Policy

Policy title:	Staff Welfare
Function:	For information and guidance about attendance and welfare procedures for staff at The Blue Coat School. This document forms part of the portfolio of policies designed to inform staff.
Status:	Approved
Statutory guidance:	Burgundy Book: Statutory regulations affecting the employment and conduct of teaching staff (2020). The School Teacher's Pay and Conditions Document (2021) Green Book: National Joint Council for Local Government Services National Agreement for pay and conditions of service (2016) Access to Medical Records Act 1988 Data Protection Act 2018 (General Data Protection Regulations) The Equality Act 2010 The Management of Health and Safety at Work Regulations 1999 Statutory regulations relating to maternity, paternity and other leave
Audience:	Staff, Leaders, Governors
Ownership:	Board of trustees/Headteacher/Director of Resources
Last reviewed:	December 2021
Reviewed by:	Finance and Resource Committee
Next review:	December 2023

Contents

Aims and objectives

The purpose of this policy is to:

1   Provide information and guidance about attendance and welfare procedures for staff.

2   Enable leaders to manage staff absence within a non-discriminatory, responsible and transparent framework which complies with current legislation and school policy on the fair and equal treatment of employees.

3   Work with reference to national framework documents and recognised guidance such as:

- For teachers: The School Teacher's Pay and Conditions Document and statutory regulations affecting the employment and conduct of teaching staff (Burgundy Book).
- For support staff: National Joint Council for Local Government Services National Agreement for pay and conditions of service (Greenbook).
- Best practice as set out by the Advisory, Conciliation and Arbitration Service (ACAS).

4   Maintain and improve the quality of education provided for students in the school by ensuring staff welfare - related decisions support school improvement and reflect the agreed aims of the school.

Roles and responsibilities

5   Trustees will:
- Recognise its obligations and responsibilities under relevant Workplace (Health, Safety and Welfare) regulations to ensure the assessment and management of risks to employees and others arising from work activity.
- Consider staff attendance and welfare through its regular monitoring of school performance and improvement.

6   The Headteacher will :
- Ensure this policy is communicated to all members of staff and applied consistently. Ensure systems are in place that support the employee/employer relationship and ensure the welfare, workload and well-being of staff are considered during the day to day running of the school.
- Exercise a level of reasonability when:
- Applying procedures, particularly in cases of recurring or chronic illness, hospitalisation and disability.

7   The Director of Resources will:
- Ensure systems are in place to provide reasonable and proactive support for eligible employees who have welfare concerns. This support includes, but not limited to:
  - National sick pay schemes
  - 'Special leave' for necessary absences not caused by sickness
    Flexible approach to the taking of annual leave where eligible
    Access to occupational health advice and guidance
  - Signposting of counsellors and advisory services
  - Programmes of phased support in cases of long-term sickness absence Ensure trigger stages are actioned in accordance with the principles of this policy.

- Monitor and review all absence across the school and provide reports to trustees.
- Support employees in the completion of stress at work assessments.

8   Management Support Officer will:
- Ensure all sickness absence and return to work documentation is promptly completed and accurate and detailed records maintained.
- Accurately record all absences using the school's management information system.
- Calculate trigger levels and ensure accurate reports are made to senior leaders.

9   Line Managers will:
- Support the day to day welfare, well-being and workload of team members. Proactively address concerns about the welfare, well-being and workload of team members, escalating to senior leaders where necessary.
- Contribute to the school's efforts to maintain reasonable contact with employees during a period of absence.
- Work proactively with teams to prevent anxiety and stress.
- Update staff on school/team-related matters following periods of absence.

10   Senior Leaders will:

Ensure any concerns brought to their attention are effectively addressed

Ensure an accurate record of actions taken to address concerns is maintained

Use recognised systems for effectively sharing an appropriate level of information with other senior leaders

11   Employees will:
- Ensure that they have read and understand all aspects of this policy.
- Take responsibility to protect their own welfare, well-being and workload and that of their colleagues which includes, minimising excessive pressure and demands on themselves and others by behaving responsibly and acting reasonably.
- Attend work when fit to do so and be punctual and prepared to undertake their duties in
- accordance with the school's code of professional conduct.
- Comply with absence notification procedures and promptly provide fit for work notes where appropriate.
- Communicate effectively and where the school feels it is appropriate, meet with school leaders to discuss welfare concerns or absence. In circumstances that an employee is medically unable to do so, make arrangements for a fully briefed intermediary to communicate on their behalf.
- Co-operate with agreed assessment and support plans.
- Acknowledge responsibility for achieving satisfactory levels of attendance and work with leaders to take action to improve.
- Provide adequate cover work for short term periods of absence whenever possible.
- Attend any referrals to Occupational Health that the school may make and attend follow- up welfare meetings where appropriate.

Procedures and practices

General principles

12   Trustees and senior leaders place high value in providing a positive and healthy working environment and are committed to supporting the welfare and attendance of all employees.

13   It is recognised that staff welfare extends beyond the scope of this policy.

14   Regular attendance at work is an implied term of every employee's contract of employment and all employees are expected to take responsibility for achieving and maintaining good attendance.

15   This policy is underpinned by the school's staff professional conduct and capability procedures.

16   Confidential information relating to an employee's welfare and attendance will be respected. This policy will be implemented in line with legislation relating to data protection, access to medical records and equality.

Categories of absence

17   In order to effectively deal with absences, they will be treated as either planned or unplanned and will be categorised as set out below:
- Health and well-being
  Special leave
- Family
- Disability-related reasonable adjustment
- Public service
- Other

See Annex A for further details

18   Planned absence: Requests for planned absence should be made using Annex B: Planned Absence Request. All requests should include reasons and an explanation why the leave cannot be taken outside of school working time.

19   Employees are advised to be mindful of the time that can be required for decision making and should not make any arrangements until approval for the absence has been given.

20   When considering requests for planned absence which require discretion to be exercised, senior leaders will have regard to fairness and consistency within the context of:
- Operational needs
- Employee needs
- Length of time requested
- Amount of notice given
- Attendance record

If the request is refused, employees may appeal to the board of trustees.

21   Unplanned absence: Employees are asked to notify school by 7:15am so that alternative arrangements can be made in their absence. To make this convenient the school will receive notifications by email, telephone or text using the dedicated staff absence number giving the following information:

- A clear indication of the nature of the absence and likely return date
- Where appropriate, cover work should be emailed to the management support officer or the head of department by 8.30am.

If for any reason employees are unable to contact school by 7:15am, we ask that they get in touch as soon as they are able to.

22   If the employee does not contact the school, a representative of the school will attempt to contact the employee at home.

23   The school's staff professional conduct procedure will be used if an explanation for the unplanned absence is not forthcoming or is not thought to be satisfactory.

Return to work discussions following unplanned absences

24   At the earliest opportunity, employees will complete Annex C and have a return to work discussion following all periods of unplanned absence to establish:
- The reason for and cause of absence
- That the employee is fit to return to work
- Any support they may need

25   If an employee's medical adviser has advised that they 'may be fit for work' the return to work discussion can also be used to agree in detail how their return might work best in practice.

Payment during absence

26   We undertake to provide payments to eligible employees who are unable to attend work due to sickness. The amount of entitlement depends on length of service and the terms outlined in relevant national pay and conditions frameworks for support and teaching staff.

27   Payment during other absences is at the discretion of the Headteacher and will depend on factors that include consideration of:
- Nature of absence
- Employee's attendance record
- Conditions of service

28   The method used for the calculation of adjustments to pay during periods of unpaid absence will be in accordance with national pay and conditions.

29   Unauthorised absences are automatically unpaid and may lead to disciplinary action under the school's professional conduct policy.

Evidence of incapacity

30   Employees can use the school's self-certification arrangements for the first 7 days absence. Thereafter a 'Statement of Fitness for Work' is required to cover every subsequent day.

31   If absence is likely to extend beyond 10 days continuously, there is a shared responsibility for the school and the employee to maintain contact at agreed intervals.

32   The school will consider any advice given by the employee's GP on the Statement of Fitness for Work. If the GP advises that an employee 'may be fit for work' the school will discuss with the employee how it can help them get back to work. This might mean talking to them about a

phased return to work or amended duties.

33   If it is not possible to provide the support an employee needs to return to work, for example by making the necessary workplace adjustments, or an employee feels unable to return then the Statement will be used in the same way as if the GP advised that the employee was 'not fit for work'.

Stress

34   The definition of stress that the school has adopted is that used by the Health and Safety Executive (HSE): "Stress is the adverse reaction people have to excessive pressure or other types of demand placed on them." The school is committed to promoting a good, supportive climate and healthy working culture, where stress is not seen as a personal weakness, and where employees experiencing stress or mental health problems can access appropriate support.

35   The school acknowledges the potential impact that work has on an employee's physical and mental health. However, it is recognised that that there is a difference between stress and pressure. The former can be detrimental to health, whilst the latter, if managed correctly, can be positive, challenging and motivating in the workplace.

36   Employees should report a stress-related concern about themselves or a colleague with any of the following:
   - Their line manager
   - A member of senior leadership team

37   Stress may be caused by:
   - A poor match between the worker and the work
   - By conflicts between roles at work and outside it
   - By not having a reasonable degree of control over work and life balance.

38   In tackling these issues, Leaders will provide opportunities for staff to quickly identify and deal with work life balance and work-related stress.

   Two development activities have been devised to help staff quickly and visually identify positive steps for improvement to work life balance (Annex E) and a stress assessment and action plan (Annex F) that covers:
      The demands placed on employees
      The level of control employees have over their work
      The support employees receive
      The clarity of an employee's role
      The nature of relationships at work
   The way change is managed.

The Equality Act 2010

39   The Equality Act 2010 places additional responsibilities on the school as the employer to make reasonable adjustments where employees suffer from a disability.   Employees who notify the school that they have a disability will be invited to a meeting to discuss their needs in detail.

40   The school will consider making reasonable adjustments to the working environment to see what can be done to improve the employee's ability to attend work.

   The requirement is for 'reasonable' adjustments. What is reasonable depends on the individual

situation and the resources available, but may
include: Adjustments to the physical environment

- Additional time off work for rehabilitation, assessment or treatment
- Reallocation of work
- Alternative employment
- Change of hours, including part-time
- Additional supervision
- Specialised equipment

41   It may be necessary to access medical records and seek the advice of medical or occupational health advisers to inform decisions relating to reasonable adjustments.

Monitoring of absence

42   Working time lost through absence will be recorded on a daily basis and senior leaders will review the monitoring information on a weekly basis.

43   Absences relating to the disability of an employee or to pregnancy will be kept separate from sickness absence records.

44   There are pre-determined review points which will alert leaders if an employee's attendance has reached a point where there is cause for concern.

45   Informal action (Annex D) will be triggered by:-

- Frequent short-term unplanned absences (4 occasions or 10 days over a 12 month period)
- Any other absence-related concern

46   Formal action will be undertaken using the school's Professional conduct policy and will be triggered by:-

- More than 10 days unplanned absences (one-off or over a 12 month period)
- Unsatisfactory improvement to attendance record
- Any other absence-related concern

47   The Headteacher may exercise informed discretion over the level of absence necessary to instigate a first formal review meeting to look at any further action required to support the employee in improving their attendance and well-being.

48   In some circumstances employees may be unable to attend a meeting on the school premises. In this situation it may be appropriate for a meeting to be arranged at an alternative venue or possibly visit employees at their home with their prior agreement.

Occupational Health

49   Where appropriate an occupational health adviser will be used in addition to information provided by a GP to help school leaders understand what the employee needs.

Therefore the school will consider the information and recommendations of both the occupational health adviser and GP.

If there is any conflicting advice, the school will talk with the employee and come to an agreement on the best course of action in order to help the employee to:

- Feel better
- Return to work
- Do their job effectively
- Address any problems that could cause further health or absence issues

Medical capability

50   The school's Capability policy may be used in cases where employees may not be medically capable of continuing their employment.

51   There are a number of situations where school leaders may need to consider suspension on medical grounds. These may include, but not limited to:

- Contagious disease
- Epilepsy (requiring suspension if any attack has taken place prior or whilst a medical investigation is underway)
- Psychiatric disorder (including alcohol or drug abuse)

52   Reasons for such a decision may include consideration for the protection of the employee's health as well as the health, welfare and safety of other staff and students who may be put at risk by the employee's medical condition. The suspension will be reviewed and may be lifted at any time.

53   If the decision to medically suspend an employee is taken, the Headteacher will:

- Meet with the employee and a representative if possible to action the suspension
- Put into action any agreed processes such as independent medical advice and support
- Continue to monitor, support and review
- Lift the suspension if appropriate and communicate this to the employee.

Access to records

54   If an employee's absence reaches excessive levels, the school may require medical information about the condition from a GP and/or specialist practitioner of the school's choosing.

55   If the school requires a report from the employee's GP the school will comply with the ccess to Medical Reports Act 1988 which requires that:-

- The school obtains the employee's written consent before contacting the GP
- Employees are given prior access to the report and can refuse the school access to it if they wish
- Employees can ask their GP to alter the contents of the report if they feel it is inaccurate. If the GP does not wish changes to be made, the employee can ask the GP to attach a statement of their views to the report.

56   Employees should be aware that refusal to supply relevant medical information may result in the school making decisions about absences based on the information that is available.

57   Under the Data Protection Act 2018, employees may have access to their personal attendance records through the school's Information Policy for subject access requests.

Monitoring, review and evaluation

58   The Board of trustees will monitor the effectiveness of this policy through scheduled agenda items at trustee meetings.

59   The Headteacher and Director of Resources will ensure that the procedures and practices of this policy are monitored, reviewed and rigorously evaluated.

60   The management support officer will monitor attendance levels on a day to day basis and bring to the attention of senior leaders any staff who have reached a level of concern.

61   Senior leadership team will monitor the levels of attendance through weekly leadership (management) meetings.

Annex A: Categories of absence

Categories of absence can include, but not limited to:

	Planned absence examples …	Unplanned absence examples …
Health and well-being	⏐ Medical appointments (hospital consultant and cancer screening) ⏐ Antenatal appointments*	⏐ Sickness (including part-day) ⏐ Emergency medical appointments that cannot be made outside of school hours
Special	⏐ Religious observance ⏐ Job interviews ⏐ Moving house ⏐ funeral of near relative: spouse, domestic partner, parent (or grandparent), child, sibling, an in-law or step-relative, in one of those relationships. Also a relative of a domestic partner in one of these relationships	⏐ Domestic emergency ⏐ Bereavement leave following death of a dependent family member (eg spouse, domestic partner, parent, child)
Family*	⏐ Adoption leave ⏐ Parental leave ⏐ Paternity leave ⏐ Maternity leave ⏐ Accompanying antenatal appointments	⏐ Emergency time off for family and dependents (eg take child to doctor or make care arrangements if child-minder unexpectedly doesn't turn up)
Public service*	⏐ Jury service ⏐ Magistrate ⏐ Trustee Local ⏐ councilor ⏐ Trade union duties	
Disability	⏐ Disability-related medical appointments that cannot be made outside of school hours and agreed as part of a planned reasonable adjustment.	
Other	⏐ Holiday entitlement ⏐ Time off in lieu of agreed hours worked	⏐ Unauthorised absence ⏐ Lateness

*Further information on can be obtained from: www.gov.uk

Annex B: Request for planned absence from work

Strictly private and confidential

This form should be completed in full by the employee and submitted to the Management Support Officer who will arrange for it to be considered by an appropriate senior leader.

Employee detail

Employee name	
Position	

Absence request

Indicate the category of your absence request by placing a tick in the relevant box

Health and well-being	Special Leave	Family	Public Service	Disability	Other
☐	☐	☐	☐	☐	☐

Detail:

Note:
1. *If you are requesting time off to attend a medical appointment, please explain why you have been unable to arrange an appointment outside of your working hours*
2. *Appointment or confirmation letters must be attached to this request*
3. *Employees are advised not to make arrangements until approval for absence has been given*
4. *Where leave is granted without pay, the hours will normally be rounded up to the nearest whole hour or period and will be deducted from your salary at the next available pay run*

Date(s)	Times	Total
From:	What time will you leave work?	No of whole days requested:
To:	What time will you return to work?	No of periods/hours requested:
Signed (Employee): *I have read and agree to the above notes*	/ /	
Signed (Line manager): *I support this request* ⊏⊐ *I do not support this request for the following reason:* ⊏⊐ *What are the implications for cover or service delivery?*	/ /	

Approval

Signed: Date:	Approved	Paid	*Comment:*

For office use only

Pre12P	Paid:	Unpaid:	
Pre12UP	Occ:	Days:	T:
Cover			
LeaveEnt			

Date received:	Date notified employee:

Annex C: Note of discussion: Return to work following sickness or other unplanned absences

Strictly private and confidential
This form should be completed in consultation with the employee

Employee detail	
Employee name	
Position	
Absence detail	
Start date of absence	
End date of absence	
Date returned to work	
Working days lost	
How was absence reported?	
Was the absence reporting procedure followed? (if not, please explain)	
Reason for this absence	
Is the absence related to a disability?	
Does the employee feel there is an underlying issue connected with the absence?	
Are there any factors at work / outside of work contributing to the absence?	
Has the employee requested additional support?	
Are there any updates on items at work that the employee may have missed that may not be covered by the line manager?	

Sickness absence	
Sickness in previous 12 month period	Occasions: Number of days:
Is the employee fit and well to return to work? (check fit for work notes for details)	
Was the absence caused by an injury at work? (Give details)	
Has there been any professional medical involvement? Eg GP, hospital care	
Are there any adjustments required following the absence? Can the school offer any support to prevent further absences or help to sustain or improve attendance?	

Other unplanned absences	
Other unplanned absences in previous 12 month period	Occasions: Number of days:

Signed:_____**Date:**_____   **For office use only:**
          (Employee)

                                                                    Absence monitor: _____

Signed:_____**Date:**_____   Comment:_____
          (School representative)   SLT Review: _____

Annex D: Informal stage guidance notification letter

Dear

Staff attendance: Stage 1 informal notification

This is an automatically generated letter to bring to your attention that your absence has reached one of the concern triggers outlined in our staff welfare policy.

Your record indicates that your level of unplanned absence has reached 4 occasions or 10 days over a rolling 12 month period.

A copy of your record is attached to this letter.

If your attendance record does not improve or if there are further absences over the next 12 week period, you may be invited to a formal guidance meeting under the school's Professional Conduct Policy to discuss concerns further, identify any difficulties that you may be experiencing which could be contributing to your absences and consider any support that you may need.

You are encouraged to consider the school's Staff Welfare and Professional Conduct Policies, both available from the staff shared resource area for further information. In the meantime, if you would like to discuss any aspect of this letter further please contact me to arrange a convenient time for us to meet.

Yours sincerely

Annex E: Development activity - work life balance

Staff development activity
It's my life: Getting the balance right

Senior leaders ☑ ☑ ☑
Middle leaders ☑ ☑ ☑
Teachers ☑ ☑
Support staff ☑

We all need to strike a balance between our work lives and our personal lives. This is easier said than done because when your life is busy, demanding and at times hectic, you can often find yourself focusing all your energy on a particular area. When this happens, it is all too easy to find yourself off balance and not paying enough attention to other important areas of your life, which can cause you stress and frustration for you and those around you. The ideal work-life balance varies from individual to individual and changes for each of us over time and while you need to have drive and focus if you're going to get things done, you must also take responsibility for regularly finding and creating for yourself the right balance that makes the most of your opportunities and commitments.

The aim of this development activity is to help you quickly and visually identify any areas in your life that you would like to devote more time and energy to and turn this into positive steps for improvement.

To undertake this development activity, you will need to have access to a printed copy of Annex A

The Life Wheel is a useful tool to help you improve your life balance.

Here's how it works ...
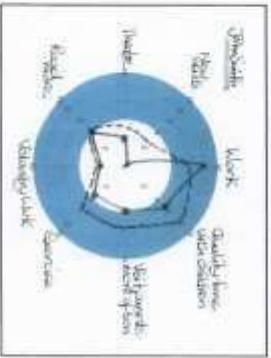
The example shown above represents a completed Life Wheel. It is divided into equal segments and labelled with areas of life that are important to *John Smith*.

What are the important areas of your life? Write them in the segment labels shown in Figure 1 (Annex A). Examples could include hobbies, family, friends, career, financial status, health, fun, community service, husband, wife, partner, colleague, manager. *The choice is yours!*

Let's assume, that at this moment in time, you will be happy and fulfilled if you can find the right balance of attention for each of the segments you have identified. The next step is to assess the amount of attention you're currently devoting to each area.

Consider each segment in turn, and on a scale of 0 (low) – to 10 (high), write down the amount of attention you're devoting to that area of your life. Mark each score on the appropriate spoke of your Life Wheel. Now join up the marks around the circle. Does your Life Wheel look and feel balanced?

Now consider your ideal level in each area of your life and plot your ideal scores in a different coloured pen around your wheel. Remember, a balanced life does not mean getting 5 in each segment. Some areas need more attention and focus than others at any time and inevitably you will need to make choices and compromises. Your time and energy are not in unlimited supply!

Now you have a visual representation of your current life balance and your ideal life balance. Reflect on your completed Life Wheel and jot down your thoughts: "Are there any gaps?" "What is this telling me?" "Do I need to make changes?". Remember, gaps can go both ways and there are likely to be areas that are not getting as much attention as you'd like as well as areas where you are paying more attention than you would ideally like.

Once you have identified the areas that need attention, it's time to plan the actions needed to work on regaining balance. What things do you need to start doing to regain balance in the areas that currently zap your energy and time? What can you stop doing, reprioritise or delegate to someone else? Make your notes on Annex A (figure 2), next to your wheel.

On completion of this activity, how would you describe your ability to identify positive steps to improve your work life balance?

| Extremely strong | Strong | Weak | Extremely weak |

Figure 1
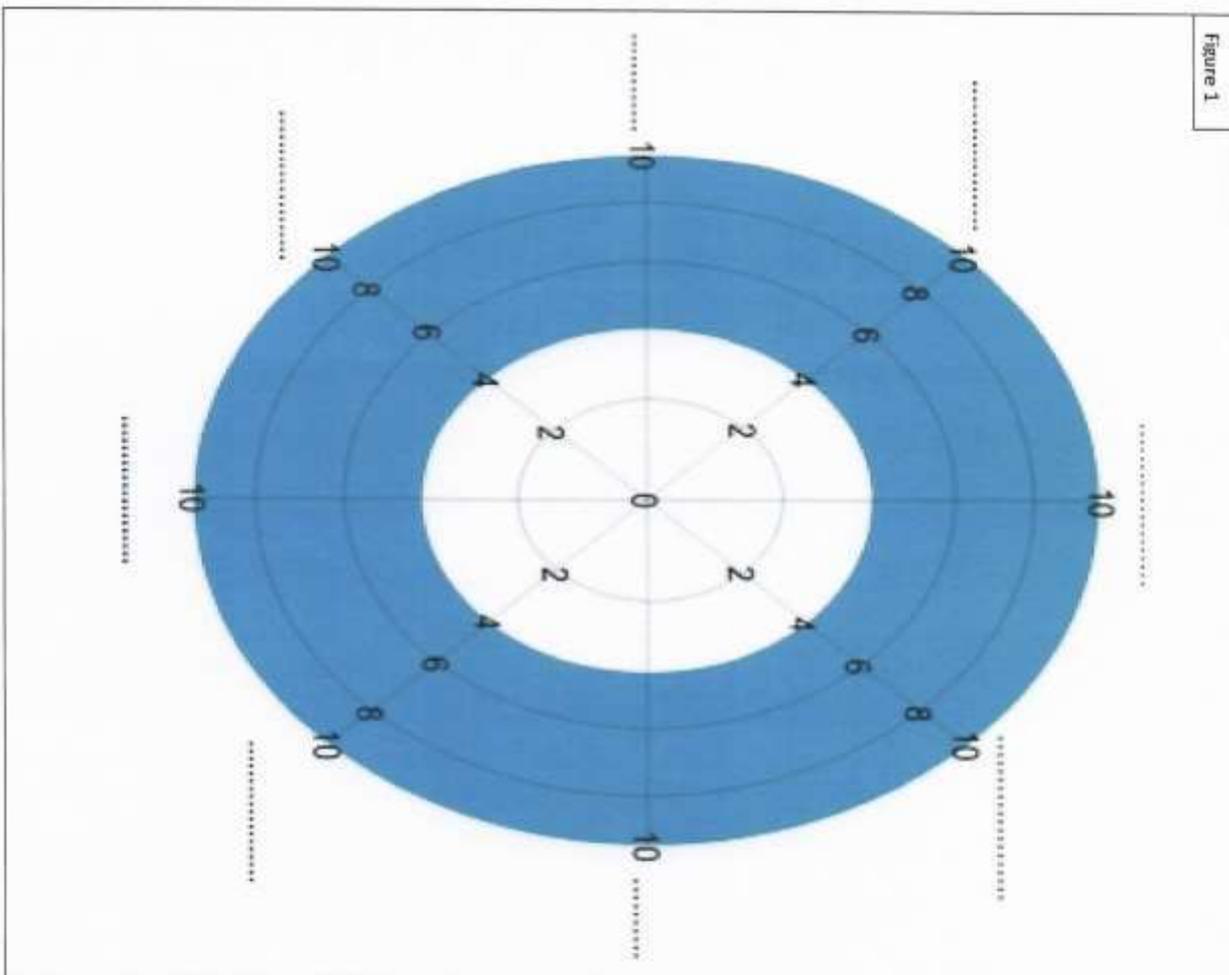

Figure 2

My Life Wheel

What areas do I want to adjust?

a)

b)

c)

d)

How will I achieve this?

What are the barriers and how will I overcome them?

Who can help me?

When will I start?

Annex F: Development activity - Stress at work

Staff development activity

Stress at work: my assessment

We all experience pressure on a daily basis and need it to motivate us and enable us to perform at our best.

There is a difference between stress and pressure.

It's when we experience too much pressure without the opportunity to recover that we start to experience stress.

The HSE definition of stress is '*the adverse reaction a person has to excessive pressure or other types of demand placed upon them*'.

We can all feel stressed at times when we feel as though everything becomes too much, when things get on top of us, or when we feel as though we are unable to cope. It affects us in different ways at different times and is often the result of a combination of factors in our personal and working lives.

The aim of this development activity is to help you quickly and visually identify and deal with work-related stress. You don't have to complete all sections and you are not obliged to share the contents of it with anyone. However, please remember that you do have a role to play in managing any stress you are experiencing and sharing this form (or parts of it) with your line manager will be helpful. Work-related stress can be tackled by working together to identify issues at work and agreeing realistic and workable ways to confront the challenges; if we don't know that there is a problem, we can't help.

You may also be invited to complete this activity by the school if there are concerns about your well-being.

If you don't feel able to talk directly to your line manager about a work-related concern, ask a colleague or your representative to raise the issue on your behalf. You may also contact The Director of Resources or other senior leader for further advice.

You may find it useful to carry out this activity together with the staff development activity, 'Getting The Balance Right' available from the M:drive.

Senior leaders	✓
Middle leaders	✓
Teachers	✓
Support staff	✓

Part A

Demands: Are there any issues such as workload, work patterns and work environment?

Consider ...	What would be the desired state?	What can I do to improve this?	Who can support me?	What is my next step?
Do you feel you have just the right amount of work to do? **Example** ... I can prioritise my work; I can achieve deadlines; I have the skills and experience to enable me to focus on what is important; I have an opportunity to discuss my workload and priorities with my line-manager; vacancies in my area are filled within reasonable time.				
Could you say what work you have too much or too little of?				

Question	Example / Guidance			
Do you take the breaks you are entitled to?	Example ... I understand what breaks I am entitled to; I have some control over the pace of my work; there are staffroom facilities where I can take my break.			
Are you able to attend work regularly and punctually?	Example ... I understand I can discuss concerns about my health and other factors that may have an impact on my ability to attend work regularly and punctually with my line manager, senior leader or during return to work interviews; I understand that I may be able to access an occupational health assessment if there are concerns about my ability to attend work.			
What training, if any, would help you to do your job?	Example ... My skills and abilities are matched to my job demands; I am able to identify development needs with my line manager through eg performance management reviews; I understand that training does not have to be courses and I take opportunity to take on more responsibility, duties, projects, working with colleagues, meetings and working groups.			
Did you include this in your performance management conversation with your line manager?				
Do you have any concerns about your working environment?	Example ... I have read the Health and Safety at Work notices available in the staffroom and other areas of school; I take an interest in the work of the Staff Health and Safety Committee; I understand I can raise concerns eg through the H&S Committee, H&S Officer or my line manager.			
Can you describe what they are?				
Other				

Control: How much say do I have in the way I work?

Consider ...	What would be the desired state?	What can I do to improve this?	Who can support me?	What is my next step?
How could you have more say about how your job is done?	**Example ...** I am able to use my skills and experience to identify what is important, prioritise my work accordingly and make reasonable decisions about how I approach my work commensurate with the expectations of my role; I have regular opportunity to discuss any challenges that I may have about my work with my line manager.			
How could you be more included in decision-making in the team?	**Example ...** I fully engage with and positively contribute to work-related meetings; I understand that there is a staff consultation group with elected members from staff groups and take interest in their work; I take opportunity to contribute to staff consultation activity and offer my views when asked for feedback.			
How could you be supported to use your skills to greater effect at work?	**Example ...** I am able to identify opportunities to develop new skills to help me undertake new and challenging pieces of work; I take responsibility for my own development and make good use of the time given to me through 'improvement time' to develop my knowledge, skills and understanding; I positively engage in the school's performance management process; I am able to discuss my development with my line manager; I have engaged with the improvement activities developed by the school.			
Other				

Support: Am I supported? This includes the encouragement, sponsorship and resources provided by the school, your line manager and your colleagues

Consider ...	What would be the desired state?	What can I do to improve this?	Who can support me?	What is my next step?
How can your line manager/ school better support you to do your job?	Example ... I know where I can go if I need support; I am able to discuss the support I need through regular meetings with my line manager; I know where I can access school policies on M:drive.			
How could your colleagues better support you to do your job?	Example ... I have developed positive relationships amongst my colleagues and we know that we can count on each other's support if needed.			
Are there any parts of your job that you find especially difficult? (eg dealing with challenging students) Can you describe what the challenges are?	Example ... I engage with opportunities to develop my skills, knowledge and understanding; I set realistic targets for myself through performance management; I know where to access school policies and guidance documents; I have the resources I need to do my job; I take part in opportunities to share good practice with colleagues; I know where I can go for additional support with any aspect of my job that I find challenging.			
Do you feel you have a healthy work-life balance? If not, how could it be better?	Example ... I take responsibility for my own work life balance; I have completed the activity developed by the school to identify improvements to my own work life balance; I have taken steps to make improvements.			
Other				

Relationships: Promoting positive working to avoid conflict and dealing with unacceptable behaviour

Consider ...	What would be the desired state?	What can I do to improve this?	Who can support me?	What is my next step?
How could communication in the team and/or school be improved?	**Example** ... I attend staff briefings; I positively contribute to departmental meetings; I routinely read weekly staff bulletins and newsletters; I access information from the staff visual display screen (staffroom); I take opportunity to have breaks in the staffroom and discuss topics of common interest with colleagues; I engage with opportunities to contribute to staff consultations.			
How are my relationships with my colleagues?	**Example** ... I work in a supportive team atmosphere where dynamics between colleagues are good.			
If you feel that you are experiencing bullying or harassment at work, what parts of the school's Professional conduct could help?	**Example** ... I have read and understood the school's Professional conduct policy (available on M:drive), I am able to discuss concerns with my line manager or other senior leadership team member; I know how I can raise concerns I have been unable to resolve myself.			
Other				

Role: Is my role clear?

Consider …	What would be the desired state?	What can I do to improve this?	Who can support me?	What is my next step?
Are you clear about your role and responsibilities at work?	**Example** … I am clear about my role and responsibilities; I have a relevant and up to date job description; I have clarified any area that I am sure about with my line manager; I understand the objectives outlined in the school and departmental improvement plans and how I can support them.			
Describe the areas that need further clarity?				
Describe any area where you feel there is ambiguity or confusion in your job?				
Other				

Change: How is organisational change managed and communicated?

Consider ...	What would be the desired state?	What can I do to improve this?	Who can support me?	What is my next step?
How could your line-manager or senior leaders better support you during change at work?	**Example** ... I take opportunity to participate in consultation opportunities; I take an interest in the work of the school's staff consultation group and know who my representative is; I attend staff and department meetings and actively participate in discussions; I understand objectives detailed in school and area improvement plans; I routinely read bulletins and newsletters and other means of communication to keep me up to date; I will discuss any concerns I have or seek further clarity with my line manager; I understand how my professional association can support me.			
How can senior leaders better support you during change at work?				
Other				

Remember, you are not obliged to share the details of this form, but you may find it helpful to do so.

If you do decide to share it, your line manager or senior leader will complete the action plan (Part B) with you

Your name:		Department:	
Your line manager:		Date:	

Stress at work: Action plan (Part B)

Surname:		First name:	
Department:		Line manager:	
Date action plan agreed:		Review date:	

Stressor	Existing workplace measures (already in place)	Further action to be taken*	Who will ensure the action is carried out?	Target date agreed
Demands				
Control				
Support				
Relationships				
Role				
Change				

*specific, measurable, attainable, relevant and timed

Signed: .... (Individual) .... (Line- manager)

Line-managers must ensure a copy of this is placed on HR file for future reference