances.
- In some cases this may include seeking external help such as using the teacher help line, accessing support from the local authority such as Health and Safety Officer or Counsellor. Occupational Health and GP services may be used. The college will continue to support staff even when external services are involved.
- The outcome of stressful or threatening incidents will often be influenced by the response of students. This needs to be considered in a college response.
- During this time the college will seek at all times to maintain the confidentiality, rights and dignity of the staff involved.

IMPLEMENTATION

The College will use the following indicators to assess the impact of the policy

Indicators

- The college will have an action plan for staff health and well-being linked to the college development plan.
- A staff audit will be carried out to focus the action plan
- The implementation of a staff development program and its success
- Staff skills and understandings related to stress and stress management
- Confidential help line numbers are displayed and promoted
- Management set positive role models
- Decision making processes are clearly understood and supported by the staff
- Opportunities are provided for all staff to socialise and relax with each other



- New staff are supported with an appropriate level of induction
- An open listening management system that responds quickly to problems
- Quality of staff facilities and accommodation (such as access to refreshment, adequate seating and toilet facilities)
- Life balance approaches are seen as positive strategies for maintaining staff health and college effectiveness.
- Awareness raising, training and procedures are in place to prevent staff harassment and bullying.
- The monitoring of Staff understandings and feelings - such as sense of security and safety, Staff absences ,Staff/student/parent relationships and the recruitment and retention of staff

THE ACTION PLAN

- The college will develop an action plan to be included as part of the college Development Plan.
- This plan will be based on need assessments, set targets, be time scheduled and have clear achievable outcomes

MONITORING AND EVALUATION

- The Action Plan will be monitored and reported on to the governors and the staff on an annual basis.
- A senior member of staff and other relevant colleagues, such as union representatives, health and safety officers, and governors will provide an action group to implement the action plan.
- The members of staff with lead responsibility are HIL/BAR

COORDINATION

This policy will take account of and support and embrace other policies such as

- Equal Opportunities
- Health and Safety
- Staff Appointments
- Alcohol and anti-smoking policies

Good practice at Crown Hills includes:

- After school meetings are timetabled in advance and part of directed time
- A weekly and daily bulletin and a regular morning briefing session maintain communication amongst staff
- PPA time is timetabled for all staff
- An agreed limit for Teaching staff to be normally used for cover in one academic year
- All NQT's are mentored and have a timetabled meeting with their mentor
- A regular review of the calendar by SLT examines stress issues and seeks to make changes to avoid these in any future planning
- The Sports college provides a range of after school sporting activities for staff
- The sport college provides a range of discounted relaxation facilities for staff
- The college encourages staff to read for relaxation and hosts a half termly 'Book club
- Discretionary days can be negotiated with the Principal