

St. Luke's C.E (Aided) Primary School



Stress Management Policy 2021-2022

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Health and Safety at Work Act 1974
- Employers' Health and Safety Policy Statements (Exception) Regulations 1975
- Management of Health and Safety at Work Regulations 1999
- Mental Health Act 2007
- Equality Act 2010
- Mental Health (Discrimination) Act 2013

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We are committed to protecting the health, safety and welfare of both school personnel and pupils. We believe it is essential to have in place strategies for all school personnel and pupils to identify and manage their personal stress.

We are aware that stress is a natural part of everyone's life and is usually related to everyday experiences, worries and challenges which take place within the workplace, at home, within the local community or within peer groups. Stress can lead to feelings of anxiety, depression, irritability, poor concentration, aggression, physical illness, fatigue and lack of sleep.

We realise stress can have its benefits by pushing a person to work harder by heightening their senses and reactions and thereby enhancing their performance.

We recognise that dealing with stress is a continuing task and not a one-off process. Every effort is made to address this problem by establishing and maintaining an excellent working and learning environment for all school personnel and pupils.

We believe that both school personnel and pupils will benefit from understanding what stress is, reading the warning signs of stress and being able to put into practice a number of stress management skills in order to manage their stress levels.

We realise school personnel and pupils are facing intolerable pressure from an education system that is geared towards meeting government targets and Ofsted expectations. There is pressure on everyone to succeed and not to fail. We must ensure that everyone becomes more self-aware and develop coping strategies to deal with these pressures.

We are aware that high quality education cannot be delivered by stressed and anxious teachers and that unnecessary workload is one of the biggest causes of the biggest frustrations for teachers.

We support recent recommendations to reduce workload in three areas namely marking, planning and resources and data management and will put these into practice immediately in order to ensure the health and wellbeing of teachers and senior school leaders.

We have a statutory duty to ensure the wellbeing of the Headteacher but we believe that the Headteacher also has a role to play in managing his/her own wellbeing by not neglecting themselves for the sake of others.

We support and have put into practice recent DfE recommendations to reduce workload in marking, planning and resources and data management in order to protect the health and wellbeing of teachers and senior school leaders.

We have a statutory duty to ensure the wellbeing of the Headteacher so that he/she can achieve an appropriate worklife balance.

We acknowledge that headteachers are under a great deal of pressure so we need to be proactive by protecting the wellbeing of the Headteacher. Also we need to ensure that the Headteacher has a role to play in managing their own wellbeing and not to neglect themselves for the sake of others.

We as a school community have a commitment to promote equality and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To ensure school personnel and pupils are able to recognise the warning signs of stress and are able to put into practice a number of stress management skills in order to manage their stress levels.
- To establish and maintain an excellent working and learning environment for all school personnel and pupils.
- To have in place health and safety control measures.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for Health and Safety;

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Governing Body.
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Headteacher;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- have in place the following health and safety control measures:
 - School personnel trained in identifying the various types of stress such as time stress, anticipatory stress, situational stress and encounter stress.
 - School personnel aware of the strategies to keep stress under control.
 - Support structures in place within school and with the stress counselling service.
 - Risk assessments undertaken of working practices where relevant.
 - Work with the Governing Body to reduce work-related stress and promote workplace health and safety by looking at:
 - the working environment
 - school security
 - school organisation

- staff meetings
- communications
- school community
- parental expectations
- professional expectations

- Pastoral and counselling arrangements in place for pupils suffering from stress related problems.
- Individual plans in place as necessary.
- Excellent links with support agencies.
- Monitoring and review procedures in place to ensure safe procedures continue.

- establish good lines of communication throughout the school and outside which should include pastoral and counselling arrangements;
- have an increased awareness and recognition of stress-related problems in school so that they may be more easily identified and addressed;
- have due regard to his/her own health and wellbeing and have strategies in place to reduce levels of stress;
- develop a supportive network within and outside the school for dealing with stress-related problems and providing a range of coping techniques or strategies which are available to all school personnel and pupils;
- deal with workload, resources, discipline policy, staff responsibilities;
- have close links with the local Stress Counselling Service;
- have close with Children Services;
- organise regular training sessions for all school personnel to:

- understanding what stress is
- read the warning signs of stress
- put into practice a number of stress management skills in order to manage their stress levels
- make pupils more self-aware of stress and for them to develop coping strategies

- work closely with the link governor;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by observation and by speaking with school personnel and governors;
- annually report to the Governing Body on the success and development of this policy.

- lead the development of this policy throughout the school;
- work closely with the nominated link governor;
- consider ways of reducing work-related stress and promoting workplace health and safety;
- organise a stress awareness programme for school personnel to use with pupils:

- What is stress
- Warning signs of stress
- Sleep and rest patterns

- | | |
|---|--|
| <input type="checkbox"/> Healthy eating | <input type="checkbox"/> Dangers of caffeine, alcohol, tobacco and drugs |
| <input type="checkbox"/> Healthy coping strategies | <input type="checkbox"/> The use of humour and laughter |
| <input type="checkbox"/> Time management techniques | <input type="checkbox"/> Seeing the positive side |
| <input type="checkbox"/> Relaxation techniques and breaks | <input type="checkbox"/> Peer group support |
| <input type="checkbox"/> Regulating emotions | <input type="checkbox"/> Support of an adult mentor |
| <input type="checkbox"/> Hobbies | |

- make effective use of relevant research and information to improve this policy;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

Role of the Senior Leadership Team

The Senior Leadership Team will:

- consider stress management being a priority of the school's development plan;
- look at ways to reduce work-related stress for school personnel and pupils;
- provide resources to support this policy;
- monitor the progress and development of this policy;
- assess the impact of this policy.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy
- undertake appropriate training;
- learn to recognise the signs of stress;
- be aware that stress must not be regarded as a weakness;
- be aware of the effective strategies to keep stress under control;
- be supportive to colleagues dealing with stress;
- be supportive to colleagues who have been off work due to stress;
- provide regular awareness training for pupils;
- provide support for pupils;
- highlight concerns about pupils;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will be:

- aware that they can talk to an adult in school if they feel stressed;
- asked how to improve the stress awareness programme;
- asked to support each other.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- work in partnership with the school by supporting their children;
- comply with this policy for the benefit of their children;
- be signposted to stress awareness training and understand learning that their children undertake so that they know how they can support their children namely:
 - What is stress
 - Warning signs of stress
 - Healthy eating
 - Healthy coping strategies
 - Time management techniques
 - Relaxation techniques and breaks
 - Regulating emotions
 - Hobbies
 - Sleep and rest patterns
 - Dangers of caffeine, alcohol, tobacco and drugs
 - The use of humour and laughter
 - Seeing the positive side
 - Peer group support
 - Support of an adult mentor
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- in-house training;
- meetings with school personnel;

Training

We:

- have in place appropriate training for this policy that is undertaken by a registered training provider that covers all aspects of this policy.

- ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy, we believe, is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Race Disparity Audit

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- Health and Safety
- Mental Health
- RSHE/ PSHE

We believe this school policy:

- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;