

RIVINGTON FOUNDATION PRIMARY SCHOOL

(This policy is intended to be read in conjunction with Section 3 – Stress Guidance for Schools, which is held as a separate document)

Our Mission Statement:

Growing Together to Reach Limitless Possibilities.

Igniting Passion; Embracing Difference.

We Are Kind.

Our Vision:

At Rivington Foundation Primary School we believe that every child’s potential is without limit – we grow together. At the heart of our school, all individuals have **limitless** opportunities to thrive in their own unique ways. By igniting passion and embracing difference, we can unlock **limitless** potential for all in our community. Through nurturing and trust, we can open **limitless** doors to exciting new adventures, challenges and experiences to spark **limitless** dreams for every child.

At Rivington Primary School we believe great learning opens doors and expands horizons. A love of learning is the greatest gift a school can bestow and should help all its children become the very best that they can be; developing a thirst for knowledge and building learning habits of mind that will last them a lifetime!

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1. Statement of Intent

LCC recognises and accepts that there are increasing demands and pressures placed upon employees and to some extent these could be considered an integral and unavoidable part of working life. Every job has its own unique pressures and demands, responsibilities and day-to-day problems, however no two members of staff are alike, all people are individuals with their own unique characteristics and capacities to deal with different pressures in the workplace and their everyday lives.

This policy aims to provide School's within the Authority with an understanding of stress, including a definition and a summary of the more common causes. It also sets out responsibilities for Governing Bodies, Headteachers and leaders and individual members of staff and provides information about the support, information and training that is available.

This document has been produced following consultation with the recognised Teacher Associations/Trade Unions and the Dioceses.

1.1. Policy Implementation

This Stress Policy is implemented across the County Council by:

- Commending it to Schools across the Authority.
- Requesting Governing Bodies to put in place systems to ensure that it is adopted and actioned.

Schools may be asked to show evidence of both a stress policy and stress risk assessments as part of any external audits or inspections or as part of an LCC Health and Safety Audit.

1.2. Scope of this Policy

This Policy applies to staff in Community and Voluntary Controlled Schools, where the Local Authority remains the Employer, however Governors in Voluntary Aided and Foundation Schools will be encouraged to adopt the policy and ensure that appropriate measures are put in place to address the issue of stress.

This policy should be read in conjunction with Section 3 – Work-Related Stress Guidance for Schools (held as a separate document) and other related LCC policies; Managing Sickness Absence, Dealing with Violence and Aggression, Dealing with Workplace and Work Related Harassment and Bullying and Grievance procedures and the Stress Guidance provided by the Health, Safety and Quality Team all of which are available on the schools portal.

2. Model Policy Statement for Schools

The Governors and Headteacher of Rivington Foundation Primary School recognise and accept their Health and Safety responsibilities and will take all reasonably practicable steps to address any stress related issues in school.

The school will:

- (a) Ensure that the Stress Policy is brought to the attention of all staff who work in the school.
- (b) Ensure that where necessary, a School/Team Risk Assessment is undertaken to identify the potential scope and causes of stress within the school and share the findings with staff and the Governing Body.
- (c) Implement control measures to minimise the potential risk/causes of stress at work.
- (d) Monitor and audit arrangements in an effort to continuously improve the quality of the working environment and reduce the impact of stress at work.
- (e) Encourage staff to report their views and to discuss stress-related issues with a member of the school's Management Team and/or their trade union/professional association (including safety representatives).
- (f) Ensure all staff are treated fairly and equally.
- (g) Ensure that individuals who have, or have had symptoms of stress-related illness are treated responsibly and fairly at an early stage, that confidentiality is ensured and that Individual Risk Assessments are undertaken as necessary.
- (h) Ensure a culture in school where stress is not viewed as a personal weakness.
- (i) Nominate a member of the school's Senior Management Team to be responsible for the co-ordination of stress management in school.
- (j) Communicate effectively with all staff and 'manage change' in a sensitive and responsible manner.
- (k) Review arrangements for managing stress on a regular basis or following changes in the school's Senior Management Team (SMT), organisation or structure.

2.1. Responsibility for the Co-ordination of Stress Management in the School

The member of staff responsible for co-ordinating stress management in School is Sarah Annette.

2.2. Stress Risk Assessment

School/Team Stress Risk Assessments will be undertaken in consultation with staff. The findings of these Assessments will be communicated promptly to staff and the Governing Body.

Individual Risk Assessments will be undertaken for staff who have, or have had symptoms of stress-related illness and these will be treated in confidence.

2.3. Monitoring & Review

Procedures for monitoring stress in school and School/Team Stress Risk Assessments will be reviewed on a regular basis and following any changes in the school's Senior Management Team (SMT), organisation or structure.

A copy of the school stress policy will be appended to the School Health & Safety Policy.

2.4. Statement of the Governor's/Employer's Responsibilities

Governors/employers will:

- Ensure that all staff have access to comprehensive and relevant information about work-related stress.
- Put measures in place (including the establishment of a school safety committee to ensure regular liaison with trade union and professional association representatives and safety representatives) to prevent, so far as is practicable, work-related stress.
- Ensure that adequate resources are in place to support the policy.
- Review and monitor sickness absence levels and staff turnover in relation to stress.

2.5. Statement of the Headteacher's/Leader's Responsibilities

Headteachers and Leaders at all levels have a key role to play in considering the work load and health implications of decisions involving staff. It is the responsibility of headteachers and leaders to;

- Ensure that where necessary, adequate risk assessments are carried out to evaluate any impact of stress.
- Ensure that sickness absence and staff turnover is regularly reviewed and monitored to identify any problem areas.
- identify and respond promptly to issues of work-related stress.

- Reduce the impact of stress by promoting a culture of mutual trust, promotion of self-esteem, shared objectives and common goals.
- Act on stress-related information/reports received from Schools Human Resources and other sources.

2.6 Statement of Individual's Responsibilities

Individuals have a duty to:

- Co-operate with their employer in minimising, so far as is reasonably practicable, work-related stress.
- Make reasonable adjustments if working practices have to change due to circumstances beyond the school's control.
- Inform their leader if they feel they are suffering from stress so that he/she has the opportunity to try to resolve any issues.
- If anyone feels that they are unable to raise the matter with their leader they can contact the Schools Human Resources or their union/professional association.

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