

# Falcons Primary School



**FALCONS**  
PRIMARY SCHOOL

## **Stress Management Policy**

**October 2025**

Approved by GB Date: October 2025

Review Date: October 2027

## School Vision and Ethos Statement

We encourage all members of the Falcons Community to respect one another, to know that everyone has an important part to play in making the school as good as it can be, to take responsibility and be responsible, to strive for excellence and to try one's best in everything we do. This procedure does not form part of any contract of employment or other contract to provide services, and it may be amended at any time.

Our vision for Falcons Primary School is to be recognised as a school that values uniqueness, where children are provided with the skills to enable them to become:

- \* successful learners
- \* responsible citizens
- \* creative thinkers and
- \* reflective individuals.

### SIKH ETHOS

The school draws on the teaching of the Sikh faith and is committed to providing not only an academic education, but one that will also encompass an underlying message of unity, equality and respect. High morals, discipline, love, compassion and selfless service towards all regardless of faith, gender or colour. Falcon School will embrace a universal, inclusive approach to spirituality.

### AIMS

To achieve our vision, we aim for all pupils, staff, governors and parents to:

- Work in unity to make Falcons School a welcoming, stimulating and successful school. Encourage good manners, self-discipline and the desire to be enthusiastic learners who grow into forward thinking responsible citizens who respect, value and care for themselves and others.
- Provide an ethos with clear boundaries and expectations, enabling all children to succeed and to reach their full potential confidently, in a safe and supportive environment.
- Become excellent lifelong learners who are independent and prepared for the wider world and aim high to achieve aspirational goals.

***This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

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# 1 Introduction

- 1.1 We have a legal duty to ensure the health, safety and welfare of the employees as far as reasonably practicable and to have reasonable care for the health and safety of our employees. This includes taking steps to minimize the risk of stress or stress-related illnesses. We are committed to identifying, tackling and preventing the causes of work-related stress and aim to promote a culture of care and mutual support to minimize stress and to ensure all employees are able to do their job to their best ability. This in turn will help us provide high quality teaching and learning for our students.
- 1.2 This policy sets out our approach to managing stress in the workplace.
- 1.3 Also contained within the policy is practical guidance for managers and employees on how to manage stressful situations set out in **appendix 1**.
- 1.4 This policy applies to all staff at the school (teachers and support staff), referred to as employee within this document.
- 1.5 This policy has been formally adopted by the Governing Body at Falcons Primary School.
- 1.6 This policy does not form part of any employee's contract of employment and may be amended at any time.

# 2 What is stress?

- 2.1 The Health and Safety Executive (HSE) defines work-related stress as ***“the adverse reaction people have to excessive pressures or other types of demand placed on them at work”***. They state that stress is not an illness but a ***“state”*** and that illness, whether mental and/or physical, develops as a result of stress which is prolonged and excessive.
- 2.2 A certain amount of pressure is a normal part of most jobs and it can be beneficial in helping to keep an individual motivated. However, there is an important distinction between working under pressure and when pressure becomes excessive and produces stress, which can be detrimental to health. We recognise that what triggers stress and the capacity to deal with stress varies from person to person.
- 2.3 Stress may be experienced as a result of the workplace, external factors or a combination of both. Workplace factors could include the nature of the employee's work, the volume of the work, working hours, environmental factors, changes such as a restructure or redundancy programme or bullying or harassment by colleagues or third parties.

- 2.4 The Management Standards for work related stress define the way and organization manages the risks from work related stress. There are six key areas that cover the primary sources of stress at work that if not managed effectively could leads to poor health, and reduced productivity and increased absence. These are Demands, Control, Support, Relationships, Role and Change. An examination of these areas forms part of the stress risk assessment process that demonstrates good practice in managing stress (see **appendix 2**).

### **3 Signs of stress**

- 3.1 Some common signs of stress are listed below. However, experiencing one or more of these does not necessarily give an indication of stress.
- Persistent or recurrent moods, for example anger, irritability, detachment, worry, depression, guilt and sadness, mood swings (being tearful or over sensitive).
  - Physical effects e.g. aches and pains (headaches, back ache, neck ache), raised heart rate, increased sweating, dizziness, blurred vision, skin or sleep disorders.
  - Poor and/or changed behaviors for example, increased absence levels (including arriving late at work), difficulty concentrating or remembering things, inability to switch off, loss of creativity, loss of motivation, making more errors (poor performance), double checking everything, covering up mistakes by lying, working long hours/not taking a break, changes to sleeping or eating habits, increased use of alcohol, tobacco or drugs, poor attitude, behavior and relationships with colleagues.
  - Prolonged or extreme exposure to the possible symptoms of stress is associated with serious chronic diseases such as heart disease, back pain, gastrointestinal problems, anxiety or depression.
- 3.2 Signs that an individual is experiencing stress will vary according to how the individual reacts to stress. Key for the line manager to be aware of, are changes in an individual's behavior that are more than just a "one-off" incident.
- 3.3 These should be acted upon promptly and discussed with the employee. This will include offering support, such as encouraging the employee to seek advice from his or her GP, who will be able to make a diagnosis.

## 4 Support

- 4.1 We will monitor sickness absence and workloads, and ensure that there is clear communication within the school to promote a culture of open communication and encouragement. We will create reasonable opportunities for employees to discuss areas of concern in an environment where stress is not considered as a weakness or a failure. We will also hold return to work interviews with [any employee who has been absent] in line with our [Sickness Absence Policy], to establish whether there is any underlying problem and, if so, what the employer could do to address it.
- 4.2 We have measures available to support staff who may be suffering from stress.
- Training and workshops on stress management, to assist staff and managers in recognizing and coping with stress.
  - Employee Assistance Programme; Insight – Wellbeing at Work [this offers access to counselling and referral services for employees. As part of this, employees can access a confidential helpline staffed by independent advisers with access to specialist counsellors]. The helpline provides help with physical, mental and social issues. The helpline number is 0800 027 7844 / 0300 555 0120.
- 4.3 We will be alert to the possibility of stress as set out in paragraph 3. However, employees who believe they are suffering from stress should also ask their line manager for help and support in the first instance. If you feel unable to do so, you should contact Insight - Wellbeing at Work.
- 4.4 Once an issue affecting an employee's health is brought to our attention, steps will be taken to support the employee to minimize the risk of harm and to identify additional arrangements to reduce the risk of work-related stress to as low a level as reasonably practicable. This may include the measures set out at 4.2 and in addition we may:
- carry out further investigations
  - review job descriptions to identify tasks that may involve stressors
  - carry out a risk assessment to evaluate the risk of work-related stress, considering the existing arrangements that are in place and ensure that significant findings of the risk assessment are recorded
  - carry out a stress risk assessment with the employee to identify whether stress is an issue with a view to addressing the situation. A stress risk assessment pro-forma is available at **appendix 2**
  - provide information and training, such as identifying opportunities for development relevant to the employee's position
  - refer the employee to occupational health in line with our Sickness Absence Policy
  - if an employee is absent from work due to sickness, apply the Sickness Absence Policy as applicable.

- 4.5 If stress is having a negative impact on an employee's performance, and his or her performance does not improve despite the manager having taken reasonable steps to alleviate pressure on the employee, it might be necessary for the school to follow the Capability Procedure.

## **5 Record keeping and confidentiality**

- 5.1 Information in relation to the management of stress at the school/academy will be kept to ensure an accurate record is available of what was discussed, actions taken and for monitoring purposes.
- 5.2 Records will be kept on the employee's personal file or with the school/academies H&S records. All records will be treated as confidential and kept no longer than necessary.

## **6 Review of policy**

This policy is reviewed every two years by the Governing Body at Falcons Primary School.

## **Appendix 1**

### **Guidance for managers and employees on dealing with stressful situations in schools**

There are many different times in the school year that can provide additional pressure to employees. These may include:

- dealing with bad behavior
- Ofsted Inspections
- report writing
- parent consultation/open evenings
- meeting with/calling parents
- accountability (targets)
- finance (particular issue for the head teacher)
- premises matters (particular issue for the head teacher and SBM)
- recruitment/ staffing issues
- conflict in the workplace

It is strongly advised that in order to combat these areas of pressure, employees should:

- attend all relevant induction/training/ Inset sessions that are provided so that they are aware of all school processes
- make themselves fully aware of the procedure to follow for each circumstance, for example. the School's Behavior Policy, Grievance Procedure
- know who to call on for support if they need it
- admit that they are struggling before it becomes too difficult to cope with, and seek help and advice

Other ways that can help you at work and therefore deal with stress include:

- good diet (e.g. eat breakfast and lunch)
- drink plenty of water throughout the day
- learn to manage your time effectively
- exercise (including yoga and relaxation)
- take time out (e.g. don't work all weekend and evenings)
- avoid procrastination

[Our Employee Assistance Programme (EAP) offers online, telephone and face to face counselling on a range of personal and professional themes such as financial advice, relationship and bereavement support, stress counselling, work/life balance, increasing confidence etc. and supports both the employee and their family.]

All employees who are members of a Union or Professional Association are advised to contact them for support and guidance.

The head teacher/line managers could take the following steps to help to prevent stress:

- **encourage communication within the team:** Where employees feel that they can discuss problems with their colleagues this can help to reduce the risk of stress. This could be achieved by holding regular team meetings and encouraging staff to approach their manager and colleagues informally with any issues that they have.
- **foster good relations with employees:** Line managers should take the time to get to know their team members, so that changes to their normal behavior are easier to spot.
- **ensure that employees have an appropriate amount of work to do:** Where employees feel that they are unable to cope with their workload, this can cause stress. Managers

should review regularly the amount of work employees have, for example at regular appraisals. They should consider the impact of absences and departures on remaining staff and how the work can be shared fairly within the team.

- **ensure that individuals take proper breaks:** Managers should check that employees are not regularly working long hours and that they take regular breaks. If an employee is consistently working through lunch or beyond his or her contracted hours, the line manager should try to establish if this is because of a short-term increase in work or if it is a longer-term issue. The manager should set a good example by taking breaks and working appropriate hours.
- **have regular meetings with employees:** Having regular meetings with team members about their work will give line managers a good idea of what employees are doing and any problems that they have.
- **conduct performance reviews:** Line managers should carry out formal performance reviews with the individuals in their team in line with the school/academy policy and give employees the opportunity to raise concerns during these meetings. This process should include setting clear, achievable objectives for the individual.
- **provide appropriate training:** Line managers should conduct regular reviews to identify training needs for the members of their team. Employees could be involved in identifying their own training needs. Where training needs are identified, the line manager should provide training. Training is particularly important for employees who have additional responsibilities following a promotion.
- **be alert during periods of change:** Line managers should keep employees well informed and encourage them to raise concerns during periods of change, for example when the organization is going through a restructure.
- **recruit employees who have the skills to perform the role:** When recruiting, line managers should consider what the duties of the job will be and what skills and experience the successful candidate will need. This will help to ensure that the right person is recruited to the job, so the job-holder does not feel out of his or her depth.
- **do not delay:** Line managers should take immediate action when they suspect that an individual is stressed or when an employee informs them that he or she is experiencing stress. This should help to avoid the problem escalating and helps avoid liability if the employee ends up making a claim, and should help the employee to make a swift recovery.

If the head teacher/line manager becomes aware that an employee is experiencing stress they should arrange to meet with the employee. This meeting should be held in private and be kept informal in nature. The line manager should ask the employee whether or not he or she has been experiencing stress and what the employee considers to be the contributing factors. Questions that may be appropriate to ask including:

“I’m concerned that you appear to be under some pressure. Can we talk about it?”

“One of your colleagues has told me in confidence that she is worried about you.

“Are there any problems at home that you want to talk about?”

“I want to help resolve this issue. Do you think that some extra training or support might help?”

“Have you mentioned this to your GP? I will send you some information about the organization’s counselling service in case this is something that you might find helpful.”

“I think we should meet again in a couple of weeks to see how things are going, but in the meantime please come and talk to me if you have any concerns.”

After the meeting the head teacher/line manager may need to conduct a more detailed investigation to establish the causes of, and contributing factors to, the stress, particularly where the employee alleges that it is a result of poor management or bullying, for example. Once the line manager has established the reason behind the stress, he or she should explore what steps the organization could take to alleviate the situation. Steps that could be appropriate for the line manager to take to help relieve the employee's stress include:

- a phased return to work (following sickness absence)
- temporary or permanent flexible working arrangements, for example reduced hours
- redistribution of some of the employee's work
- a temporary or permanent change in duties
- providing training for the employee
- referring the employee for counselling
- putting in place a mentoring arrangement.

What action is appropriate will depend on the circumstances, including the reasons for the stress, the nature of the job, and what is considered reasonable.

### Stress Risk Assessment form

*To be completed by the headteacher/line manager when there is a (potential) issue identified (see guidance notes)*

Employee name: \_\_\_\_\_

Reason for assessment: \_\_\_\_\_

|                                                                                                                                                                                                                        |                                                   |                                |                                      |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|--------------------------------|--------------------------------------|--|
| <b>What job does the individual do?</b>                                                                                                                                                                                |                                                   |                                |                                      |  |
| <b>What are the potential hazards and stressors in relation to the following hazard categories?</b>                                                                                                                    | <b>What control measures can be put in place?</b> | <b>Priority action (H,M,L)</b> | <b>Action taken By whom/ by date</b> |  |
| <b>HAZARD CATEGORIES</b><br>(see examples)<br><br>Demands - this includes issues such as workload, work patterns and the work environment.<br><br>Control - how much say the person has in the way they do their work. | <b>PROBLEMS IDENTIFIED</b>                        |                                |                                      |  |

|                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |  |
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| <p>Support -this includes the encouragement, sponsorship and resources provided by the organization, line management and colleagues.</p> <p>Relationships - this includes promoting positive working to avoid conflict and dealing with unacceptable behavior.</p> <p>Role - whether people understand their role within the organization and whether the organization ensures that they do not have conflicting roles.</p> |  |  |  |  |
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| Change - how organizational change (large or small) is managed and communicated in the organization. |  |  |  |  |
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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|

Head teacher/line manager signature: \_\_\_\_\_

Date: \_\_\_\_\_

Employee's signature (if completed with employee): \_\_\_\_\_

Date: \_\_\_\_\_

| Date of review | Outcome of review and follow-up action |
|----------------|----------------------------------------|
|                |                                        |

Headteacher/line manager signature: \_\_\_\_\_

Date: \_\_\_\_\_

Employee's signature (if completed with employee): \_\_\_\_\_

Date: \_\_\_\_\_

## Guidance notes on completing the stress risk assessment form

Things to consider when assessing the role:

### 1. What job does the individual do and at what level?

Examples

- SLT
- Teacher
- Main scale
- UPS
- Teaching assistant
- Office – front line
- Office – back office
- Site supervisor
- Cleaner
- Cook
- Catering assistant
- Invigilator
- Manager – teaching or non-teaching

### 2: What are the potential hazards and stressors?

Examples

Demands

- Long hours
- Unreasonable deadlines
- Client expectations (*e.g. that they'll solve the problem*)
- Excessively busy periods
- Inadequate rest and holidays
- Inadequate staffing
- Inappropriately qualified for the job
- Over promotion
- Skills not recognised – promotion prospects not fulfilled
- Boring or repetitive work
- Too little to do
- Employees experiencing excessive workloads
- Employees working under excessive pressure
- Inability to cope with key aspects of the role

The physical working environment

- poor temperature control
- noise
- lack of facilities for rest/breaks
- poor lighting
- poor ventilation
- badly placed or designed workstations

### The psychological working environment

- Threat of aggression or violence
- Disruptive, angry or stressed children
- Angry or stressed parents/members of the public
- Difficult colleagues
- Verbal abuse
- Poor management practices

### Control

- Not being able to balance the demands of work and life outside work
- Rigid work patterns and breaks
- Fixed deadlines occurring in different parts of the year
- Lack of control over work
- Conflicting work demands

### Support

- Lack of effective return to work system
- Non-compliance with sickness and absence management policy
- Lack of managerial support through emotionally demanding work
- Inadequate inductions
- Reaction to post disciplinary, grievance, capability or suspension
- Lack of adequate training

### Relationships

- Poor relationships with others
- Staff complaints or rising absence trends
- Perception of bullying or confrontational communications styles from others
- Bullying, racial or sexual harassment
- Lack of support or fear culture from management and co-workers

### Role

- Lack clear lines of accountability and responsibility
- Lack of communication and consultation (both sides)
- Perception of a culture of blame when things go wrong, denial of potential problems
- Failure by the organisation to recognise success
- A culture that considers stress a sign of weakness
- Personal risk in relation to the role(*e.g. money, lone working*)

### Change

- Fears about job security / grading
- Poor communication – uncertainty about what is happening
- Not enough time allowed to implement change
- Inexperience/fear of new technology
- Lack of skills for new tasks
- Not enough resource allocated for change process
- Other personal fears, relocation

### 3: Is there a high, medium or low risk of stress, and why?

- Does the type of job in combination with the working environment and organisation result in a high, medium or low risk?
- What does history/experience tell us?
- What are the worst problems?

### 4: What control measures can be put in place?

- Training for job
- Job organisation
- Rest and meal break arrangements
- Job rotation
- Good working environment
- Security measures such as alarms, or buddying
- Local policy defined and upheld
- Counselling (last resort as this is not preventive action)

### 5: Priority & timescale

Some suggested goals:

#### **High risk: Priority 1 (fix first)**

Initiate simple actions immediately, and devise a plan to review longer term other actions within 3 months.

#### **Medium risk: Priority 2 (fix after all priority 1 have been attended to)**

Systematically review and initiate actions within 12 months.

#### **Low risk: Priority 3 (fix last)**

Document the risk assessment and revisit after 12 months.