

Workplace Mental Health and Well-being Policy

To be reviewed Bi-Annually.

Reviewed in April 2019. To be reviewed April 2021.



Everton Nursery School
and Family Centre

WORKPLACE MENTAL HEALTH AND WELL-BEING POLICY

4.8 specific responsibilities – Governing Body

Appendix 2

The Governing Body will oversee monitoring of the efficacy of this policy and other measures to reduce stress and promote workplace health and safety

Good Practice in Preventing/Managing Workplace stress

DEMANDS		
Good Practice in preventing/managing workplace stress (by risk factor)	Possible Solutions/Control Measures	Existing Measures available within Everton Nursery School and Family Centre
<ul style="list-style-type: none">○ Ensure that there are sufficient resources (people with the appropriate skills, and equipment) to do the work allocated○ Support the staff by helping them to prioritise or renegotiate deadlines	<p>Workload</p> <ul style="list-style-type: none">○ Weekly team meetings○ Personal well-being objectives○ Work patterns to cope with peaks and staff absences○ Allow regular breaks, especially when the work is complex or emotionally demanding○ Provide realistic deadlines○ Sufficient resources (time, equipment, etc). (Strike a balance between ensuring that employees are interested and busy, but not under loaded, overloaded, or confused about the job)	<ul style="list-style-type: none">○ Stress Management Training



<ul style="list-style-type: none">○ Cover workloads during staff absences○ Adjust working patterns to cope with peaks (the arrangements need to be fair and agreed with staff)○ If staff are under loaded, think about giving them more responsibility, but make sure that they have been adequately trained first○ If there is an incessant flow of paperwork and e-mails, this needs to be addressed by management at all levels○ Train staff appropriately so that they are able to do their jobs○ Ensure that the work environment is appropriately designed and laid out to ensure that staff are able to do their jobs efficiently and without	<ul style="list-style-type: none">○ Training (formal/informal) to help staff prioritise, or information on how they can seek help if they have conflicting priorities○ Design jobs that provide stimulation and opportunities for workers to use their skills.○ Provide sufficient challenge/pressure to keep staff motivated and interested in their work○ Competency○ Personal development/training plans <p>Working patterns</p> <ul style="list-style-type: none">○ Working hours agreed with staff○ Encourage staff to talk to you at an early stage if they feel as though they cannot cope <p>Physical environment and violence</p> <ul style="list-style-type: none">○ Risk assessments for physical hazards and risks, including physical violence and verbal abuse, are up-to-date.○ Training to help staff deal with and defuse difficult situations (e.g. difficult phone calls, aggressive members of the public).	
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<p>causing harm to themselves or others</p> <ul style="list-style-type: none">○ Ensure Health and Safety Policy in place, and that the risks to the health and safety of staff are identified and controlled○ Encourage staff to take their annual leave entitlement and their meal breaks		
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CONTROL		
Good Practice in preventing/managing workplace stress (by risk factor)	Possible Solutions/Control Measures	Existing Measures Available within Everton Nursery School and Family Centre
<ul style="list-style-type: none"> ○ Consult staff on decisions that affect their jobs where possible ○ Give more control to staff by enabling them to plan their own work, and to make decisions about how the work should be completed and how problems should be tackled ○ Introduce flexibility in work schedules, where possible, to enable staff to cope with domestic commitments ○ Make allowances for cultural or faith considerations ○ Enrich jobs by ensuring that staff are able to use a variety of skills ○ Talk about the way that decisions are made within the organisation/team. Is there scope for more team/individual involvement? ○ Where necessary, introduce task variety and/or job rotation to minimise boredom and staleness 	<ul style="list-style-type: none"> ○ Systems that enable staff to have a say over the way their work is organised and undertaken, (e.g. through project meetings, one-to-ones, performance reviews, etc.) ○ Hold regular discussion forums during the planning stage of projects to talk about the anticipated output and methods of working. Provide opportunities for discussion and input ○ Allocate responsibility to staff to take projects forward (e.g. Agree objectives, roles, timescales etc) ○ Talk about the way decisions are made - is there scope for more involvement? ○ Talk about the skills people have and if they believe they are able to use these to good effect. How else would they like to use their skills? ○ Allow staff some control over the pace of their work ○ Allow and encourage staff to participate in decision-making ○ Empower people to make decisions about the way they work 	<ul style="list-style-type: none"> ○ Performance Management ○ Appraisal ○ Supervision ○ DfE Teachers Workload Toolkit (2018)

SUPPORT		
Good Practice in preventing/managing workplace stress (by risk factor)	Possible Solutions/Control Measures	Existing Measures Available within Everton Nursery School and Family Centre
<ul style="list-style-type: none"> ○ Encourage staff to share their concerns at an early stage, through the line management and alternative routes ○ Conduct regular performance reviews and one-to-one sessions to discuss individual work plans ○ Give support and encouragement to staff, even when things go wrong ○ Value diversity – don't discriminate against people on grounds of race, gender, sexuality or disability, or for other irrelevant reasons ○ Seek examples of how staff would like to receive, or has received, effective support from managers or colleagues. ○ Develop positive leadership by listening to employees and taking on board their suggestions and concerns ○ Talk about ways in which support can be provided if a member of staff is experiencing problems outside work ○ Disseminate information on other 	<ul style="list-style-type: none"> ○ Hold one-to-ones to talk about any emerging issues or pressures. ○ Include 'work-related stress/emerging pressures' as a standing item for performance reviews. ○ Seek examples of how staff would like to, or have, received good support from managers or colleagues - can these be adopted across the organisation ○ Ask how employees would like to access managerial support - 'open door' policies, agreed times when managers are able to discuss emerging pressures, etc. ○ Introduce flexibility in work schedules (where possible) to enable staff to cope with domestic commitments. ○ Develop training arrangements and refresher sessions to ensure training and competencies are up-to-date and appropriate for the core functions of employees' jobs. ○ Talk about ways Everton Nursery School and Family Centre could provide support if someone is experiencing problems outside work. ○ Offer training in basic counselling skills/access to counsellors. ○ Ensure that staff receive sufficient training to undertake the core functions of their job. 	<ul style="list-style-type: none"> ○ Mental health and Well-being Policy ○ Stress awareness training. ○ OH Physician ○ Return to work interview process. ○ Stress Management Training



<p>areas of support</p> <ul style="list-style-type: none">○ Provide appropriate training to enable managers and staff to do their jobs○ Promote support at all levels, including peer support	<ul style="list-style-type: none">○ Provide constructive, supportive advice at annual appraisal/performance management.○ Provide flexibility in work schedules, where possible.○ Allow phased return to work after long-term sickness absence.○ Hold regular liaison/team meetings.○ Provide opportunities for career development.○ Deal sensitively with staff experiencing problems outside work.	
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RELATIONSHIPS		
Good Practice in preventing/managing workplace stress (by risk factor)	Possible Solutions/Control Measures	Existing Measures Available within Everton Nursery School and Family Centre
<ul style="list-style-type: none"> ○ Create a culture in which members of staff trust each other and consider that they are fairly treated ○ Encourage staff to recognise the individual contributions of other staff members and the benefits of the whole team working together ○ In consultation with staff and their representatives, draw up effective policies, including procedures to reduce or eliminate discrimination, harassment and bullying ○ Provide training to help staff to deal with and diffuse situations ○ Identify ways to celebrate success 	<ul style="list-style-type: none"> ○ Provide training to help staff deal with and defuse difficult situations ○ Encourage good communication and provide appropriate training to aid skill development (e.g. listening skills, confidence building, etc) ○ Discuss how individuals work together and how they can build positive relationships ○ Identify ways to celebrate success ○ Create a culture where colleagues trust and encourage each other ○ 	<ul style="list-style-type: none"> ○ Everton Nursery School and Family Centre staff induction process. ○ Performance Management ○ Stress Management Training

ROLE		
Good Practice in preventing/managing workplace stress (by risk factor)	Possible Solutions/Control Measures	Existing Measures Available within Everton Nursery School and Family Centre
<ul style="list-style-type: none"> ○ Make sure that staff have a clearly defined role through job description ○ Agree specific standards of performance for jobs and individual tasks, and review them periodically ○ Hold team meetings to enable team members to clarify their role and discuss any possible role conflict ○ Ensure that members of staff understand how their work is related to the wider aims of the organisation ○ Hold one-to-one meetings to ensure that staff are clear about their role and know what is planned for the coming months ○ Make sure that new staff receive a thorough induction ○ If there has been a period of change, check with staff to make sure that they understand their new roles and are comfortable with them ○ Encourage staff to talk to the Leadership Team at an early stage if they are not clear about priorities or the nature of the task to be undertaken 	<ul style="list-style-type: none"> ○ Hold team meetings to enable members to clarify their role and to discuss any possible role conflict. ○ Display team/department targets and objectives to help clarify unit and individual role. ○ Agree specific standards of performance for jobs and individual tasks and review periodically. ○ Introduce personal work plans which are aligned to the outputs of the unit. ○ Introduce or revise job descriptions to help ensure that the core functions and priorities of the post are clear. ○ Hold regular one-to-one meetings to ensure that individuals are clear about their role and know what is planned for the coming months. ○ Develop suitable induction arrangements for new staff - make sure all members of the team understand the role and responsibilities of the new recruit. ○ Provide a clear job description. ○ Define work structures clearly, so that all team members know who is doing what, and why. ○ Give all new members of staff a thorough induction to your organisation. ○ Define work objectives (e.g. through job description). ○ Avoid competing demands, such as situations where it is difficult to meet the needs of the business and the customer 	<ul style="list-style-type: none"> ○ Everton Nursery School and Family Centre staff induction process. ○ Performance Management ○ Equality and Diversity Policy ○ Recruitment , Selection and Appointment Procedure



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CHANGE		
Good Practice in preventing/managing workplace stress (by risk factor)	Possible Solutions/Control Measures	Existing Measures Available within Everton Nursery School and Family Centre
<ul style="list-style-type: none"> ○ If there is a planned change, explain what the change is trying to achieve and why it is essential. Explain the timetable for action and what the first steps are going to be. Talk about what the change will mean in terms of day-to-day activity, and discuss whether there are any new training needs ○ Face-to-face communication is generally preferable, so that people have the opportunity to ask questions and express their feelings ○ Have an open door policy whereby staff can talk to you about their concerns or any suggestions that they have for improving the way in which the change is managed ○ Involve staff in discussions about how jobs might be developed and changed, and in generating ways of solving problems ○ Ensure that support is provided for staff who are affected by change ○ After the change, think about revising 	<ul style="list-style-type: none"> ○ Ensure all staff are aware of why the change is happening - agree a system for doing this ○ Define and explain the key steps of the change. Ensure employee consultation and support is a key element of the programme ○ Establish a system to communicate new developments quickly ○ Agree methods of communication (e.g. meetings, notice boards, letters, e-mail, feedback forums, etc) and frequency (weekly, monthly, etc) ○ Ensure that staff are aware of the impact of the change on their jobs. ○ Provide a system to enable staff to comment and ask questions before, during and after the change. ○ Have an 'Open door' policy to help staff who want to talk to their managers about their concerns. ○ Involve staff in discussions about how jobs might be developed and changed. ○ Explain what the school/centre wants to achieve and why it is essential that the change(s) takes place. ○ Consult with staff at an early stage, and throughout the change process. Involve staff in the planning process. 	<ul style="list-style-type: none"> ○ Everton Nursery School and Family Centre staff induction process. ○ Performance Management



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<p>work objectives to avoid role conflict and role ambiguity</p> <ul style="list-style-type: none">○ Revise risk assessments and action plans to see whether any changes (e.g. a decrease in staff numbers) have resulted in increased hazards to staff		
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