Emotional Well Being Policy

I am a child of God
1 John 3:1

St Gerard's Catholic Primary School

"Guided by God, St Gerard's Catholic Primary and Nursery School is an inspiring and aspirational community where we learn to love, hope, dream and achieve."

"St Gerard's Catholic Primary and Nursery School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment".

Introduction

This policy will apply to all school employees. The Governing Body is committed to protecting the safety, welfare and psychological health of the school workforce and recognise work-related stress as an organisational issue.

The Governors acknowledge the requirement under the Management of Health, Safety and Welfare at Work Regulations, 1999 to assess and control the risks arising from work-related stress.

Scope

The policy is intended to ensure the emotional wellbeing of employees by providing a healthy workplace, promoting healthy lifestyles, preventing and eradicating sources of stress in the workplace and providing support for those who experience ill-health.

Definition of stress and mental health

The Health and Safety Executive define stress as:

"The adverse reaction people have to excessive pressure or other types of demand placed on them. It arises when they worry that they can't cope"

This makes an important distinction between pressure, which can be a positive state if managed correctly, and stress, which can be detrimental to health.

Mental health is defined as;

"A state of well-beingin which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community".

There is now convincing evidence that prolonged periods of stress, including work-related stress, have an adverse effect on health. Research provides strong links between stress and:

– physical effects such as heart disease, back pain, headaches, gastrointestinal disturbances or various minor illnesses; and
– Psychological effects such as anxiety and depression, loss of concentration and poor decision making.

Stress can also lead to other behaviours that can have an adverse effect on psychological and physical health and well-being, for example, social withdrawal, aggressive behaviour, alcohol/drug abuse, eating disorders and working long hours.

The impact on schools if it is not managed could potentially be,

- staff commitment to work;
- staff performance and productivity;
- accidents caused by human error;
- staff turnover and intention to leave;
- attendance levels;
- staff recruitment and retention;
- customer satisfaction;
- school image and reputation;
- Potential litigation.

Principles

In demonstrating its commitment Halton Borough Council recognises that a stressful work environment can impair general health and wellbeing and therefore aims to prevent or minimise the opportunities for stress to develop in the workplace and to implement positive measures to promote emotional wellbeing.

It is recognised that the employer has a duty to provide and maintain a safe place and system of work and ensure so far as is reasonably practicable the health, safety and welfare at work of all its employees. In acknowledging its responsibilities Halton Borough Council upholds the Health and Safety Executive guidance on Stress at Work and recommendations for good practice.

All employees have a responsibility to raise their concerns when they think that pressures at
work may be affecting their health or that of colleagues and should seek advice and help as appropriate.

Policy

- Following the HSE guidance HSG218 - "Tackling work-related stress" the school will proactively identify workplace stressors and provide suitable strategies to eliminate or minimise the risk of stress amongst the school workforce.

- After a team Wellbeing risk assessment (see appendix 'B') has been carried out, the effectiveness of measures taken to reduce stress will be reviewed on a regular basis.

- All staff will be encouraged to consult with their trade union representatives around issues relating to work-related stress.

- Training will be undertaken by designated school staff on stress awareness and how to carry out a Wellbeing risk assessment

- The personnel provider for the school will provide easy access to confidential counseling for staff affected by stress caused by either work or external factors.

Responsibilities

Governing Body

The Governing Body will be responsible for ensuring that the school has an Emotional Wellbeing Policy and that the Head teacher has sufficient and suitable resources to enable effective delivery of this policy. In order to so they will delegate to the Head teacher the responsibility for the implementation of the policy and ensuring there are the necessary resources available. Then they will,

- Monitor the implementation of the Emotional Wellbeing policy through requesting updates from the Head teacher

- Receive reports from the Head teacher on stress-related sickness absence within the school

- Review the policy within 12 months of its implementation and then every two years

Chair of Governors

The Chair of Governors will:

- Be responsible for arranging and conducting a Wellbeing risk assessment (see appendix 'B') for the Head teacher.

- Following the Wellbeing risk assessments the Chair will ensure that an action plan is jointly agreed between the Head teacher and the chair of governors to reduce work-related stress factors.

Head teacher

The Head teacher will:

- Develop and encourage a positive style of management to promote emotional wellbeing, which is supportive towards all school staff affected by both work-related stress factors, as well as external stress factors e.g. divorce or bereavement (see appendices 'A').

- Be responsible for ensuring the health, safety and welfare of all school staff.

- Attend training on Wellbeing risk awareness and where appropriate carry out Wellbeing risk assessments (along with other senior members of the school's management team) (see appendices 'A', 'B' & 'C').

- Carry out and ensure the implementation of measures to promote emotional wellbeing and minimise employee exposure to stress.

- Ensure that the physical working environment is freed from stressors such as excessive noise levels, inadequate space etc.

- Ensure effective communication between management, trade union representatives and employees, particularly where there are organisational and procedural changes.

- Ensure school staff are appropriately trained and resourced to effectively carry out their duties.

- Ensure that through performance management and supervisory systems all staff are provided with appropriate developmental opportunities.

- Ensure that workloads are realistic and manageable.

- Ensure that employees are aware that bullying and harassment is not tolerated within the school

- Recognise that from time to time, staff may have experiences in their personal lives that may make them vulnerable to pressures at work and which may have a temporary influence on their work performance e.g. bereavement or separation

- Ensure the school's sickness monitoring information is up to date and identifies any stress related illness whether work related or as a consequence of external stress.

- Treat all discussions with staff around personal stress factors as confidential unless the member of staff gives written agreement for disclosure

- Upon identifying that an employee is suffering from stress or a stress related illness, carry out an Individual Wellbeing risk assessment (see appendices 'D' & 'E') around that individual and associated work-related stress factors.

- Following Individual Wellbeing risk assessments, ensure that an action plan is jointly agreed between the Head teacher and the member of staff involved to reduce work-related stress factors

- Review the action plan at regular intervals agreed between the two parties to ensure the effectiveness of any control measures put in place.

Local Authority

Local Authority will:

- Provide training for school staff in stress awareness and the management of wellbeing factors through the risk assessment process.

- Provide support and guidance to schools in completing the sickness absence returns (who have a SLA with H.R).

- Provide details of courses staff can access on how to identify and manage their own individual stress factors.

Personnel Provider (Local Authority only)

Schools are responsible for providing Occupational Health facilities to staff;

- Support individuals who are stressed and advise them and their manager on support available.

- In cases of long term sickness absence due to stress, this may include a planned/phased return to work.

- At the request of Head teacher or individual employees make referrals to the Employee HR and Development officers who will advise on the way forward.

School Staff

Staff will:

- Have a duty to take reasonable care of their own health and safety and should therefore co-operate with management in emotional wellbeing and stress reduction measures including attending any training provided.

- Where staff recognise that they may be suffering from stress, either work-related or due to external stress factors, which may impact upon their work performance, they should raise this with the Head teacher or their line manager or alternatively with their trade union representative.

- Where staff feels it inappropriate to discuss issues around stress with their Head teacher, line manager or trade union representatives, some schools will provide the option to self-refer to a confidential counselling service provided by Occupational Health or the personnel provider's Welfare Officer.

- Accept opportunities for counseling when recommended.

Trade Union Representatives and Safety Representatives

- Representatives will be meaningfully consulted on any changes to work practices or work design that could promote emotional wellbeing.

- Representatives must be able to consult with members on the issues of emotional wellbeing and stress including conducting any workplace surveys.

- Representatives must be meaningfully involved in the Wellbeing risk assessment process.

- Representatives should be allowed access to collective and anonymous statistical data

- Safety Representatives should conduct joint inspections of the workplace with Head teachers or line managers at least every 12 months to ensure that environmental emotional wellbeing factors are properly controlled.
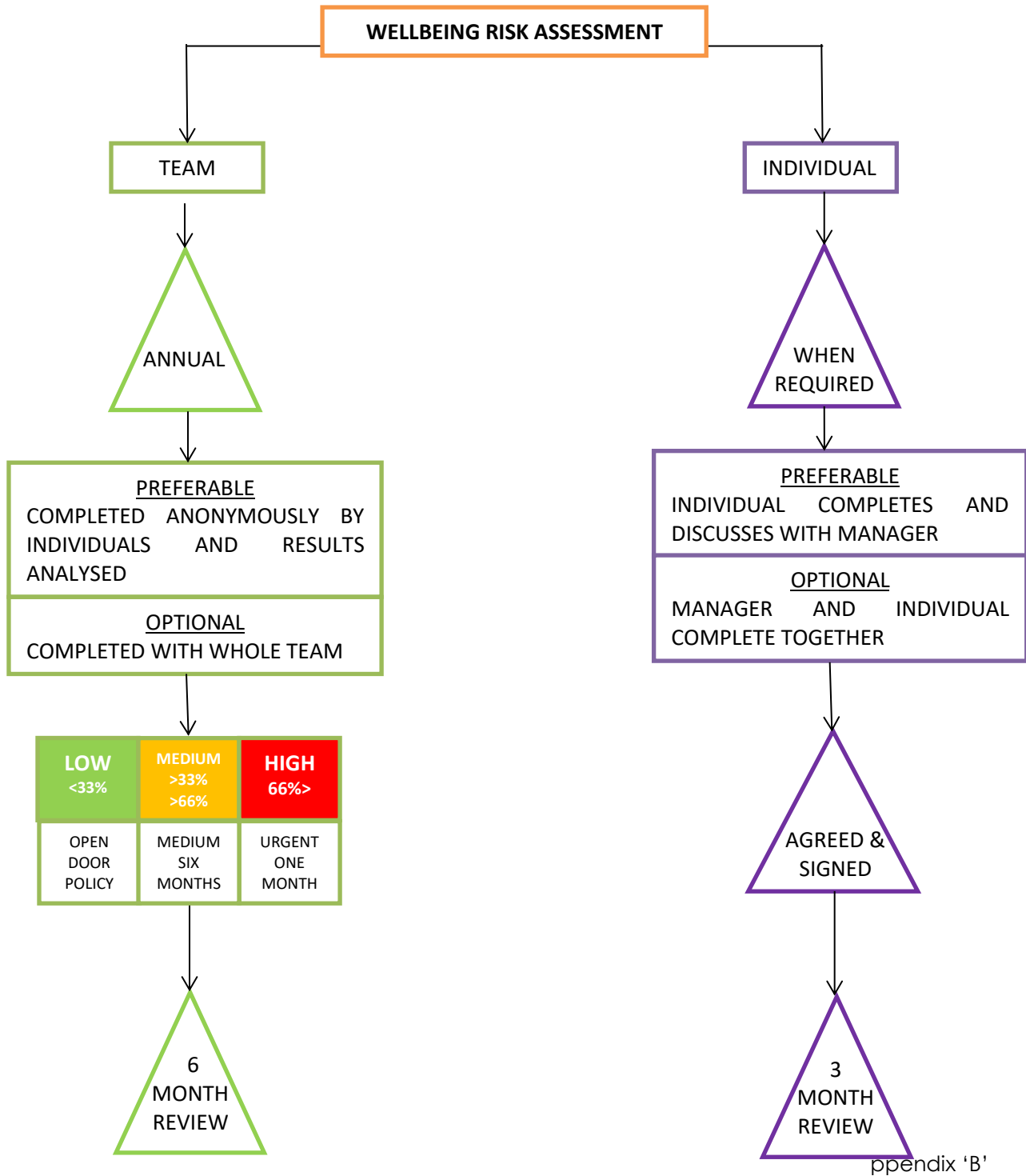
Review and Evaluation

In order to ensure that this policy continues to be effective and applicable to the Council, the program will be reviewed biennially by Risk and Emergency Planning and relevant stakeholders. Conditions which might warrant a review of the policy on a more frequent basis would include:

- Changes to legislation;
- Employee concern.

Following completion of any review, the program will be revised and/or updated in order to correct any deficiencies. Any changes to the program will be consulted through the relevant stakeholders

Version Control	Date Released	Date Effective	Amendment
1	Jun-2002	Jun-2002	Document Created. EP
2	Aug-2009	Aug-2009	Major formatting changes. Document number and version control added. Document title changed from 'Administration of Medicines'. MN
3	Jan 2010	Apr 1st - 2010	Changes in line with consultation exercise 27/1/10. TD
4	Jan 2013	Jan 2013	Changes to Occupational Health facilities. TD
5	July 2015	July 2015	Change to review date. TD
6	October 2016	October 2016	Change name of Stress Risk Assessment to Wellbeing Risk Assessment. Include Managers Response and Individual Wellbeing Risk Assessment. TD
7	May 2017	May 2017	Change name of Policy to Emotional Wellbeing policy as a result of recommendation from Schools H&S group. TD
8	Dec 2019	Dec 2019	Incorporation of Mental Health Awareness. LPR

MANAGEMENT OF STRESS - FLOWCHART

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                    WELLBEING RISK ASSESSMENT
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TEAM → **ANNUAL**

<u>PREFERABLE</u>
COMPLETED ANONYMOUSLY BY INDIVIDUALS AND RESULTS ANALYSED

<u>OPTIONAL</u>
COMPLETED WITH WHOLE TEAM

LOW <33%	MEDIUM >33% >66%	HIGH 66%>
OPEN DOOR POLICY	MEDIUM SIX MONTHS	URGENT ONE MONTH

6 MONTH REVIEW

INDIVIDUAL → **WHEN REQUIRED**

<u>PREFERABLE</u>
INDIVIDUAL COMPLETES AND DISCUSSES WITH MANAGER

<u>OPTIONAL</u>
MANAGER AND INDIVIDUAL COMPLETE TOGETHER

AGREED & SIGNED

3 MONTH REVIEW

WELLBEING RISK ASSESSMENT PROFORMA (TEAM)

DATE OF COMPLETION: ..... / …. / ….

SCHOOL: …………………………

TEAM / WORK GROUP …………………………

**DESIGNATED STRESS RISK
ASSESSOR** …………………………

WELLBEING RISK ASSESSMENT (TEAM)

Hazard	Yes	No	N/A
Culture: 1. Are you familiar with the Emotional Wellbeing policy and the School's commitment to eliminate or minimise the effects of stress in the workplace?	☐	☐	☐
2. Are you aware that they have the opportunity to attend training to enable you to manage your stress factors?	☐	☐	☐
3. Are you familiar with the "Harassment & Bullying in the Workplace" Policy and understand the School's commitment that bullying and harassment will not be tolerated?	☐	☐	☐
4. Do you feel that you are encouraged / enabled to have a work/life balance?	☐	☐	☐
5. Are you aware of the Occupational Health support provided by the school in the event of stress?	☐	☐	☐
6. Are you aware of your individual responsibilities to ensure your own health and safety and to comply with the guidance issued in the Emotional Wellbeing policy?	☐	☐	☐
7. Does management within the school recognize and try to help, if possible, if an employee has identified a problem?			

Hazard	Yes	No	N/A
Demands:			
8. Is the workload such that expected levels of output can be achieved in a typical working week?	☐	☐	☐
9. Are you fully informed and able to cope with the initiatives you are asked to deliver upon?	☐	☐	☐
10. Are you supported with ongoing development opportunities to carry out your work effectively?	☐	☐	☐
11. Is there a recognised strategy in place to deal with the risk of violence / aggression from pupils, parents or members of the public?	☐	☐	☐
12. Is there a strategy in place for reporting and taking action regarding challenging behaviour and are employees trained to cope with such situations?	☐	☐	☐
13. Are you aware of the lone working policy and the supporting safe system of work for your specific area?	☐	☐	☐
14. Has a suitable risk assessment been carried out to ensure that the working environment does not create any stress factors such as trips/falls, poor lighting etc?			
Control:			
15. Are you consulted about proposed changes to your job and given the opportunity to feed into the decision-making process?	☐	☐	☐
16. Is the level of supervision appropriate to the level of post?	☐	☐	☐
17. Are you given the opportunity to make suggestions around improving the service?	☐	☐	☐
18. Do you feel able to develop your role, where appropriate, in ways that is within the interests of the school and the students, including being innovative?	☐	☐	☐

Hazard	Yes	No	N/A
Change:			
19. During periods of change, such as re-structuring, do you feel that you are kept well informed about how changes are likely to impact upon yourself and on the team?	☐	☐	☐
20. During periods of significant change, is there regular consultation that involves employees, management and trade unions?	☐	☐	☐
21. During periods of change, is communication clear and effective using structured methods?	☐	☐	☐
Role:	☐	☐	☐
22. Are you clear about what is expected of you in terms of your job and do you have well defined and clear objectives?			
23. Are you given the opportunity to attend training to enable you to carry out your job?	☐	☐	☐
24. Are you aware of how you can positively contribute towards meeting the School's key objectives?	☐	☐	☐
25. If roles change, are employees clear on their new responsibilities?	☐	☐	☐
Support:			
26. Do managers encourage employees to share concerns around work-related stress at an early stage?	☐	☐	☐
27. Are there systems which allow for concerns to be raised relating to the workload etc?	☐	☐	☐
28. Are there a Flexible Working Policies / arrangements available to accommodate working patterns whilst meeting the needs of the service?	☐	☐	☐
29. Are employees given practical and emotional support when needed from management?	☐	☐	☐
Relationships:			
30. Do you feel able to go to your manager or another manager during times of stress?	☐	☐	☐
	☐	☐	☐

31. Is employee - manager relationships such that, where appropriate, workload can be discussed?	☐	☐	☐
32. Do you have the opportunity to discuss with your managers issues over prioritisation and uncertainties around tasks expected of you?	☐	☐	☐
33. Do managers give positive feedback			
34. Are managers accessible and approachable when there are concerns?			

WELLBEING RISK ASSESSMENT (TEAM)

School:		Assessment date:	
		Next due date:	
Team / Occupational group:	Assessor:	Signature:	

HAZARDS (Items marked "No" on Stress Risk Assessment proforma)	EXISTING CONTROLS	RISK LEVEL High, med, low	ACTION REQUIRED / PERSON RESPONSIBLE	DATE DUE	SIGNED OFF /DATE

WELLBEING RISK ASSESSMENT PROFORMA
TOGETHER WITH SAMPLE RESPONSES

QUESTION	SAMPLE RESPONSE	AREAS THAT COULD LEAD TO STRESS
CULTURE		
1. Are you familiar with the Emotional Wellbeing policy and the School's commitment to eliminate or minimise the effects of stress in the workplace	- Sign post to Policy - Wellbeing Risk Assessments - Reinforce the commitment at a staff meeting	- Not demonstrating commitment to policies and procedures and seeing them as a 'tick in the box' - Failure to hold regular meetings - Failure to communicate Policies and risk assessments - Failure to identify and communicate roles and responsibilities - Failure to provide support mechanisms
2. Are you aware that you have the opportunity to attend training to enable you to manage your stress factors?	- Notify staff of availability of training (further information can be obtained from HR provider) -	
3. Are you familiar with the "Harassment & Bullying in the Workplace" Policy and understand the School's commitment that bullying and harassment will not be tolerated?	- Sign post to Policy - Reinforce the commitment at a staff meeting	
4. Do you feel that you are encouraged / enabled to have a work/life balance?	- Sign post to Policies - Reinforce the commitment at a staff meeting	
5. Are you aware of the Occupational Health support or other employee assistance support provided by the school in the event of stress?	- If available, reinforce the availability at a staff meeting	

QUESTION	SAMPLE RESPONSE	AREAS THAT COULD LEAD TO STRESS
6. Are you aware of your individual responsibilities to ensure your own health and safety and to comply with the guidance issued in the Emotional Wellbeing policy?	- Reinforce personal duty to take reasonable care of themselves and cooperate with management to implement stress reduction measures, e.g. Wellbeing Risk Assessments, Stress training, OHU support, etc	
7. Does management within the school recognize and try to help, if possible, if an employee has identified a problem?	- Highlight the provisions in place, e.g. Wellbeing Risk Assessments, Stress training, OHU support, employee assistance, etc -	
DEMANDS		
8. Is the workload such that expected levels of output can be achieved within a typical working week?	- Highlight and discuss what the expected levels of output for the role are and that they are reasonable demands - Highlight that these are normal and reasonable demands specific to their roles - Awareness of team and individual capabilities - Following through concerns over workload and honest feedback - Effective planning - Monitoring workload - Equitable delegation of workload - Knowing what others are doing	- Asking for tasks without checking workload - Listening but not resolving problems - Being indecisive over decisions - Not taking concerns over workload seriously - Sticking rigidly to rules and procedures without listening to concerns - Panicking over deadlines rather than planning - Creating unrealistic deadlines - Showing lack of awareness how much pressure team are under

QUESTION	SAMPLE RESPONSE	AREAS THAT COULD LEAD TO STRESS
9. Are you fully informed and able to cope with the duties you are asked to deliver upon?	- Highlight duties in line with Job Descriptions - Highlight and discuss that these are normal and reasonable demands specific to their roles	- Failure to complete, communicate and implement risk assessments
10. Are you supported with ongoing development opportunities to carry out your work effectively?	- To be discussed at Performance Management/staff appraisals	
11. Is there a recognised strategy in place to deal with the risk of violence / aggression from pupils, parents or members of the public?	- Identify those at risk and monitor trends - Implementation of the Violence & Aggression Risk Assessment and adoption of the Violence in School Settings policy - Monitor trends - Identify need for additional support - Consultation at early stages - Communicate provisions including training opportunities	
12. Is there a strategy in place for reporting and taking action regarding challenging behaviour and are employees trained to cope with such situations?	- Identify those at risk and monitor trends - Implementation of the Violence & Aggression Risk Assessment, Behaviour Action Plans and adoption of the Violence in School Settings policy - Identify need for additional support - Consultation at early stages	

QUESTION	SAMPLE RESPONSE	AREAS THAT COULD LEAD TO STRESS
	- Communicate provisions	
13. Are you aware of the lone working policy and the supporting safe system of work for your specific area?	- Identify staff at risk in lone working situations - Implementation of the Lone Working risk assessment and adoption of the Lone Working policy - Consultation at early stages - Communicate provisions including training opportunities	
14. Has a suitable risk assessment been carried out to ensure that the working environment does not create any stress factors such as trips/falls, poor lighting etc?	- Implement Classroom, Fire & Environmental, Office and Workstation Risk Assessments - Consultation at early stages - Communicate provisions	-
CONTROL		
15. Are you consulted about proposed changes to your job and given the opportunity to feed into the decision-making process?	- Timely communications using different mediums - Transparency, integrity and openness with teams at meetings - Open door policy	- Managing 'under a microscope' - Extending so much authority staff feel lack of direction - Imposing 'my way is the only way'
16. Is the level of supervision appropriate to the level of post?	- Transparency, integrity and openness with teams at meetings - Open door policy - To be discussed at Performance Management/staff appraisals	

QUESTION	SAMPLE RESPONSE	AREAS THAT COULD LEAD TO STRESS
17. Are you given the opportunity to make suggestions around improving the service?	- Transparency, integrity and openness with teams at meetings - Open door policy - To be discussed at Performance Management/staff appraisals - Giving staff responsibility	
18. Do you feel able to develop your role, where appropriate, in ways that is within the interests of the school and the students, including being innovative?	- Transparency, integrity and openness with teams at meetings - Open door policy - To be discussed at Performance Management/staff appraisals - Steering staff rather than imposing direction	-
CHANGE		
19. During periods of change, such as re-structuring, do you feel that you are kept well informed about how changes are likely to impact upon yourself and on the team?	- Timely communications using different mediums - Transparency, integrity and openness with teams at meetings - Open door policy	- Doesn't provide timely communication on organizational change - Holding onto to information regarding changes that should be shared - Holding meetings behind closed doors
20. During periods of significant change, is there regular consultation that involves employees, management and trade unions?	- Timely communications using different mediums - Transparency, integrity and openness with teams at meetings - Open door policy	
21. During periods of change, is communication clear and effective using structured methods?	- Timely communications using different mediums - Transparency, integrity and openness with teams at meetings	

QUESTION	SAMPLE RESPONSE	AREAS THAT COULD LEAD TO STRESS
	- Open door policy	
ROLE		
22. Are you clear about what is expected of you in terms of your job and do you have well defined and clear objectives?	- To be discussed at Performance Management/staff appraisals - Where necessary, consultation with HR provider and review Job Descriptions - Deals with difficult customers when required - 'Leading from the front - Steps in to help when needs	- Places unreasonable demands that are not part of the role - Seeing feedback as one way - Not welcoming suggestions - No consideration to development - Poor communication mediums - Imposing additional and unrealistic demands to cover for absences
23. Are you given the opportunity to attend training to enable you to carry out your job?	- Linked to Performance Management/staff appraisals	
24. Are you aware of how you can positively contribute towards meeting the School's key objectives?	- To be discussed at meetings - Appreciation of all roles - Linked to Performance Management/staff appraisals	
25. If roles change, are employees clear on their new responsibilities?	- Transparency, integrity and openness with teams at meetings - Open door policy - Linked to Performance Management/staff appraisals	
SUPPORT		

QUESTION	SAMPLE RESPONSE	AREAS THAT COULD LEAD TO STRESS
26. Do managers encourage employees to share concerns around work-related stress at an early stage?	- Transparency, integrity and openness with teams at meetings - Making time to talk to staff - Open door policy - Regularly asking how are you - Being there to communicate and support during difficult periods - Highlight the provisions in place, e.g. Wellbeing Risk Assessments, Stress training, OHU support, etc - Able to put themselves in others shoes - Notices when a team member is behaving out of character	- Constantly away from school - Questioning the capability of staff who raise a health and safety issue - Saying 'don't bother me' - Saying that it is not my problem - Walking away from problems - Assuming that everyone is okay - No consideration to work-life balance - Dismissing someone who has become stressed - Maintains a distance, 'us and them'
27. Are there systems which allow for concerns to be raised relating to the workload etc?	- Understanding of individual needs/capabilities - To be discussed at Performance Management/staff appraisals - Open door policy	
28. Are there a Flexible Working Policies / arrangements available to accommodate working patterns whilst meeting the needs of the service?	- Understanding of individual needs - Commitment to a reasonable Policy / arrangements that meet individual and service - Familiarity with work life balance practices - Leave policy	
29. Are employees given practical and emotional support when needed from management?	- Transparency, integrity and openness with teams at meetings - Open door policy	

QUESTION	SAMPLE RESPONSE	AREAS THAT COULD LEAD TO STRESS
	- Highlight the provisions in place, e.g. Wellbeing Risk Assessments, Stress training, OHU support, etc	
RELATIONSHIPS		
30. Do you feel able to go your manager or another manager during times of stress?	- Transparency, integrity and openness with teams at meetings - Open door policy - Highlight the provisions in place, e.g. Wellbeing Risk Assessments, Stress training, OHU support, etc	- Badgering members of staff to tell them what's wrong - Assuming that everyone is okay - Sending difficult communications by email/text - Passing own stress to others - Not taking complaints seriously - Taking sides - Insensitive to others personal issues - Trying to keep the peace rather than sort out problems
31. Is employee - manager relationships such that, where appropriate, workload can be discussed?	- Understanding of individual needs/capabilities - To be discussed at Performance Management/staff appraisals - Listening objectively to both sides of the conflict - Supporting and investigating incidents of abuse - Dealing with conflict head on - Following up conflicts after the resolution - Open door policy	
32. Do you have the opportunity to discuss with your managers issues over prioritisation and uncertainties around tasks expected of you?	- Understanding of individual needs/capabilities - To be discussed at Performance Management/staff appraisals - Open door policy - To be discussed at Performance Management/staff appraisals	

QUESTION	SAMPLE RESPONSE	AREAS THAT COULD LEAD TO STRESS
33. Do managers give positive feedback?	- Balanced feedback - Operating a no-blame culture passing positive feedback to others - Acknowledgement and praise where required - Open door policy - If necessary highlight / publicise recognition of good performance - Rewards schemes - Recognition of contribution by all	
34. Are managers accessible and approachable when there are concerns?	- Understanding of individual needs/capabilities - To be discussed at Performance Management/staff appraisals - Open door policy	

Appendix 'D'

Individual Wellbeing Risk Assessment

For:	Location:
Reason for Assessment:	
Assessor: Date:	Review Date:
Signed: Assessor:- ……………………………………………… Employee……………………………………………..	

	Questions	Matters Raised	Agreed Actions
1	**Role Definition:** Are you clear about what is expected within your role? Do you understand your duties and responsibilities? Are you confident that you know how to complete your work and tasks? Do you know the goals and objectives for the department?	**If not, which aspects are not clear:**	
2	**Control:** Do you have any say in how you do and plan your work? Can you set your own work speed? Can you decide when to take a break?	**If not, where are your area/s of concern:**	
3	**Work Pressures — High:** Are the deadlines achievable? Are you required to work long hours? Are your time pressures realistic? Are the work demands realistic and manageable?	**If not, which aspects of work cause pressures:**	
4	**Work Pressures — Low:**	**If not, which areas of work are not**	

	Questions	Matters Raised	Agreed Actions
	Is your work challenging and engaging?	**challenging or engaging:**	
5	**Relationships at Work:** Is your work free from personal harassment and bullying? Are relationships at work positive? Is the team cohesive and does it work well together?	**If not, where are your area/s of concern:**	
6	**Support:** If work gets difficult do colleagues/manager help and support? Are you *given* supportive feedback on the work you do?	**If not, where are your area/s of concern:**	
7	**Change**: Are you updated about changes at work that affect you? Is there consultation about workplace issues *I* changes? Are you clear about how changes affect you in	**If not, where are your area/s of concern:**	

	Questions	Matters Raised	Agreed Actions
	practice?		
8	**Training:** Do you require additional training to undertake your role?	**If not, what training will assist in your personal development:**	
9	**Physical Demands and Work Environment** Is your role free from excessive physical demands such as heavy lifting; standing for long periods of time; repetitive movements that are causing concern? Is your work environment comfortable to you?	**If not, what reasonable measures can be taken:**	
10	Other Issues: Are there any other issues *I* stressors that we need to take account of — e.g. difficulties at home, unexpected life changes?		

Individual Wellbeing Risk Assessment – Managers Response

For:	Location:
Reason for Assessment:	

Assessor:	Date:	Review Date:

Signed:

Assessor:- …………………………………………… Employee…………………………………………..

	Questions	Matters Raised	Possible Solutions	Agreed Actions
1	**Role Definition:** Are you clear about what is expected within your role? Do you understand your duties and responsibilities? Are you confident that you know how to complete your work and tasks? Do you know the goals and objectives for the department?	**If not, which aspects are unclear:**	Agree duties and responsibilities expected ensuring excessive and unreasonable demands are not made. Clarify goals and objectives for the individual and department — ensuring no ambiguity. Provide regular clear feedback on performance.	
2	**Control:** Do you have any say in how you do and plan your work? Can you set your own work speed? Can you decide when to take a break?	**If not, where are your area/s of concern:**	Where practicable, enable staff to exert autonomy within role. Encourage delegation and empowerment of others. Encourage training to support delegation (to individual and team).	

3	**Work Pressures — High:** Are the deadlines achievable? Are you required to work long hours? Are your time pressures realistic? Are the work demands realistic and manageable?	**If not, which aspects of work cause pressures:**	Offer support in prioritising tasks and cut out unnecessary work and bureaucracy. Try to give warning of urgent jobs. Assist in the scheduling of work to ensure adequate and appropriate resources. Ensure job demands are matched in terms of quantity, complexity and intensity to individuals' skills and abilities. Support staff when undertaking new and unfamiliar tasks. Meet regularly to review workload. Avoid encouraging staff to work long hours, take work home or build excessive flexi. Encourage staff to take annual leave allowance.	
4	**Work Pressures — Low:** Is your work challenging and engaging?	**If not, which areas of work are not challenging or engaging:**	Where reasonably practicable, rotate boring and repetitive jobs. Where possible increase the variety of tasks e.g. through projects, support to colleagues, etc	

5	**Relationships at Work:** Is your work free from personal harassment and bullying? Are relationships at work positive? Is the team cohesive and does it work well together?	**If not, where are your area/s of concern:**	Encourage team working Encourage team members to give open and honest feedback to each other Demonstrate and encourage appreciation of others and difference Promote an atmosphere of mutual respect Ensure all staff are aware that inappropriate behaviour at work will not be tolerated. Refer to the Bullying and Harassment Policy Seek the support of HR if an allegation of Harassment or Bullying is made	
6	**Support:** If work gets difficult do colleagues/manager help and support? Are you *given* supportive feedback on the work you do?	**If not, where are your area/s of concern:**	Explain how to raise concerns and call on your support. Encourage/enhance team working and support. Hold regular team meetings. Be approachable and receptive to feedback.	
7	**Change**: Are you updated about changes at work that affect you?	**If not, where are your area/s of concern:**	Ensure clear and appropriate communication on proposed changes.	

	Is there consultation about workplace issues I changes? Are you clear about how changes affect you in practice?		Ensure individuals understand the reasons for change and the likely timescales. Ensure adequate consultation wherever possible and provide opportunities for comment and input. Give support to individuals during the change process.	
8	**Training:** Do you require additional training to undertake your role?	**If not, what training will assist in your personal development:**	Ensure Staff Appraisal is implemented. Ensure any changes to role are supported with relevant training.	
9	**Physical Demands and Work Environment** Is your role free from excessive physical demands such as heavy lifting; standing for long periods of time; repetitive movements that are causing concern? Is your work environment comfortable to you?	**If not, what reasonable measures can be taken:**	Undertake a H&S activity Risk Assessment. Where appropriate refer to Occupational Health for advice. Undertake a Workplace Risk Assessment - Encourage suggestions on how to improve work environment — and give these due consideration. Manage risks with the support of the	

			Occupational Health/H&S (e.g. ear defenders).	
10	Other Issues: Are there any other issues I stressors that we need to take account of — e.g. difficulties at home, unexpected life changes?		If required and where possible, provide support during difficult times, e.g. home working, OHU referral, etc Signpost individuals where possible to intranet, other links and self help material.	