



St. Gregory's Catholic High School

Stress Management Policy For Schools

Monitoring

The implementation of the policy will be monitored by the Director of Finance and Resources.

Evaluation

The policy was reviewed by the Director of Finance and Resources and Senior Leadership Team on 20th April 2026 prior to the submission of the policy to Governors' Resources Committee for scrutiny and recommendation to the Full Governing Board for approval.

Key policy dates:

Ratified by the Full Governing Board: 8th July 2026

Review frequency: Every 2 years

Next policy review commences: Summer Term 2028

Mission Statement

Every member of St. Gregory's Catholic High School will work together in solidarity for the common good of our diverse community. We have no better inspiration than the teaching of Jesus Christ. We believe every person is unique and made in the image of God and should be treated justly with dignity, love and respect. We will follow Jesus by embracing our God given charisms to carry out our mission to serve. We are one family inspired to learn.

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1. Introduction

- 1.1 The School aims to provide all employees with a working environment which is safe and without risks to health. This includes the provision of suitable control measures in the case of any work activity that may create a risk of work related stress.

2. Definition

- 2.1 The Health & Safety Executive has defined stress as:

“the adverse reaction people have to excessive pressures or other types of demand placed upon them”

- 2.2 There are 2 main pieces of health and safety law which cover work-related stress:
- the Health and Safety at Work Act 1974 – this puts a 'duty of care' on employers to protect their employees from the risk of stress at work
 - the Management of Health and Safety at Work Regulations 1999 – this requires all employers to make a 'suitable and sufficient assessment' of the risks to the health and safety of their employees at work

This means that by law employers must:

- identify any risks to their employees' health, for example by carrying out a risk assessment
- take steps to prevent or reduce work-related stress

- 2.3 It is important to remember that some level of stress is a normal aspect of everyday life. However, the harmful effects of stress, particularly when chronic, have a significant negative impact on the overall physical and psychological well-being of individuals. In addition, it can undermine performance at work.

- 2.4 This policy focuses on work-related stress, however, it is recognised that excessive pressure and demands outside of work – or conflicting demands of work and home – can also play a part. It is difficult to control outside stressors, but to manage work related stress effectively the importance and interaction of work and home problems must be recognised.

3. Scope of the Policy

- 3.1 This Policy applies to all teachers, support staff and school leaders.
- 3.2 Any absence which is attributable to stress related symptoms will be managed in accordance with the School's Managing Attendance Policy, in conjunction with this Stress Management policy.

4. Policy Statement

- 4.1 The Governing Board is committed to protecting the health, safety and welfare of its employees.
- 4.2 The school values all of its employees and the contribution each of them makes to its overall success. It strives to create and maintain a working environment in which communication, support and mutual respect are the norms.
- 4.3 The school is committed to improving and safeguarding the health, safety and welfare

of its employees and recognises the importance of identifying and reducing workplace stressors.

- 4.4 The Governing Board is responsible for the implementation of this policy through the school management structure and for providing the necessary resources to support it.

5. Potential Causes of Stress

There are six main areas that can lead to work-related stress if they are not managed properly. These are: demands, control, support, relationships, role and change.

For example, employees may say that they:

- are not able to cope with the demands of their jobs
- are unable to control the way they do their work
- don't receive enough information and support
- are having trouble with relationships at work, or are being bullied
- don't fully understand their role and responsibilities
- are not engaged when the organisation is undergoing change

- 5.2 Stress affects people differently – what stresses one person may not affect another. Factors like skills and experience, age or disability may all affect how a worker can manage particular stress factors.

- 5.3 By talking to employees and understanding how to identify the [signs of stress](#), we can prevent and reduce stress in the workplace.

- 5.4 Signs of stress in teams:
- arguments or disagreements
 - higher staff turnover
 - more sickness absence
 - decreased performance
 - more complaints and grievances

- 5.5 Signs of stress in an employee:
A change in the way someone acts can be a sign of stress, for example they may:
- take more time off
 - arrive for work later
 - be more twitchy or nervous

A change in the way someone thinks or feels can also be a sign of stress, for example:

- mood swings
- being withdrawn
- loss of motivation, commitment and confidence
- increased emotional reactions – being more tearful, sensitive or aggressive

- 5.6 The ability of employees to cope with pressure at work may be determined to a greater or lesser extent by the amount of pressure being experienced outside work, resulting from non-work pressures such as bereavement, family sickness, mental or other inter-personal problems. Although the school has no control over these areas, we should try and understand the potential impact on employee's work performance. If managers are aware that an employee is experiencing personal difficulties, they should encourage the employee to seek support from either their GP or services provided by the school.

6. Responsibilities

6.1 The Governing Board/Heads

- Will provide adequate resources to enable the school to implement the Stress Management Policy.
- Will identify all workplace stressors and conducts risk assessments to eliminate stress or control the risks from stress. These risk assessments will be regularly reviewed.
- Will ensure there is a nominated Governor who leads on Health and Safety
- Will ensure staff are fully trained to discharge their duties

Leadership/Head/Principal

Leadership roles are key in identifying and managing excessive pressures at work. A manager has knowledge of their team and their usual working styles. This insight can help identify uncharacteristic behaviour that could be an early warning sign of a potential issue. In order to manage any potential issues effectively there is a need to be supportive and sympathetic to ensure employees feel comfortable to speak openly.

A manager can put in place a number of steps that can be used to alleviate pressures and promote a healthy workplace:

- Provide clarity of what's expected in the role and how it should be done, with supporting feedback, coaching and development as required;
- Regular communication ensuring colleagues are informed and engaged;
- Active work force planning to ensure the right resources are in the right place at the right time doing the right thing, in a planned and balanced way;
- Promote and encourage team members to access health and wellbeing initiatives;
- Empower team members to be able to influence where, when and how work is done to sufficiently feel in control of their workload within the remit of the role;
- Fully utilise skills and make time to listen, support and involve in decisions where possible;
- Consider any adjustments made in occupational health reports and discuss these with employees;
- Conduct appropriate level of stress risk assessments and work to implement recommendations;
- Ensure a safe space to have a discussion around any stress factors;
- Confidentiality must be respected and maintained and personal circumstances are not discussed with others without consent, unless in exceptional circumstances where this level of confidentiality cannot be guaranteed if there are health and safety or safeguarding concerns for fellow colleagues or clients of the council.
- Ensure sufficient training to carry out their role and open and honest conversations take place about performance and any additional improvements required through the appraisal process or other formal and informal supervision sessions, ensuring adequate support is provided;
- Actively promote zero tolerance of bullying and harassment;

- Proactively manage annual leave to ensure both sufficient cover and equally that colleagues do not have excessive periods without leave;
- Be cognisant of pressure outside work, e.g. bereavement, financial, divorce or separation, serious illness and offer additional appropriate levels of support;
- Routinely monitor workload and working time to ensure a fair distribution and balance with appropriate downtime

6.2 Human Resources

- Are responsible for providing guidance to heads/principals and managers on the application of the stress policy and other associated policies in connection with the health and well-being of employees.
- May be required to advise and support managers on the re-integration of employees back into the work place following a period of absence due to a stress related illness. This may involve assisting with identifying suitable, available, temporary or permanent options to ensure compliance with contractual and legal obligations and the duty of care. It may also include advice on the provision of a transitional period or phased return to work following absence.
- Will assist with referrals to the Occupational Health Service where appropriate.
- Are responsible for providing advice/guidance/support to managers in the management of absence in accordance with the School's Sickness Absence Policy.

6.4 Employees

There are inevitably times in peoples lives where excessive pressure may lead to stress. It is important that we are aware of the signs and symptoms so that we can actively engage with the right support.

- You are encouraged to discuss any concerns, issues or support you need with your manager or a colleague. You can also speak to your TU representative. Any concerns raised will be handled in a supportive and sympathetic way;
- If you feel able to, it is important for you to speak to your manager or a colleague if you feel stressed, regardless as to whether that stress has been caused from situations at work or home;
- Cooperate with referrals to occupational health and participate in counselling when recommended by a health professional;
- You are encouraged to investigate health and wellbeing opportunities and look after your physical and mental health;
- Recognise the importance of taking your annual leave which can support your overall wellbeing;
- When appropriate, make use of the free confidential services available to you, provided by the school;
- Remember you can also seek support from your GP.

7.0 **Stress Risk Assessments/Action Plans**

- 7.1 The Health & Safety Executive (HSE) has identified six broad categories of risk factors for work related stress (see Appendix 1). It is important to use a structured approach to risk assessment which includes:

- a) Look for the stress hazards/risks

- b) Evaluate the risks and record what needs to be done in an action plan
- c) Review and revise the assessment and actions taken

- 7.2 Appendix 2 provides a questionnaire that may be used by Leadership as the starting point for a stress risk assessment. The findings will give an indication of general levels of stress and can then be used to identify the most likely causes of stress. Wherever evidence of stress emerges – the earlier it is tackled, the easier it is to put right.
- 7.3 Appendix 3 provides a Stress Action Checklist which can be used to assist an employee and their manager to agree an action plan to enable potential issues to be resolved.
- 7.4 Appendix 4 provides guidance to managers on how to resolve issues identified in the Stress Action Checklist. Options will need to be discussed with the employee, and agreed actions should be recorded on the Stress Action Plan at Appendix 5.
- 7.5 A stress risk assessment (Appendix 6) should be carried out as an assessment of the overall situation in a school, for example as part of a regular health & safety inspection process. This document is not intended for an individual situation.
- 7.6 Stress risk assessments in place at school must be reviewed regularly.

8.0 Additional sources of information

HSE's guidance on work-related stress: www.hse.gov.uk/stress

The Education Support Partnership offer a free, confidential helpline, grants to education staff experiencing financial issues and guidance on handling stress and managing work/life balance. Tel: 08000 562 561
<https://www.educationsupportpartnership.org.uk/>

The Department for Education

In July 2018 the DfE published a [Workload reduction toolkit](#). This provides support for schools with a range of materials to help review and streamline workload through solution-focused and collaborative discussions. This is accompanied by a short advice document with [tips from school leaders on ways to reduce workload](#).

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

Happy, Ok, Sad

Whether you are feeling great and want to stay that way, you're a bit fed up or you're struggling to manage your feelings, this site has links to information and tips ranging from how to boost your mood to where to get help if you are unable to cope.

This website has been developed for people living in Warrington, so some of the services are for local people only. Many of the links are for national sites, so the information will be relevant wherever you live.

<http://happyoksad.warrington.gov.uk/>

Trade Unions

The recognised trade unions can offer advice and support along with a wealth of information that you can access.

Support Staff Trade Unions

Unison - <https://www.unison.org.uk/>

GMB - <https://www.gmb.org.uk/>

Unite - <https://unitetheunion.org/>

CYWU - <https://www.cywu.org.uk/>

AEP - <https://www.aep.org.uk/>

Voice - <https://www.voicetheunion.org.uk/>

Teachers Unions

NEU - <https://neu.org.uk/>

NASUWT - <https://www.nasuwt.org.uk/>

NAHT - <https://www.naht.org.uk/>

ASCL - <https://www.ascl.org.uk/>

APPENDIX 1

Health & Safety Executive – Stress Management Standards

The HSE website provides information on Management Standards which define the characteristics, or culture, of an organisation where the risks from work related stress are being effectively managed and controlled to help combat work related stress. The stress action checklist is based on these standards, which are summarised below.

Standard 1: 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: where applicable • The organisation provides employees with adequate and achievable demands in relation to the agreed hours of work; • People's skills and abilities are matched to the job demands; • Jobs are designed to be within the capabilities of employees; and • Employees' concerns about their work environment are addressed.
Standard 2: 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 applicable • Where possible, employees have control over their pace of work; • Employees are encouraged to use their skills and initiative to do their work; • Where possible, employees are encouraged to develop new skills to help them undertake new and challenging pieces of work; • The organisation encourages employees to develop their skills; • Employees have a say over when breaks can be taken; and • Employees are consulted over their work patterns.
Standard 3: Support Includes the encouragement, sponsorship and resources provided by the organisation, line management and colleagues
The standard is that: • Employees indicate that they receive adequate information and support from their colleagues and superiors; and • Systems are in place locally to respond to any individual concerns.
What should be happening / states to be achieved: where applicable • The organisation has policies and procedures to adequately support employees;

• Systems are in place to enable and encourage line managers to support their staff • Systems are in place to enable and encourage employees to support their colleagues; • Employees know what support is available and how and when to access it; • Employees know how to access the required resources to do their job; and • Employees receive regular and constructive feedback.
Standard 4: Relationships Includes promoting positive working to avoid conflict and dealing with unacceptable behaviour
The standard is that: • Employees indicate that they are not subjected to unacceptable behaviours, e.g. bullying at work; and • Systems are in place locally to respond to any individual concerns.
What should be happening / states to be achieved: where applicable • The organisation promotes positive behaviours at work to avoid conflict and ensure fairness; • Employees share information relevant to their work; • The organisation has agreed policies and procedures to prevent or resolve unacceptable behaviour; • Systems are in place to enable and encourage line managers to deal with unacceptable behaviour; and • Systems are in place to enable and encourage employees to report unacceptable behaviour.
Standard 5: Role Whether people understand their role within the organisation and whether the organisation ensures that the person does not have conflicting roles
The standard is that: • Employees indicate that they understand their role and responsibilities; and • Systems are in place locally to respond to any individual concerns.
What should be happening / states to be achieved: where applicable • The organisation ensures that, as far as possible, the different requirements it places upon employees are compatible; • The organisation provides information to enable employees to understand their role and responsibilities; • The organisation ensures that, as far as possible, the requirements it places upon employees are clear; and • Systems are in place to enable employees to raise concerns about any uncertainties or conflicts they have in their role and responsibilities.
Standard 6: Change How organisational change (large or small) is managed and communicated in the organization
The standard is that: • Employees indicate that the organisation 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: where applicable

- The organisation provides employees with timely information to enable them to understand the reasons for proposed changes;
- The organisation ensures adequate employee consultation on changes and provides opportunities for employees to influence proposals;
- The organisation conducts a stress risk assessment when considering a change to the school's structure
- 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.

APPENDIX 2

Well-Being Ready Reckoner

This questionnaire may be used by school management as the starting point for a stress risk assessment. The findings will give an indication of general levels of stress, and can then be used to identify the most likely causes of stress. Wherever evidence of stress emerges – the earlier it is tackled, the easier it is to put right.

Higher scores are suggestive of greater levels of well-being amongst those answering the questionnaire, whilst lower totals tend to indicate elevated degrees of stress/poor mental health. Please note that a score of 100 or more does not necessarily indicate the absence of a problem.

Instructions: For each of the following questions, enter the number matching the description which most closely represents how you feel.

1 – Not at all 2 = Not much 3 = Sometimes 4 = Mostly 5 = Very much so

	SCORE
Do you feel able to concentrate on what you are doing at school?	
Do you feel that you are playing a useful part in school life?	
Do you feel capable of making decisions at school?	
Do you generally feel relaxed in your home and school life?	
Do you feel most problems you encounter at school can be overcome?	
Do you generally manage to keep your sense of humour?	
Do you feel happy at work, all things considered?	
Are you sleeping well?	
Are you eating well?	
Are you drinking sensibly?	
Do you cope well with changes to your job?	
Do you have a reasonable amount of energy?	
Do you feel in control of your job?	
Do you feel you are coping well in the classroom? (if you do not work in the classroom, please answer this question on how you feel you are coping generally)	
Do you get on well with pupils?	
Do you get on well with colleagues?	

Do you get on well with your managers?	
Do you feel free from the threat of bullying & harassment at school?	
Do you enjoy a reasonable degree of autonomy, unaffected by excessive monitoring regimes?	
Do you manage to leave work "on time" fairly regularly?	
Do you find your job satisfying and fulfilling?	
Do you enjoy a satisfying life outside of work?	
Do you intend to remain working in education for the foreseeable future?	
Do you look forward to returning to school after a weekend or holiday?	
NOW ADD UP YOUR SCORES	

More than 100 = low evidence of stress (but this does not necessarily indicate the absence of a problem)

51 to 100 = moderate evidence of stress

Up to 50 = high evidence of stress

Reproduced from the NUT, GMB, Unison & Unite publication "Guidance for School Leaders on preventing work-related mental health conditions by tackling stress"

APPENDIX 3

Stress Action Checklist

Name:	School:
Job Title:	Date Completed:
Manager:	Date received by Manager:

Please take some time to complete this checklist which will be used to assist you and your manager to agree an action plan to enable potential issues to be resolved. The checklist is based on the National Management Standards for Stress issued by the HSE, and has been developed from a questionnaire in the NUT, GMB, Unison & Unite publication "Guidance for School Leaders on preventing work-related mental health conditions by tackling stress"

Please note that this document is confidential and will not be shared with anyone else without your permission.

Instructions: rank the following statements from 1 to 5 where

1= Strongly disagree, 2 = Disagree, 3 = Ambivalent, 4 = Agree, 5 = Strongly Agree

This document is intended to help identify and resolve the issues that you consider to be having the greatest impact on work related stress at the moment, so please try to use the range of responses available.

If the source of your stress / excessive pressure is coming from outside of work, please stop here and discuss alternative sources of help and support.

	DEMANDS	1	2	3	4	5
1.	My physical working conditions are acceptable					
2.	Our rest facilities are clean and well maintained					
3.	My total working hours are satisfactory					
4.	The number of after school meetings is manageable					
5.	I have enough time to carry out all my tasks / deadlines and time pressures given to me are achievable and reasonable					
6.	Ofsted inspections do not cause me excessive pressure					
7.	The balance between work and home life is about right					
8.	My school values the time I put in at home					
9.	I am able to take a proper break during the school day					
10	(if applicable) Lesson planning requirements are realistic					

11.	(if applicable) Marking requirements are sensible and not overly bureaucratic					
	CONTROL	1	2	3	4	5
12.	I have opportunities to express my ideas and points of view					
13.	(if applicable) Classroom observation is not excessive					
14.	I am encouraged to use my initiative to do my work					
15.	I feel trusted by management to carry out my role					
	SUPPORT	1	2	3	4	5
16.	I receive appropriate training					
17.	My managers are supportive					
18.	I regularly receive positive feedback on my own work					
19.	There are enough support staff in the school					
20.	The school benefits from effective leadership					
21.	The appraisal system is supportive rather than critical					
	RELATIONSHIPS	1	2	3	4	5
22.	I have a good relationship with my line manager					
23.	I get on well with colleagues					
24.	Management promote positive behaviours to avoid conflict and ensure fairness					
25.	Staff are able to complain without risk of repercussions					
26.	I rarely have to deal with disruptive pupils					
27.	I rarely have to deal with violent pupils					
28.	I do not have to worry about violence from aggressive parents					
	ROLE	1	2	3	4	5
29.	I'm clear about what is expected of me at work					
30.	My skills are well-used					
31.	I feel valued in my role					

	CHANGE	1	2	3	4	5
32.	I find it difficult to cope with the pace of organisational or curriculum change					
33.	I find the introduction of new initiatives daunting					
34.	There is full staff consultation when any significant change is proposed					
35.	Changes are accompanied by appropriate support and training, where necessary					

Selecting up to five statements, please indicate which factors listed above have the biggest impact on your workplace stress. Please list the numbers below:

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Please list any issues causing work related stress which are not addressed in the questions above (continue on a separate sheet if necessary):

Thank you for completing this checklist. The next stage is for you and your manager to discuss areas where there may be issues and decide on an action plan to resolve them as far as possible.

APPENDIX 4

Stress Action Checklist – notes for managers

This section gives guidance to managers on how to resolve issues identified in the Stress Action Checklist. Options need to be discussed with the member of staff, and agreed actions should be recorded on the Stress Action Plan.

The Individual Approach This approach most likely to be taken reactively, in response to concerns being raised. Following the completion of the checklist by an employee, the Headteacher / Principal or designated member of staff should meet with the employee to discuss the factors that have or are causing the most stress to the individual – the “top 5” listed at the end of the checklist, and any others scoring a “1 = strongly disagree”.

In some cases these factors may have simple solutions and where this is the case the school should act swiftly to rectify any problem. In other cases the solutions may not be straight forward and the Headteacher / Principal or member of staff should not feel as though they are personally responsible for finding the solution to the difficulties raised during the meeting.

The Group approach The “wellbeing ready reckoner” (Annex 3) or “stress action checklist” (Annex 4) can be used proactively to assess the workplace stress experienced by all staff at an school. By giving each member of staff (or a representative sample of staff) a copy of the questionnaire and allowing an anonymous return, the school will benefit from knowing the root causes of stress in the school at a particular time. It can be tempting for the management team to believe that they are aware of the causes of stress in the school, however, this type of “stress audit” could reveal resolvable issues that management had not considered.

Next steps Possible actions and solutions to each question in the Stress Action Checklist are provided below. These are intended only as prompts, and the discussion should be guided by the circumstances in each case.

1	Physical working conditions: Is a risk assessment required? Can equipment be purchased or reorganised to rectify the problem?
2	Rest facilities: Can any improvements be made? Does the employee have any special requirements?
3	Total working hours: Discuss time management. Are there areas of training that could allow the employee to work more effectively? Is the employee being asked to work more hours to cover absent colleagues? Has PPA and if necessary management time been given?
4	After school meetings: Is the staff member's attendance required at all evening meetings? Can meetings be arranged to take place during the school day?
5	Deadlines & time pressures: Does the employee struggle to prioritise workloads? Are any deadlines moveable? Monitor workloads and deadlines. Discuss ways of setting more realistic deadlines, doing things differently or notifying staff earlier that work needs to be done.
6	Ofsted/HMI inspections: Has a stress risk assessment been carried out? Is an OFSTED due soon? Can any support be given to support the employee preceding the inspection? Additional planning time, mentoring etc.?

7	Home / work balance: Would the employee benefit from using a counselling service or Teacher Support Network? Which elements of work are being done at home and how long are they taking? Is the work undertaken a priority?
8	Valuing time put in at home: Can work be reorganised to assist with personal issues at home?
9	Breaks during the school day: The school should ensure that all employees take a reasonable break during the working day. Is the employee taking reasonable breaks? Explore ways of allowing more frequent, short breaks, 'sudden' breaks, breaks from normal work etc. Issues may include pregnancy where frequent short breaks may be needed on a temporary basis. Where / when is PPA and management time to be carried out? Can it be adjusted?
10	Lesson planning: Discuss with the employee the most challenging aspects of lesson planning, and identify whether changes can be made. Is further development in lesson planning skills required?
11	Marking requirements: Discuss with the employee their particular concerns with marking requirements. Is this a concern amongst other staff? Is it an area where an individual employee would benefit from developmental support?
	CONTROL
12	Opportunity to express ideas & points of view: Can the school set up an in school consultation group to improve communication about decision making? Are staff meetings/briefings held? Does the employee feel that they would benefit from discussion about how targets are set? Can the employee be empowered further? Are they able to use their own initiative?
13	Classroom observation: Is the level of classroom observation in line with the performance management policy and/or capability procedure? Explore concerns with employee.
14	Encouraged to use my initiative: Does the employee have scope to make decisions about how they do their job? How does the employee think they could be better encouraged?
15	Feel trusted by management: Explore concerns raised by employee. What leads the employee to feel they are not trusted? Is it appropriate to make any changes?
	SUPPORT
16	Training: What areas of training does the employee feel they would benefit from? Is any training due to be given? Do employees have a facility by which they can request training? Does the employee have access to a mentor? Who would be the most appropriate person? Does the employee know in what direction they want to go with their career? Can the school provide skills either through training or experience that would benefit both the school and the employee in the short and long term?
17	Support from managers: Does the employee have regular meetings with line managers? Does the employee's job description match the expectations of the school? What support does the employee feel they would benefit from having?
18	Receiving feedback: How is feedback provided to staff? Does the employee have regular 'catch ups' with their manager to discuss how they are getting on? Have managers received training on giving feedback?
19	Support staff: Is the school carrying vacancies in support staff posts? Are the current support staff covering the areas needed by the school? Is a system in place for administration support to be provided?

20	Leadership: Does the Senior Management Team communicate its vision and its decisions? Does it work cooperatively with employees? Are employees updated on the position of the school including the financial outlook?
21	Appraisal system: Has the performance management policy been fully adopted by the school?
	RELATIONSHIPS
22	Relationship with line manager: Does the employee understand the expectations of management? Assess the nature of the working relationship between the line manager and the employee. Is mediation needed?
23	Relationship with colleagues: Does the employee work directly with other colleagues where there has been conflict? Can their working arrangements be changed? Is mediation required?
24	Promotion of positive behaviours: Have management shared the co-operative values with staff? What else could be done to embed these values as 'ways of working'?
25	Staff can raise complaints: Has the school promoted and embedded the Equality, Diversity & Inclusion policy? Are staff aware of the Grievance Procedure? Have managers been briefed on how to handle complaints from staff? If the employee raises specific complaints around discrimination, bullying or harassment during the discussion – discuss with the employee and establish their feelings, then discuss with HR promptly before continuing the conversation.
26 & 27	Relationship with pupils / students: Can class groups be altered and specific children moved to other groups? Does the member of staff feel vulnerable? Can support staff be made available? Does the school have a behaviour policy and is it clearly communicated to parents and pupils? Is it adequately enforced?
28	Relationship with parents: Are the parents abusive towards the member or staff or towards the child? Is it a police matter? Should the employee be exposed to these specific parents? Does the school have the relevant policies in place?
	ROLE
29	Clear what is expected of me: Does the employee have their job description? Is it up to date? Is the job required by the school? Is the employee aware of their objectives? Are they agreed and understood by the employee, realistic and achievable within the timescale set? Would the employee benefit from specific direction and targets? Can the Performance Management process be used to identify areas for development?
30	My skills are well used: What skills does the employee feel are under utilised? How can the school incorporate these skills? What initiative would the member of staff like to see? How can new skills be developed?

31	Feel valued: Explore concerns raised by employee: what leads the employee to feel they are not valued? Does the employee have regular “catch-ups” with their line manager? Are team meetings and other channels used to recognise employee contribution?
	CHANGE
32	Coping with change: Can communication to employees be improved? Are staff kept informed and updated on changes? Do SLT and Governor decisions get relayed to staff in an effective way? With curriculum changes: has relevant training been provided? Can the employee attend a refresher course? Can the employer have access to a mentor?
33	New initiatives: Has the employee received sufficient training? Who do they contact if they experience problems?
34	Staff consultation: Are staff aware of the consultation process? Enquire if the employee has any suggestions for improvement. Identify areas of required support.
35	Support & training during change: Is the employee being kept informed of proposed changes? Would they benefit from counselling or advice from the Teacher Support Network? What additional support or training do they think would be beneficial?

APPENDIX 5
Stress Action Checklist - Action Plan

Question Number	Action Required	By Whom	Review date	Completion date
Action plan agreed:				
Date agreed:				
Member of staff:				
Signed:				
Manager:				
Signed:				

STRESS RISK ASSESSMENT

Directorate:	Location:	Date of Assessment	Review Date
Name of Assessor	Position of Assessor	Signature	

Title: Stress

Demands (Includes issues such as workload, work patterns and the work environment)

Standard to be met

- Employee(s) indicate that they can cope with the demands of the Job
- Systems are in place locally to respond to an individuals need

Hazard	Persons at Risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)
Working Patterns						
Work Environment						
Skills Match						
Working within Capability						

Control (How much say the person has in the way they do their work)

Standard to be met

- Employee(s) indicate that they are able to have a say about the way they do their work
- Systems are in place locally to respond to an individual concerns

Hazard	Persons at Risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)
Timing of Breaks / Work Patterns						
Control over the pace						
Use of Skills & Initiative						
Opportunity to develop						

Support (Includes the encouragement, sponsorship and resources provided by WBC as the employer, the manager and colleagues) Standard to be met - Employee(s) indicate that they receive adequate information and support from their colleagues and managers. - Systems are in place locally to respond to any individual concerns						
Hazard	Persons at Risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)
Organisational Policies & Procedures to support						
Colleagues support						
Managers support						
Access to Resources						

Employees receive Feedback						
Relationships (Includes promoting positive working to avoid conflict and dealing with unacceptable behaviour) Standard to be met - Employee(s) indicate that they are not subjected to unacceptable behaviours e.g. bullying at work - Systems are in place locally to respond to any individuals concerns.						
Hazard	Persons at Risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)
Relationship with Manager (Managers able to deal with unacceptable behaviour)						

Relationship Colleagues (Information relevant to work shared.)						
Processes to raise concern in place						
Positive Behaviours promoted with Business						

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

Standard to be met

- Employee(s) indicate that they understand their role and responsibilities
- Systems are in place locally to respond to any individual concerns.

Hazard	Persons at Risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)
Clear roles defined / compatible						
Roles and responsibilities understood						
Reporting concerns / conflicts in role and responsibilities						
Change (How organisation change is managed and communicated) Standard to be met Employee(s) indicate that WBC engages them frequently when undergoing an organisational change						

- Systems are in place locally to respond to any individual concerns

Hazard	Persons at Risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)
Timely information provided regarding reason for change						
Adequate Consultation						
Probable Impact Communicated						
Support Provided						

Other						
Hazard	Persons at Risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)