

# **BROAD CHALKE CE VA PRIMARY SCHOOL**

## **Staff Well-Being Policy**

With the love of God we learn, care, grow and share.

### **1. Purpose and scope of Policy**

Broad Chalke Primary School is committed to ensuring the health, safety and welfare of all its staff as far as is reasonably practicable. This includes the psychological and emotional well-being of staff as well as their physical good health.

The Governing Body also believes that having a management ethos committed, within operational constraints, to addressing the needs and expectations of staff, is likely to contribute towards optimum business effectiveness. Healthy, fit staff with a strong sense of well-being will perform better and be less likely to be absent from work or to seek other employment.

This policy will, therefore, establish the ways in which Headteachers, managers and Governors and other staff can contribute to their own well-being and to that of their colleagues. It will also identify the procedures that can be used by the Headteacher and other managers to help alleviate the detrimental effects that an individual may be suffering as a result of circumstances within the manager's control. It will do this by:

- Providing a clear policy statement;
- Setting out the roles and responsibilities of particular people
- Emphasising the charter of expectation for staff;
- Setting out the practices and procedures that contribute to staff well-being;
- Explaining the support structure in place should these practices and procedures fail.

### **2. General policy statement**

All staff should have the benefit of a working environment that positively contributes to their own sense of well-being and security. The working environment includes the way in which the workload and the workplace are managed as well as the physical conditions in which the work takes place.

The Governing Body, Headteacher and line managers within Broad Chalke Primary School accept their responsibility to work towards attaining this and to instigate and maintain the cultural environment necessary to achieve it.

Fundamental to this is the need for fair and effective management by people that are competent in the range of skills needed for that role. Good leadership and managing staff appropriately will be the biggest factors in reducing the potential for harm to staff

The Headteacher, the leadership team and line managers need to be competent in all areas of their management function and an effort to establish and maintain competencies should be a key feature of the appointment and development of those in such posts.

The Headteacher, the leadership team and line managers will be expected to continually assess the working environment for significant sources of stress and to be aware of, and alert to, the symptoms of stress in the people that they manage. They must also monitor the levels of staff well-being through team and individual meetings.

Having said this, the Headteacher, the leadership team and line managers' diligence cannot be expected to be failsafe and all staff must be responsible for bringing attention, at the earliest opportunity, to any situation or factor that may be a source of stress or poor well-being either to themselves or to others.

All issues will be treated with sensitivity and, if necessary, confidentiality in seeking to reduce or eliminate the source of the concern and in providing support to the individual member of staff to minimise any adverse effect and hasten their recovery.

### **3. Roles and responsibilities**

The Governing Body has formally adopted this guidance and has agreed that it should be actively promoted among staff at the school and be available to everyone.

The Governing Body and the Headteacher will seek to cultivate and promote a culture in which staff have a positive sense of well-being and where work-related stress is treated as any other form of ill-health would be. The Headteacher will also ensure that all cases, where individual or collective staff well-being is an issue, are managed appropriately with reference, where necessary, to the specialist roles set out below.

The Headteacher, the leadership team and line-managers have the largest role in achieving the aims of this policy, not only because it is they who have the greatest daily influence upon the working environment, but also because it is this group which is primarily expected to recognise the potential or actual symptoms of stress and to monitor levels of well-being.

The Headteacher, the leadership team and line-managers have the specific responsibility for:

- making themselves aware of this policy and guidance and how it affects their role;
- making themselves aware of, and operating within, all of Broad Chalke School's policies and procedures
- carrying out risk assessments in relation to staff well-being (see Toolkit 2);
- prioritising management and leadership development within their own personal development plans;
- monitoring work performance and absences;
- informing staff of support available to them;
- ensuring that new staff or staff in new posts or with new responsibilities are assessed as being capable of fulfilling their roles without detriment to their health or safety;
- recognising the symptoms of stress in those they manage and work with;
- seeking to resolve, mitigate or remove any causes of stress using advice from this guidance where relevant;
- referring those with on-going symptoms of stress to an Occupational Health Service and, if appropriate, supporting access to specialist counselling services;
- dealing with all instances professionally, sensitively and, as necessary, confidentially.

No matter how vigilant Headteachers, the leadership team and line-managers are, it is inevitable that individual staff will often be the first to identify circumstances which are affecting well-being or could induce stress. They will almost certainly be the first to recognise that they are starting to experience some of the early signs of stress.

All staff will therefore be encouraged to take responsibility for alerting a suitable person to any concern they may have in respect of stress, their general ability to carry out their work duties without detriment to their health or safety or any other sense of discontent.

A suitable person means either the immediate supervisor or line manager or, if this is not possible, the Headteacher, or in his/her absence a member of the leadership team or a nominated Governor or any of the Local Authority's specialist services listed later in this guidance.

The source of the concern may not be wholly work-related and staff should be encouraged to share details of circumstances in their personal lives which could be significantly affecting their health or work performance. All such information is to be treated with complete confidence to the extent that school procedures allow (ultimately some information may need to be disclosed to allow others to make decisions).

### **4. Charter**

Broad Chalke Primary School has indicated its commitment to staff well-being and seeks to operate fair and equitable employment practices; to have appropriate levels of leadership and

management; to have reasonable working conditions and workplaces; and to be responsive and flexible to the needs and demands of its staff.

Staff must likewise commit to playing their part in achieving this policy's objectives. This means attending for work; working to the best of one's abilities; adhering to the guidelines and codes of conduct that are set; and to working collaboratively with their manager and colleagues.

Compliance with this simple charter will go a long way to avoiding conflicts, sources of stress and impediments to staff well-being.

These are also some of the agreed protocols to support staff well-being through staff having a healthy work/ life balance:

- No sending/reading emails after hours except in an emergency.
- Not more than 1 governor in a classroom at any one time.
- Staff to leave the building in line with their normal working hours except for when they are needed for meetings which are necessary for them to fulfil professional responsibilities.
- Feedback and marking policy with an emphasis on the importance of verbal feedback.
- Weekly planning minimal – it's there to serve the teacher, not everything needs to be written down.
- Online resources such as 'classroom secrets' and 'Twinkl' to save teachers time
- In addition to statutory PPA time, the teachers have every other Monday assembly time plus every Tuesday hymn practice time to meet with their TA or use as additional preparation time.
- Reduced data collection to 3 times a year (plus on entry baseline for EYFS).
- 'Insight' tracking system to generate and analyse data reports instead of manually.
- No tracking 100s of individual objectives.
- Staff meetings planned in advance and where possible finish before 5.30pm and teachers are not (in line with union recommendations) asked to attend more than one management organised staff meeting per week.
- No after school meetings or clubs during weeks when parent teacher meetings are held.
- Subject Leaders have time allocated and budgeted for to carry out subject leader duties.
- When reviewing policies this is delegated so the subject leader brings the proposed changes to the staff meeting rather than all teachers going through all policies.
- Senior Leaders generally filtering out unnecessary initiatives / change / workload wherever possible.

## **5. Preventative Measures – a) Policies and Procedures**

Broad Chalke Primary School has a number of policies and procedures to assist the Headteacher, the leadership team and line-managers to manage effectively and to ensure that all staff are given a fair and consistent quality of leadership and management. Copies of these are available on request from the school's administration office. Where necessary the Headteacher will contact the school's HR provider for further advice on the application of procedures.

Headteachers, the leadership team and line-managers should also be aware of other procedures and measures which should be used to contribute towards staff well-being and to counter stress.

These include:

### **Induction/probation process**

to introduce new staff to the working environment and the work methods (including safe working practices for staff who work with children and young people in education settings). Special arrangements apply to Newly Qualified Teachers (NQTs)

### **Skills training**

to enable new staff to work efficiently, effectively and safely and maintain continuous professional development (CPD).

### **Management training**

to develop and maintain managerial skills

### **Refresher**

to update and up-skill and maintain continuous

### **Training**

professional development (CPD).

## Performance Appraisal

to allow for work to be discussed and evaluated and for mutually agreed workloads and targets to be established.

## Risk Assessments

to identify areas in which staff health or safety is vulnerable and provide a means to introduce more adequate control measures. Schools can use risk assessments pro-actively to analyse potential causes of stress and potentially stressful situations, for example when new initiatives are introduced, so that appropriate control mechanisms can be developed and adopted. A generic broad risk assessment of well-being for schools has been produced and can be accessed on our [School Risk Assessments](#) webpages and a more detailed assessment procedure is given in Toolkit 1.

## Staff meetings and other means of communicating information

help to ensure that all staff are kept abreast of issues in the school which may affect them.

## Preventative Measures – b) Specialist LA Services

The local authority has specialist staff that can provide support for staff well-being issues.

- **Human Resources** can provide guidance on the scope and range of options available to Headteachers or Governors in particular situations. This helps to ensure fair and consistent management standards, which in turn provides reassurances to staff.
- The **Occupational Health (OH) Service** also provides support and advice to Headteachers through two important functions.
  - 1, By new starter health screening they will ensure that prospective staff are fit to undertake the range of duties being offered, or identify the type of support that a person may need to perform effectively in the job.
  - 2, At any later date should there be any early indication of stress or concern about sickness absence, the Service can investigate and give advice.
- The OH Service also screens calls to the LA's Employee Well-Being Helpline and can fast-track access to specialist counselling services if appropriate. This would be at the expense of the school.
- The **Health and Safety Service** will provide advice and support to all staff to enhance the physical working environment and develop safe systems of work. They will also contribute to the risk assessment process and help determine what measures can best counter particular risks.
- **Trade Union Appointed Representatives** can provide members with information and support on a wide range of staff well-being issues and any member may seek their advice at any time.

## Preventative Measures – c) Schemes and Benefits

- **Healthy eating** – our school kitchen provides healthy menus. Suitable spaces are available for staff to eat away from supervisory responsibility.
- **Smoking** – smoking is prohibited in all school premises and within all school vehicles. This is to ensure a smoke-free environment for all staff.
- **Childcare** – The school provides free childcare for the children of staff who attend the school in our own Early bird club.

## Preventative measures – d) Work / Life Balance

Broad Chalke Primary School expects everyone to be able to enjoy a comfortable balance between the time spent at work or thinking about work and the time devoted to the other parts of their life. The Governing Body and the Headteacher, will have regard to staff being able to discharge their professional duties within hours that are reasonable and unlikely to impede upon normal non-working time.

The safeguards of the Working Time Regulations should prevent anyone from working excessive hours over a prolonged period. No-one should exceed an average of 48 hours worked per week over any 17-week period. Schools must monitor this. Headteachers should have regard to the

provisions of the School Teachers Pay and Conditions Document in respect of teaching staff in particular the sections on working time. It is important that school leadership management teams make and communicate plans for the forthcoming school year in respect of curriculum delivery and teaching timetables. Teachers employed full-time are available to perform their duties at such times and such places as may be specified by the headteacher for 1,265 hours (directed time), those hours to be allocated reasonably throughout those days in the school year on which the teacher is required to be available for work. The STPCD states that in addition to the 1,265 hours of directed time, a teacher “must work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher’s professional duties”, particularly:

- Planning and preparing courses and lessons
- Assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned pupils.

The provisions detailed in the School Teachers Terms and Conditions in relation to working time and working days for teachers must be observed with the exception of headteachers, deputy headteachers, assistant headteachers, advanced skills teachers or teachers in receipt of an acting allowance for carrying out the duties of a headteacher, deputy headteacher or assistant headteacher who are not covered by those arrangements. The STPCD sets out the following working arrangements for teachers:

- Working time / Working days for teachers
- Specified working hours for teachers
- Overarching rights
- Daily break
- Work/life balance
- Guaranteed planning and preparation time
- Management time
- Cover
- Administration and external examinations
- Training and development
- Leadership and management time

*NB: Under Induction regulations NQTs are also restricted to working no more than 90% of the time a qualified teacher would be expected to teach.*

## **6. Support staff roles**

- Working additional hours at home and during ‘out-of-hours periods’ should not be a regular feature of a support staff job unless a role specifically requires it and nor should support staff be routinely disturbed at home by colleagues trying to contact them about work issues.
- Rest breaks should be taken away from work duties during working periods in excess of six hours. All staff are encouraged to take advantage of natural and structured breaks to take refreshments and to use structured breaks for rest and their own purposes.
- School staff should not take up any other employment which may affect their well-being; adversely impact upon their performance for Broad Chalke School; or contravene The Working Time Regulations without discussion with their Headteacher.
- Broad Chalke Primary School also has a further range of policies which promote flexibility for staff to manage their work duties alongside their personal life. These include maternity and paternity leave, family emergency leave, leave of absence and compassionate leave.
- Conversely, whilst staff are at work, they are expected to fully devote their attention and time to their work. Any issue from their personal life which may impact upon work performance or attendance should be discussed with their Headteacher/line manager.

## **7. Support Structure**

Despite all of the policies, procedures and measures outlined above, there may be occasions when staff experience feelings and physical symptoms of ill-health, stress or general discontent which may be linked to their work or working environment.

In addition to capable and sensitive management, a range of support services and procedures are available to reduce the harmful effects and facilitate full and speedy recovery. The Headteacher,

the leadership team and line managers will carefully consider which combination of these (if any) may be suitable to deal with a particular situation.

- **The Schools HR Advisory team** can advise on the application of policies which will enable the Headteacher and Governors to investigate issues which are resulting in conflict, stress or other discontent.
- The **Occupational Health Service** can provide advice and medical opinion about an individual's current and future fitness for work. This service is accessed by line management through the HR Advisor. Self-referral is not possible.
- A confidential **Employee Well-Being Helpline** (01225 713147) is available to all staff. Calls are screened and assessed by a member of the Occupational Health team. Callers may be signposted to relevant external providers or specialist counselling services.

#### **8. The monitoring and review of this policy**

The Headteacher and Governing Body will review this policy regularly and revise and promulgate as necessary.

#### **9. Further information and advice**

Anyone who wants more information related to this policy should contact the Headteacher or Chair of Governors.

**10.** This guidance will apply to both teaching and non-teaching staff working in Wiltshire Schools / academies and has been agreed with the following recognised unions: NEU, NAHT, NASUWT, ASCL, Unison, Unite and GMB

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Reviewed:

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## Staff Well-Being – Toolkit 1

### 1. Guidance for Governors and the Leadership Team

School Governors are expected to have a clear commitment to work-life balance. They need to consider the points below in validating the school's current position in respect of staff well-being but particularly those in relation to the Headteacher:

- Does the school have a work/life balance statement of intent or policy in place?
- Does the school have a governor responsible for headteacher's own work/life balance - this could be the chair of governors or the chair of a sub-committee. The most important issue is the quality of the relationship between the work/life balance governor and the head.
- Are work/life balance, dedicated Headteacher time and preparation planning and assessment time (PPA) an agenda item at the personnel/staffing sub- committee?
- Is work/life balance part of performance review discussions?

### 2. Reducing Teachers workload

Please see the latest government advice which can be found at

<https://www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload>

### 3. Why do we also need to have a policy about staff well-being?

Well-being is about all staff feeling that their job contributes positively to their life rather than being a source of illness, harmful stress or other discontent. It's also about feeling respected and valued and that staff and the work that they do really matters and makes a difference to the success of the school. It applies as much to support staff in schools as it does to teachers.

To achieve this aim, it is important that the school makes sure that all staff have the right amount of the right type of work as well as the proper skills, facilities and equipment to be able to do it. It's also important that all staff are able to feel that they have some control over the way in which their work and working environment is organised and that there is clear and regular communication between them and their line management.

Circumstances in a member of staff's personal life can also affect their behaviour and performance at work and, whilst it may be beyond the scope of the school to directly address those personal issues, it is right that take these into consideration in assessing any sense of well-being once they are aware of them. The policy aims to address the need to promote and health and well-being at work and ensure that the school can create an organisational culture where negative wellbeing issues are identified minimised and managed before they affect the wellbeing of staff. The aim should also be to promote the positive aspects ideas and procedures that support health and well-being at work. As a consequence those who work in your school will be able to confirm that it is a good employer with a range of supportive workplace policies and a number of additional staff benefits that help to make it attractive place to work.

## Toolkit 2

### Employee Well-being Risk Assessment - Guidance notes for School

**STRESS** is *the reaction people have to excessive pressures or other types of demand placed upon them and can cause feelings of being unable to cope. All sorts of situations can cause stress and it is the individual's perception of the pressure that often results in physical and emotional symptoms presenting themselves. The effects will usually resolve once the stressful situation comes to an end. Some people are more vulnerable to the effects of stress than others.*

This process of risk assessment is designed to try to help managers provide interventions to assist in reducing the effects of stress on individuals in a meaningful and proactive manner through a series of simple stages.

- Identify the things that add to positive well-being and those that may contribute to poor well-being
- Assess the risk by determining the impact of each stressor
- Give evidence and narrative to support assessment
- Reinforce positive well-being and determine suitable action to tackle sources of poor well-being
- Review the impact of any action and continue to seek further action if necessary

#### **How to use this risk assessment form:**

1. Arrange a convenient time to meet with the individual concerned. Give the employee the risk assessment form to complete prior to that meeting. Ask the employee to complete the first 5 columns of the risk assessment for each question.
2. During the meeting discuss the employee's observations of each issue particularly those that have been rated as negatively impacting upon well-being – scored 4 or 5. Do not be afraid to offer alternative interpretations of events if you think there may be misunderstanding or ambiguity in the employee's perceptions. However always recognise that this is their perception and how they feel.
3. Try to jointly identify ways to help reduce or mitigate the sources of stress that have been identified. These actions should be entered in the final column of the risk assessment. All actions should be agreed with the individual concerned and should be realistic, measurable and time framed.
4. Once the assessment is complete ensure it is signed by both the employee and the manager. Each participating person should have a copy of the assessment for their own records. Agree when you want to review the plan to assess if the actions are working and record a review date in the review section.
5. At the review meetings assess if measures have been successful. Consider if measures need to continue or if alternative strategies are necessary. Annotate the action plan accordingly. Set further review meetings and inform all parties of the outcomes of the review.

## Action planning/Intervention required

Where the employee has identified sources of adverse well-being, the manager should consider interventions that might be helpful to remove or mitigate those sources. The following table gives illustrations of interventions that might be appropriate. The illustrations are not exhaustive and are for guidance only.

	Outcomes from discussions with manager including any agreed actions with timings
<b>YOUR JOB</b>	
1. Do you understand your job role and what is expected of you?	<ul style="list-style-type: none"> <li>• Ensure duties and responsibilities expected are clear, not excessive.</li> <li>• Clarify work goals and objectives ensuring no ambiguity.</li> </ul>
2. Do you understand how your job fits into the service as a whole?	<ul style="list-style-type: none"> <li>• Communicate clear school objectives in a way that individuals and teams understand.</li> <li>• Aim for good communication and close employee involvement, particularly during periods of change or high pressure.</li> </ul>
3. Do you have the opportunity to use your skills and knowledge at work?	<ul style="list-style-type: none"> <li>• Look at job design and working practices: Are changes needed to processes?</li> <li>• Ensure appropriate recruitment and selection to make sure individuals are matched to jobs – people can be over or under-qualified. Match demands of work to individual skills in terms of complexity / quantity and intensity.</li> </ul>
4. Do you have enough variety in the things you are asked to do at work?	<ul style="list-style-type: none"> <li>• Consider changing the way jobs are done by moving people between jobs, giving individuals more responsibility, increasing the scope of the job, increasing the variety of tasks, or giving a group of workers greater responsibility for effective performance of the group.</li> </ul>
5. Do you consider your work to be important and to be valuable?	<ul style="list-style-type: none"> <li>• Ensure regular and constructive feedback is put into place.</li> </ul>
6. Do you think others consider your work to be important and of value?	<ul style="list-style-type: none"> <li>• Ensure regular team meetings are in place</li> <li>• Encourage constructive and positive communications between staff.</li> </ul>
7. Do you have some control over when and how you do your work tasks?	<ul style="list-style-type: none"> <li>• Consult with people to allow them to influence the way their jobs are done, what the real deadlines are and what the priorities are. Enable employee autonomy where possible.</li> <li>• Set realistic deadlines for tasks.</li> </ul>
8. Do you have adequate resources (time, space, equipment) to enable you to do your job properly?	<ul style="list-style-type: none"> <li>• Analyse requirements for the project / task, set SMART objectives:</li> <li>• Analyse skills alongside the task, support with new or unfamiliar work/new requirements due to changes in legislation/Ofsted.</li> <li>• Provide training/supervision for those who need more, e.g. when introducing new technology/new working practices/different key stage.</li> </ul>

	Outcomes from discussions with manager including any agreed actions with timings
9. Are you happy with the responsibilities you have, including responsibility for other people?	<ul style="list-style-type: none"> <li>• Support staff in planning their work. Try to establish what aspects of their job they find challenging.</li> </ul>
10. Do you have a good understanding of the role of others in your team?	<ul style="list-style-type: none"> <li>• Ensure new staff are properly inducted, existing staff moving between key stages, or returning to work after long absence should also have a proper induction.</li> <li>• Ensure regular team meetings are in place.</li> </ul>
11. Do you feel that job security is impacting on your wellbeing?	<ul style="list-style-type: none"> <li>• Use team meetings and other methods of communications to ensure that individuals are kept up to date with school policy changes.</li> </ul>
<b>YOUR MANAGEMENT</b>	
12. At work, does your manager listen to your views on issues that directly concern you?	<ul style="list-style-type: none"> <li>• Explain how to raise concerns or ask for support.</li> </ul>
13. Are you kept informed about what is happening in your class, and the wider school and do you feel able to ask questions about it?	<ul style="list-style-type: none"> <li>• Encourage constructive and positive communications between staff.</li> </ul>
14. Is the feedback you get from your manager fair, timely and given in an appropriate manner?	<ul style="list-style-type: none"> <li>• Ensure regular supervision and appraisal.</li> <li>• Ensure regular one to one time with manager to verbalise concerns.</li> </ul>
15. Do you feel supported by your manager and able to approach him/her over work concerns?	<ul style="list-style-type: none"> <li>• Be approachable and receptive to feedback as a manager, encourage exchanges to positively enhance working practice.</li> </ul>
16. Do you think you have the appropriate skills and competency to be able to do your job?	<ul style="list-style-type: none"> <li>• Analyse skills alongside the task, support with new or unfamiliar work.</li> <li>• Provide training/guidance for those who need more, e.g. when introducing new technology.</li> </ul>
17. Do you feel that you have reasonable opportunities for skill development?	<ul style="list-style-type: none"> <li>• Consider career planning discussion, training needs evaluation and explain opportunity (if available) in the school.</li> </ul>
<b>WORKING RELATIONSHIPS</b>	
18. Do you feel you have good relationships with your manager and work colleagues?	<ul style="list-style-type: none"> <li>• Consider mentoring roles within school to support each other and individuals.</li> <li>• Address any breakdown in relationships.</li> </ul>

	Outcomes from discussions with manager including any agreed actions with timings
19. Is there someone at work that you can discuss work problems with?	<ul style="list-style-type: none"> <li>• Encourage and enhance team working.</li> <li>• Consider work buddy or mentor support.</li> <li>• Is the employee aware of the Employee Well-Being Helpline and the <a href="#">Education Support Partnership</a>?</li> </ul>
20. Do you feel you have a good work/life balance?	<ul style="list-style-type: none"> <li>• Reinforce flexible working options. Does the individual require some temporary reduction in work hours or alternative work pattern to cope with a domestic situation?</li> <li>• Ask the individual what he/she feels would be most appropriate at this time.</li> </ul>
<b>WORK PATTERNS</b>	
21. Do you have the opportunity to take breaks, lunch, annual leave, and (if part of your terms and conditions) time off in lieu?	<ul style="list-style-type: none"> <li>• Develop a communications protocol that ensures people have rest time completely free of all work-related messages. Over anxious people often need to be in constant contact, resist constant contact with those with anxiety issues, management should respect off-duty time.</li> </ul>
22. Do you work unsociable hours (evenings and week-ends) as part of your contracted hours?	<ul style="list-style-type: none"> <li>• Try to provide some scope for varying working conditions and flexible work schedules (e.g. flexible working hours, working from home).</li> <li>• Encourage a healthy work-life balance.</li> </ul>
23. Do you have to work to unreasonable or unachievable deadlines?	<ul style="list-style-type: none"> <li>• Schedule work in a way that allows recovery time after unavoidable busy periods.</li> <li>• Where possible redistribute work or set different work priorities an employee is not coping.</li> </ul>
24. Do you regularly work more than your contracted hours?	<ul style="list-style-type: none"> <li>• Is this necessary? Monitor working hours. Avoid working excessively long hours. Encourage flexible working and time-in-lieu of applicable.</li> <li>• Managers to lead by example and support team to do likewise.</li> </ul>
25. Do you regularly work additional time during evenings and/or at weekends?	<ul style="list-style-type: none"> <li>• Is this necessary? Tackle communication during off-duty time by email, text and phone.</li> <li>• Cut out unnecessary or low priority work.</li> </ul>
If you answered YES to 24 or 25, is your manager aware of these additional hours worked?	<ul style="list-style-type: none"> <li>• If as a manager you are not aware, consider if others may be working additional hours also.</li> <li>• Set clear expectations.</li> </ul>
<b>MANAGING YOUR HEALTH</b>	
26. Are you currently taking any positive action to promote your own health and wellbeing?	<ul style="list-style-type: none"> <li>• Lifestyle choices – smoking, drinking, exercise, healthy diet, support groups.</li> </ul>
27. Do you have any health concerns impacting on your wellbeing at work?	<ul style="list-style-type: none"> <li>• Is an occupational health referral required for further supportive recommendations?</li> <li>• Does the individual require time to attend medical appointments for themselves or family members? Have relevant policies been explained to them in terms of family/ carer/</li> </ul>

	Outcomes from discussions with manager including any agreed actions with timings
	compassionate leave? • Consider suggesting GP appointment might be appropriate

## Employee Well-being Risk Assessment Form

**Please use this form to record your thoughts about how your well-being is impacted by your work. Complete each section but leave the final column blank for your manager to add details after discussion with you. It is important to answer as honestly as you can but try to base your responses on how you have felt over recent weeks and months and not to answer based on long-term history or on a single or recent episode.**

### Employee information:

<b>Name</b>	
<b>School</b>	
<b>Line Manager</b>	
<b>Date</b>	
<b>Review Date</b>	

### Instructions for employee:

- For each question mark ONE box in the first section e.g.:

please mark X		
yes	no	partly
	X	

- For each question complete the 'effects on well-being' section by selecting from 1-5 using these ratings:
  - 1 – Significantly supports my well-being
  - 2 – Supports my well-being
  - 3 – Has no effect on my well-being
  - 4 – Negatively impacts my well-being
  - 5 – Significantly negatively impacts my well-being
- Where appropriate complete the examples/ suggestions column with any information that you have that will aid discussion with your manager

	please mark X			effect on well-being 1-5	give any examples you have; or any comments that help explain how you feel; or any suggestion you have	outcomes from discussions with manager including any agreed actions with timings
	yes	no	partly			
<b>YOUR JOB</b>						
1. Do you understand your job role and what is expected of you?						
2. Do you understand how your job fits into the service as a whole?						
3. Do you have the opportunity to use your skills and knowledge at work?						
4. Do you have enough variety in the things you are asked to do at work?						
5. Do you consider your work to be important and to be valuable?						
6. Do you think others consider your work to be important and of value?						
7. Do you have some control over when and how you do your work tasks?						
8. Do you have adequate resources (time, space, equipment) to enable you to do your job properly?						
9. Are you happy with the responsibilities you have, including responsibility for other people?						
10. Do you have a good understanding of the roles of others in your team?						
11. Do you feel that job security is impacting on your wellbeing?						

	please mark X			effect on well-being 1-5	give any examples you have; or any comments that help explain how you feel; or any suggestion you have	outcomes from discussions with manager including any agreed actions with timings
	yes	no	partly			
<b>YOUR MANAGEMENT</b>						
12. At work, does your manager listen to your views on issues that directly concern you?						
13. Are you kept informed about what is happening in your class, and the wider school and do you feel able to ask questions about it?						
14. Is the feedback you get from your manager fair, timely and given in an appropriate manner?						
15. Do you feel supported by your manager and able to approach him/her over work concerns?						
16. Do you think you have the appropriate skills and competency to be able to do your job?						
17. Do you feel that you have reasonable opportunities for skill development?						
<b>WORKING RELATIONSHIPS</b>						
18. Do you feel you have good relationships with your manager and work colleagues?						
19. Is there someone at work that you can discuss work problems with?						
20. Do you feel you have a good work/life balance?						

	please mark X			effect on well-being 1-5	give any examples you have; or any comments that help explain how you feel; or any suggestion you have	outcomes from discussions with manager including any agreed actions with timings
	yes	no	partly			
<b>WORK PATTERNS</b>						
21. Do you have the opportunity to take breaks, lunch, annual leave, and (if part of your terms and conditions) time off in lieu?						
22. Do you work unsociable hours (evenings and week-ends) as part of your contracted hours?						
23. Do you have to work to unreasonable or unachievable deadlines?						
24. Do you regularly work more than your contracted hours?						
25. Do you regularly work additional time during evenings and/or at weekends?						
If you answered YES to 24 or 25, is your manager aware of these additional hours worked?						
<b>MANAGING YOUR HEALTH</b>						
26. Are you currently taking any positive action to promote your own health and wellbeing?						
27. Do you have any health concerns impacting on your wellbeing at work?						

<b>Signature of Manager</b>	
<b>Signature of Employee</b>	
<b>Date of discussion</b>	

## STAFF WELL-BEING TOOLKIT 3

### Signs and Symptoms of Stress

*Stress is the reaction people have to excessive pressure or other types of demand placed upon them. It arises when they worry that they “cannot cope”.*

Stress is a modern term that simply means you are experiencing an abnormal amount of pressure. A certain amount of pressure is essential to help you meet life's challenges, realise your creativity and fuel your continued personal growth. If, however, the pressure is over the limit with which you feel comfortable, it can lead to the unpleasant physical and emotional symptoms associated with distress. Different people are comfortable with different amounts of pressure and how you cope varies from person to person and even from time to time.

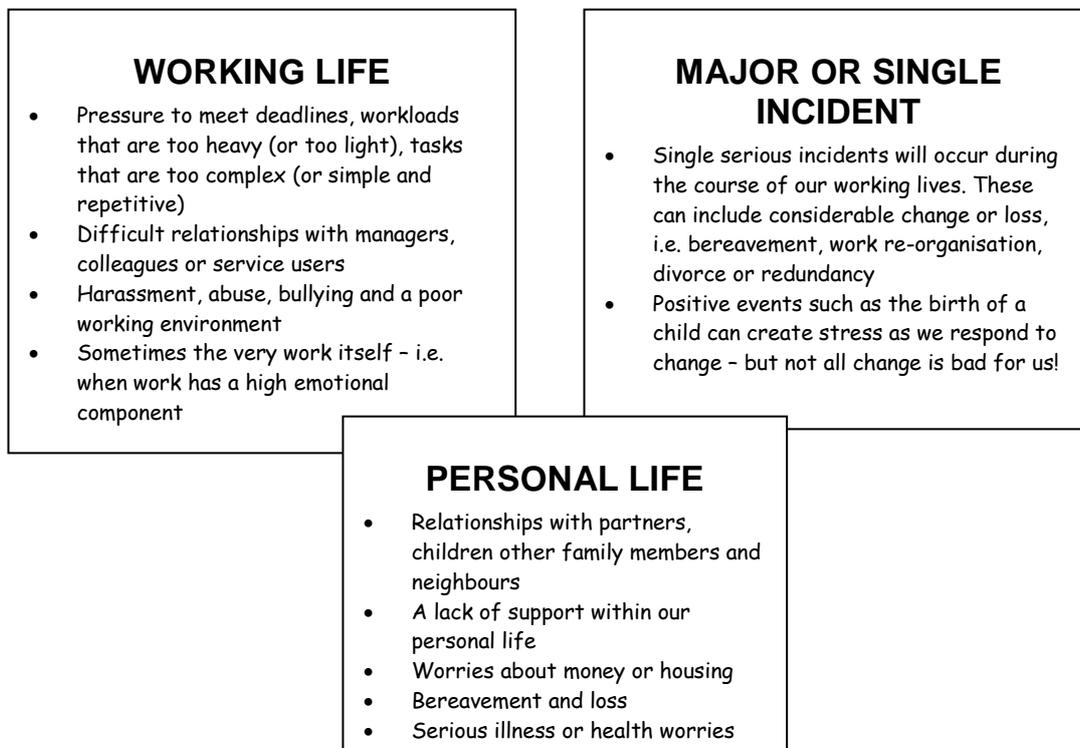
How the amount of pressure you are under affects your performance:

**Prolonged periods of too little pressure:** In this situation there is insufficient challenge for you to obtain a sense of achievement. Skills are under used. Lack of stimulation leads to boredom. There is a lack of purpose, which may lead to stress.

**Optimum pressure:** Life is balanced and despite ups and downs, is perfectly manageable. Job satisfaction and a sense of achievement enable you to manage daily work without too many problems, leaving you pleasantly tired at the end of the day.

**Prolonged periods of too much pressure:** There is a constant feeling of having too much to do every day. Despite emotional and physical exhaustion, you feel unable to take time off to rest and play. You are permanently in overdrive but are not achieving as good results as you expected. If this continues you may develop physical or mental illness. In other words, your response to excess pressure is making you ill.

There are three main areas of our lives where pressures can build up.



Recognising that you are under pressure is the first step towards taking control of the situation and maintaining your well-being. The warning signs include:

- Being short tempered with people at home and at work.
- Feeling tired most of the time.
- Feeling stretched beyond your limits at the end of the day.
- Feeling that you just can't cope.
- Feeling that you've achieved nothing at the end of the day.

If you recognise these symptoms and others shown below, then you may be experiencing the first stages of excessive pressure. If this is the case, don't panic: there are strategies for dealing with well-being issues. Talk to your Headteacher or another manager you trust as well as to your own GP.

***If you do not take steps to look after yourself, your well-being may be threatened. Note though that these symptoms may have other causes so always check with your GP if you are unsure, or if the symptoms persist.***

### **Physical Symptoms**

Tension	Sweating
Headache	Exhaustion
Migraine	Indigestion
Back Ache	Stomach Ache
Restlessness	Insomnia
Breathlessness	Neck Ache
Sexual Dysfunction	Palpitations
High Blood Pressure	Dizziness

### **Emotional Symptoms**

Mood swings	Anger
Irritability	Sadness
Tearfulness	Panic
Phobias	Depression
Anxiety	Guilt
Loss of humour	Withdrawal
Feeling persecuted	Excessive worry
Cynicism	

### **Behavioural Symptoms**

Angry & aggressive  
 Demotivated  
 Taking time off work  
 Lacking concentration  
 Disorganised  
 Blaming others  
 Lacking co-ordination  
 Drinking, eating, smoking too much  
 Having accidents

## STAFF WELL-BEING TOOLKIT 4

### Other useful sources of Wellbeing support within schools:

#### Headteacher mentoring

The Wiltshire Headteacher Mentoring Scheme is a confidential service run by headteachers for headteachers. It is aimed primarily at new heads and acting heads but is available to any colleague who would like some confidential support and guidance from an experienced colleague.

For further information contact: Karen Walker (Head at Laverstock St Andrews)  
Tel: 01722 503590.

#### The Local Authority's employee well-being helpline

The Local Authority's employee well-being helpline\* is a confidential service that provides the opportunity to talk to somebody about issues affecting staff physical and emotional well-being and their ability to attend work or to perform to your best at work. It is available to staff who work in schools and whose school sign up for the specialist services of the OH team. The helpline number is 01225 713147. You will hear a recorded message and be invited to leave your contact details and a member of the occupational health team will call you back and will help directly or signpost you to other services that will be able to help. No-one has access to any details about those calling the helpline – it is completely confidential unless you give consent for the information to be shared.

#### Education Support Partnership

This is the only charity dedicated to improving the health and wellbeing of the entire education workforce. ESP champions good mental health and wellbeing of teachers, lecturers, school leaders and support staff throughout their careers and during retirement as well as supporting education leaders with a wide range of tools to help improve professional and organisational development too.

[The Education Support Partnership](#) offers a free and confidential 24/7 telephone/text Helpline for education staff and is available UK wide on 08000 562 561 or Txt 0709 341229. No issue is too big or too small.

#### Professional Associations and unions

Staff unions and professional associations can provide access to personal and professional support. Staff should be advised to contact their local representative or national office if they need support and are members.