Kings Langley School



Stress Management Policy

A Policy Title: Stress Management

Character Development: Commitment to Equality and Diversity

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an **inclusive** school community where:

- People are treated with dignity and respect
- Inequalities are challenged
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.
- We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.

B Rationale

This policy exists to provide a framework for supporting our stated aim of "ensuring the happiness of every individual in our community" and to promote a climate which enables all teaching and support staff to flourish, regardless of ability or particular needs, and supports the desired outcomes of the school's mission statement. Although this policy applies to employees of the school, the stress management of students in our care is covered in a range of policies including, Health and Safety, Behaviour Management and Home School Agreements.

Kings Langley School is committed to providing a healthy and safe workplace for all of its employees and this commitment extends to all aspects of occupational health and safety and includes the effects of stress and the wellbeing of all our employees. The school recognises that many aspects of modern living can build up levels of stress and that managing the subtle balance of commitment to contractual duties and the need to maintain a healthy work-life balance is an on-going challenge.

The School recognises that stress at work can lead to ill health. Although stress itself is not a medical condition, some of the symptoms of stress can lead to medical treatment or intervention. The school has a duty to take *reasonable* care to ensure that employees' health is not placed at risk through excessive and sustained levels of stress. This can arise from the way work is organised, the way people deal with each other, or from the day to day demands placed on them. However, the needs of the wider school community must always be balanced against the needs of the individual and this policy exists to ensure the good attendance of all colleagues so that they might carry out all their duties and contractual obligations to a high standard.

The school wishes to create a culture where it is recognised that stress is an organisational issue and not just a problem for individuals. It is important that an environment is created where individuals are encouraged to seek support and assistance when they feel they are experiencing excessive levels of stress. The school has an active on-going programme to deal with aspects of stress management as they arise, this includes regular consultation via the staff forum groups (well-being and staff dialogue sessions) and training modules to help develop strategies and resilience to deal with stress as it arises. The school is recognised nationally for its efforts in attempting to develop "strong character and personal resilience" in all members of its community.

The school has a clear commitment to effective Performance Appraisal Management (PAM) procedures and the key role this system has in managing an employee's capacity for achievement and job satisfaction. However, all employees should be aware that in our drive to continually improve standards, it is inevitable that most PAM reviews will indicate areas for development or improvement. Such challenge is normal and indeed appropriate in ensuring good professional and personal development, and it would be inappropriate to consider normal workplace challenge and targets for improvement as being automatically stressful. Where a colleague is working at a level below the expected standard for their position (for example,

standards commensurate with being a post threshold teacher or being in possession of a teaching and learning responsibility point), it is inevitable that they will be challenged to improve and with some urgency.

The PAM process makes it clear that the school has a duty to provide training, professional support and other personal development opportunities, such as mentoring or coaching. The school takes this responsibility very seriously and ensures that adequate and reasonable financial and human resources are made available to ensure all colleagues are provided with opportunities to develop both personally and professionally. Professional dialogue is a vital part of the PAM process and it is important that ALL colleagues commit purposefully to ensure that PAM reviews are the cornerstone of professional development within our school community. It is clear that well trained and supported staff are less likely to suffer from work based sources of stress.

Each individual employee has a responsibility to use all methods available to help cope with stressful situations as they arise. It is important that colleagues communicate effectively when they are facing difficulties in order that the school has an opportunity to provide early support and hopefully prevent more serious problems evolving. It is also necessary that colleagues actively attempt to use the support mechanisms provided by the school. Failure to act reasonably in this matter may reduce the school's capacity to respond effectively to any identified stressful situations.

C Purpose

This policy has been created with the following intentions:

- To identify work-related stressors and conduct risk assessments to eliminate stress or control the risks from stress. These risk assessments will be reviewed every 2 years. However, it is recognised that elements of stress will be present in most normal work situations and that the perception of stress is a subjective and a very individual issue. Indeed, a certain amount of acceptable stress will provide stimulation and motivation. In all situations, the school will apply a measure of "reasonableness" to calibrate the impact of stressors.
- To consult with staff representative bodies (including Trade Unions) on all proposed action relating to the prevention of work-related stress.
- To provide training for team leaders and individuals in good management practices which help recognise and reduce stressful situations.
- To provide reasonable paid access to confidential counselling or "journey therapy" for staff affected by stress (caused by either work or external factors²).*
- To provide adequate resources to enable managers to implement our stress management strategy.
- To promote wellbeing and encourage employees to achieve a successful work life balance.

The Health and Safety Executive (HSE) define stress as:

The adverse reaction people have to excessive pressure or other types of demand placed on them.

In order to help organisations combat work-related stress, the Health & Safety Executive has produced the Stress Management Standards (see annex 3 below). They represent a set of conditions that promote high levels of health, well being and organisational performance, and at Kings Langley School we are attempting to implement these as part of our Stress Management Strategy.

Roles and Responsibilities

Senior Leadership and Governors' Personnel Committee

- 1. Ensure that risk assessments are completed and monitored (by the school manager and Health and Safety Officer).
- 2. Ensure that investigations are carried out to allow temporary or permanent flexible working patterns to be implemented. However, such patterns will not be permitted where they impinge on the good running of the school and the standards of attainment and achievement of students.
- 3. Ensure that good communication processes are in place between line managers (middle leaders) and other colleagues.
- 4. Ensure that regular audits and monitoring of the school's health and safety arrangements are undertaken.
- 5. Monitor and review on a regular basis the effectiveness of the school's responses to work-related stress.
- 6. Conduct risk assessments for employees who are returning to work after a stress-related absence and ensure that recommendations are implemented (see Health & Attendance policies). The detail of these assessments will depend on whether the source of stress was due to work or personal situations.
- 7. Be rigorous in the implementation of the Attendance Policy and ensure that sickness absence is dealt with in a timely and correct manner.
- 8. Assist in monitoring the effectiveness of measures to address stress by collating sickness absence statistics, interview notes and feedback analysis from periodic questionnaires. It will be the responsibility of the Headteacher to provide suitable feedback to the governors in his periodic "Headteacher Reports".

Middle Leaders and Line Managers

- 1. Identify stress, conduct stress risk assessments and introduce appropriate remedial measures within their departments.
- 2. Through the performance management structure, ensure that colleagues have adequate and reasonable access to training and personal development opportunities.
- 3. Ensure that bullying and harassment is not tolerated within their departments or working areas and teams (see Harassment & Bullying policy).
- 4. Monitor workloads, working hours and voluntary "excess time" to ensure that people are not overworked.
- 5. Monitor holidays to ensure that employees are taking their full entitlement (support staff). Monitor sickness absence (in line with Attendance policy) to ensure that important trigger points are identified.
- 6. Ensure colleagues are set clear and measurable work performance objectives (see performance management policy).

- 7. Ensure good communication between management and staff, particularly where there are organisational and procedural changes.
- 8. Create opportunities and an appropriate atmosphere for colleagues to discuss issues of concern (see Grievance policy).
- 9. Offer support to staff who are experiencing stress out of work, for example following bereavement, and to keep appropriate members of the senior leadership team informed.

Employees (teaching and support staff)

- 1. Raise issues of concern with their line manager or a member of the Senior Leadership Team at an early and appropriate stage. Let their manager or another appropriate colleague know if they are overloaded and talk to them about their job and demands.
- 2. Accept opportunities for counselling and other support schemes as provided by the school and other external agencies (for example, as might be recommended by a General Practitioner).
- 3. Take a positive part in the performance appraisal management process and identify and actively take advantage of opportunities for development and training.
- 4. Be honest about reasons for sickness absence that is, if the absence is due to real or perceived excessive work pressure, inform the line manager directly.

Occupational Health (OH): Responsibilities

On occasions, the school may wish to refer a colleague to OH for further advice and guidance on how to cope with stress related situations. It should be noted that dealing with stress is nearly always a matter of management and it is not the intention of the school to consult OH regarding direct medical advice unless such advice is obviously associated with symptoms of the employee that are related to stress.

Occupational Health will: -

- 1. Provide advice and support to employees who are suffering from stress-related problems.
- 2. Provide advice to managers on how to deal with employees who have stress-related health problems.
- Support individuals who have been off sick with stress and advise them and the school
 on managing the return to work and associated rehabilitation following a period of
 absence from school.
- 4. Provide a balanced report on how to manage the return to work scenario that takes into account the needs of the individual and their contractual obligations and the wider needs of the school. For example, this report might provide pertinent advice to both employer and employee regarding appropriate actions to take on return to work after long absence.
- 5. On rare occasions, OH will indicate that due to the nature of the employee's condition it is unlikely that they will be able to return to work even with extensive support and reasonable accommodation.

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D Guidelines

The following notes and statements provide general guidelines and advice associated with the efficient application of this policy.

Guidance 1: Advice for employees.

1. What should I do if I feel stressed?

We all experience stress from time to time, but if your stress is the result of some aspect of your work, you should discuss this with your manager to see if the cause of the problem can be addressed. (If the cause of your stress symptoms is from outside of the workplace, it may be possible to provide some support during difficult times, this may include more flexible working hours, or discretionary leave, or counselling services). The following advice may also help:

Take time to relax

We all need time to recharge and get things into perspective, and it is essential for your wellbeing that you take time out to relax if you are having a busy day. Do something you enjoy, take a walk, get some fresh air or read a book. Make sure you take breaks, and make sure you take a lunch break, even if it's only for a short period.

Prioritise

Sometimes we can be busy but not very productive. Prioritise your work and agree with your line manager to ensure that the important tasks get done, and less important activities do not get in the way. Good time management will help you to take control of your workload. Ensure that you receive regular supervision, feedback and performance reviews so that workloads and pressures can be discussed and adjusted if necessary. Make sure you are clear about what is expected from you.

Have realistic expectations

Aim for goals which are well within reach, and talk to your line manager or supervisor about your ambitions to see if they can give any help or advice. Try to meet changes made in tasks, equipment and work practices through training and advice from other more experienced colleagues. Take a larger view of your life - think about where you would like to be in five years, and what plans could you make now for the future.

Be assertive

Ensure that your concerns are discussed with your line manager (or other suitable colleague) to see what can be re-prioritised. Some areas of work must be done, but it may be that someone else can share these. Don't say 'yes' if it means taking on more work than you can handle. Refusing a request can be hard, but you don't have to be rude to be clear about stating your needs. If necessary, say 'Yes, I will if...' which still gives you room to negotiate.

Balance your life

A healthy work life balance is good for you and your employer; it makes you more productive and creative. Make sure that you take part in outside interests and hobbies and engage in

social activities away from work. Being involved in something like volunteering, charity work, a choir or theatre group, can improve your emotional wellbeing.

Keep as healthy as possible

Take care of yourself, cut down on junk food, caffeine, cigarettes and alcohol, and drink more water - aim for 6-8 glasses a day. Try to eat a sensible and balanced diet with at least 5 portions of fresh fruit and vegetables. Take regular exercise, such as a brisk walk each day, cycling etc. All of the above will help you to deal with the pressures of life in general.

2. What should I do if I am being bullied?

An employee can contact CareWell, the School's Employee Assistance Programme, on 0800 731 0905 (see sections below on guidance). However, you should always relay your worries about harassment or bullying to your line manager or the Headteacher promptly and directly.

3. What should I do if a colleague is stressed?

Look for the symptoms of stress, not just in yourself, but in your colleagues and friends.

- Missing deadlines
- Making uncharacteristic mistakes
- Becoming bad tempered, irritable, cynical
- Becoming withdrawn
- Producing uncharacteristically poor work
- Taking little interest in their appearance or hygiene
- Taking time off sick

If you recognise these symptoms in one of your colleagues, you should discuss it with your line manager or other responsible colleague. Alternatively, you can relay your concerns directly to the Headteacher or a member of the Senior Leadership Team.

Guidance 2: Advice for Line Managers.

1. As a manager, how do I recognise if my colleagues are *over* stressed?

Work	Staff attitude &	Relationships at	Sickness absence
performance	behaviour	work	
			 Increase in
 Reduction in 	 Loss of motivation 	 Tension and 	overall sickness
output	and commitment	conflict between	absences
 Poor decision 	Erratic/poor time	colleagues	especially short
making	keeping	 Poor relationships 	frequent periods
 Deterioration 	 Working longer hours 	with clients	
in planning and	but for diminishing	 Increase in 	
control of	returns	disciplinary	
work		problems	

You can then begin to address the situation by:

- Ensuring that you are accessible to employees to discuss problems, for example, by holding regular 1:1 sessions with employees or providing a relaxed and informal atmosphere in your department or working area.
- Providing the opportunity for employees to discuss job performance, skill development, job enrichment programmes and personal development.
- Providing the opportunity for employees to discuss how they balance work and caring responsibilities and considering all flexible working requests fairly.
- Providing opportunities to discuss proposals for change
- Devising effective induction and introduction programmes for new employees
- Developing co-operative rather than competitive management styles
- Engendering team spirit, a sense of belonging and sharing aims and objectives
- Recognising individual's fears about returning to work after sickness absence and providing support

2. How do I manage work-related stress?

One of the ways that stress can be prevented or controlled in a working environment is through the risk assessment process (see 'Work-related stress section below). The following areas listed below should be considered when undertaking a risk assessment in order to prevent potentially stressful situations or to reduce the associated risks to an acceptable level:

Line management support

Line managers have a crucial role to play in providing a supportive environment for staff through:

- Ongoing support, recognition and encouragement
- Treating everyone with respect, valuing diversity and seeking to establish and maintain an environment free from unfair treatment
- Developing all members of their team, giving equal access to learning and development opportunities
- Setting clear goals and objectives
- Allow individuals to have a degree of control in their jobs
- Avoid arrangements which create feelings of isolation
- Inducting team members effectively to new roles
- Creating a work environment that is comfortable, safe and healthy
- Giving appropriate and constructive feedback
- Promoting work life balance

Management style and positive relationships

People can usually accommodate different management styles but they cannot easily cope with inconsistency, indifference, bullying or prolonged periods of uncertainty which can occur during periods of change. It is important that colleagues are kept as informed as possible. Consider ways of bringing staff together to discuss problem areas and proposals for change.

Improving the work environment

The work environment can cause stress or add to the stress caused by other factors. To help minimise problems ensure that:

- The workplace layout is suitable for the type of work undertaken
- There is a good working environment including adequate lighting, ventilation, enough space, thermal comfort and noise control - you will need to liaise with the school manager
- Equipment is suitable for the job, user and the environment
- Equipment is frequently monitored and maintained
- Desks, chairs and other furniture are ergonomically correct
- Training is provided to meet changes in tasks, equipment and work practices
- Communication is adequate

Monitoring and evaluating stress

A number of indicators are available that will help you monitor the situation:

- General levels of sickness absence
- Study patterns of absence
- Turnover/exit interviews
- Incidences of long term absences
- Relationships within groups of colleagues
- Feedback from parents and students and other colleagues
- Health and safety audits

Follow-up action

If you become aware of a developing situation or if an employee reports, either verbally or in writing, concerns about stress, these must be investigated and results recorded. You must inform a member of the Senior Leadership Team or Headteacher directly should this occur.

3. What steps should I take in helping an employee who is returning to work after a stress-related illness?

Managers should be aware that, while most of those returning to work after time off with stress-related illnesses may return to their original employment without too many problems, there will be those who will experience great loss of self confidence.

Employers are bound by the Disability Discrimination Act to consider making reasonable adjustments for employees who are likely to be covered by the Act. Mental health problems that are clinically well recognised are also covered by the Act.

Some examples to consider on return to work:

- A phased return to work
- Short or longer term flexible working arrangements
- Transfer to another vacancy/location

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- Look at the tasks that are particularly stressful and rearrange responsibilities if reasonably possible (however this should only be a temporary arrangement and you should take due care not to overload other colleagues as a result of this rearrangement).
- Review and identify training, development or support needs
- Regular supervision to assess progress
- Time off (usually paid leave) to attend any therapeutic sessions

Annex 1

How to complete a risk assessment for stress

The Stress Risk Assessment Process

Stage 1 - Preparation

Obtain commitment
↓
Identify necessary resources

Stage 2 - Assessment

Collect any relevant background information

Send the individual stress assessment form to your team

Complete the analysis tool/team checklist

Using the analysis tool/team checklist and survey ask for more feedback from your team

Stage 3 - Action Plan

Involve the whole team in identifying solutions

Create an action plan

Refer any major concerns for further consultation or to senior management

Stage 4 - Record & Review

Stage 1 - Preparation

a) Obtain commitment

- Demonstrate management commitment by assuring the team of senior management support for the stress risk assessment process. Employees should also be assured that their concerns will be taken seriously and that managers will work with them to find solutions.
- Consider how you will communicate with your team make employees aware that the
 information they contribute will be treated sensitively. Make use of team meetings,
 performance reviews and individual discussions as ways of asking employees for their views and
 ensuring their involvement.

• Ask for co-operation from everyone and make it clear that all employees should contribute and it is a collective responsibility.

b) Identify resources

- Find a suitable person to undertake the risk assessment this may be the team manager, supervisor, or a colleague within the team with good communication skills
- Allocate administration time and resources for collecting information and communicating the results of the assessment to the team
- Allocate time at team meetings to discuss the stress action plan

Stage 2 - Assessment

a) Collect any relevant background information

- There may be **information already available**, which will assist in establishing whether health and wellbeing concerns, and capability and performance concerns relating to occupation stress, exist within the team. This information should be recorded using the front page of the risk assessment form. Suggested areas for consideration:
 - Hazards or stressors already known e.g. from previous team meetings, discussions with individuals, complaints or grievances etc.
 - Stress indicators such as turnover figures, sickness absence data, long working hours and incidents

b) Send the individual stress assessment form to your team

- Employees should be encouraged to complete a brief **feedback form** to list their stressors and potential solutions. This will identify potential stressors affecting their daily working life.
- This information can then be transferred onto the analysis tool/team checklist. The identity of
 individuals must be kept confidential.
- Where feedback forms are returned and contain stressors, which relate to specific individuals
 or personal issues, these cannot be included in the team risk assessment and should be dealt
 with separately.
- The purpose of the survey is to provide information which will be used to produce a table
 containing general stressors that may be an issue for the team. The individual surveys must be
 destroyed once the information has been transferred to the analysis tool/team checklist.

c) Completing the analysis tool/team checklist

- The analysis tool/team checklist should help to provide an overview of the main areas of concern within the team.
- It is important to schedule a specific time to gain everyone's input.
- It might be useful to note down a summary of the survey results before the meeting

d) Ask for feedback from your team

Check with the team that the areas identified as potential stressors are correct. Once these
have been agreed by the team, take forward any items which you have identified as needing
action

Stage 3 - Action Plan

a) Identify solutions

- Complete the action plan this should have the final details of the stress risk assessment
- Agree priorities with the team if there are too many issues to take forward
- As a team, discuss each stressor, identify potential solutions and gain agreement from everyone for specific actions to take forward

- Specific individuals should take **responsibility for action points**, and deadlines for completing the actions should be agreed
- Allow realistic timescales for broader or more complex concerns to be addressed, especially if more consultation is needed.

Stage 4 - Record and Review

a) Reviews

- The risk assessment process should not end once the risk assessment form is completed. It must be continually reviewed and monitored, ideally every six months
- Managers should create and maintain a stress risk assessment file for the team, to monitor progress and review the action plan

Annex 2

Checklist for Stress Risk Assessment

Date of assessment	
Name of assessor	
Job title	
Name of team to be assessed	
Number of employees in the team	F/T P/T
a) Information used to complete the checklist	Notes / Comments
Hazards or stressors already known:	
Interviews with managers	
Discussions with staff	
Feedback from meetings	
Common themes from appraisals or supervision meetings	
Any other known stressors	
b) Review of current practice	
Stress indicators:	
Turnover figures (last year)	High / medium / low
Sickness absence statistics	
Long working hours	
Accidents/incidents	

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Feedback from individual survey for	ns			
History of ongoing ill health problem	s within the			
team				
Other stressors identified				
For each stressor decide whether or not this is present, whether this is being managed satisfactorily or whether further information and/or a more detailed assessment is required. Take forward all the areas for a more detailed assessment to a separate sheet. If no areas are identified, keep this checklist as a record.				
Signature	Date		Date for Review	

Annex 3

Health and Safety Executive (HSE) Stress Management Standards

The Management Standards, launched by the Health & Safety Executive in November 2004, represent a set of conditions that reflect high levels of health, well being and organisational performance.

The process outlined is not law, but following it can help Kings Langley School meet its legal duties, providing practical information, advice and tools on how to assess the risks from work-related stress in organisations.

The descriptions in each of the standards shown as 'What should be happening/states to be achieved' define a desirable set of conditions for Kings Langley School to work towards.

Demands

Includes issues like 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 School 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; and
- Employees' concerns about their work environment are addressed (applying conditions of "reasonableness").

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; and
- 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 School encourages employees to develop their skills;
- Employees have a say over when breaks can be taken; and
- Employees are consulted over their work patterns.

Support

Includes the encouragement, sponsorship and resources provided by the School, line management and colleagues

The standard is that:

- Employees indicate that they receive adequate information and support from their colleagues and superiors; and
- Systems are in place locally to respond to any individual concerns.

What should be happening / states to be achieved:

- The School has policies and procedures to adequately support employees;
- Systems are in place to enable and encourage managers/leaders 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; and
- Employees receive regular and constructive feedback.

Relationship

Includes promoting positive working to avoid conflict and dealing with unacceptable behaviour. This is a keystone in the school's stated aims of fostering positive and supportive relationships throughout the school community.

The standard is that:

- Employees indicate that they are not subjected to unacceptable behaviours, e.g. bullying at work; and
- Systems are in place to respond to any individual concerns.

What should be happening / states to be achieved:

- The School promotes positive behaviours at work to avoid conflict and ensure fairness;
- Employees share information relevant to their work;
- The School has agreed policies and procedures to prevent or resolve unacceptable behaviour;
- Systems are in place to enable and encourage managers to deal with unacceptable behaviour;
 and
- Systems are in place to enable and encourage employees to report unacceptable behaviour.

Role

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

The standard is that:

- Employees indicate that they understand their role and responsibilities; and
- Systems are in place locally to respond to any individual concerns.

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What should be happening / states to be achieved:

- The School ensures that, as far as possible, the different requirements it places upon employees are compatible;
- The School provides information to enable employees to understand their role and responsibilities;
- The School ensures that, as far as possible, the requirements it places upon employees are clear; and
- 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 School

The standard is that:

- Employees indicate that the School engages them frequently when undergoing an organisational change; and
- Systems are in place locally to respond to any individual concerns.

What should be happening / states to be achieved:

- The School provides employees with timely information to enable them to understand the reasons for proposed changes;
- The School 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 jobs;
- Employees are aware of timetables for changes;
- Employees have access to relevant support during changes.

¹ Journey Therapist - the school has an arrangement with Suzanne Franklin (an external consultant) to provide wider life style counselling and journey therapy where appropriate. Colleagues who have used this service (which is provided free of charge) have commented on how effective the programme has been.

² Stress in personal life - clearly, the school will attempt to deal sympathetically with personal stress that has its source in the individual's personal life external to school. This will include reasonable access to support mechanisms such as counselling and other guidance and possible paid or unpaid leave for an agreed period of time. However, the school has very little control and therefore impact on external stressors and in these situations, the responsibility for managing stress rests firmly with the individual concerned with the full support and empathy of the school.

³ "Excess time" includes working long hours after school on extra curricular or other community based projects, additional lessons or booked overtime (support staff).