



Wellbeing and Mental Health Policy

	Date
Reviewed	June 2024
Reviewed	Nov 2024
Review	Nov 2025

Version Control

Date	Change
June 2024	P7/8 'Support for Staff' amended
Nov 2024	Risk assessment added as appendix

Policy Statement

At Raglan Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff.

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

At our school, we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support.

We take the view that positive mental health is everybody's business and that we all have a role to play.

At our school we:

- help children and adults to understand their emotions and feelings better
- help children and adults feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships
- promote self-esteem and ensure children know that they count
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements

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- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect
- Access to appropriate support that meets the needs of pupils, parents and staff
- Effectively working with parents and carers
- Supporting and training staff to develop their skills and their own resilience

We pursue our aims through:

- Universal, whole school approaches
- Support for pupils, staff and parents going through recent difficulties including bereavement.
- Specialised, targeted approaches aimed at pupils, parents and staff with more complex or long- term difficulties including attachment disorder

Scope

This policy should be read in conjunction with our:

- Supporting Children with Medicine Policy
- Special Educational Needs and Inclusion policy in cases where pupils' mental health needs overlap with these
- Relationships and Behaviour Policy
- Relationships and Sex Education Policy
- It should also sit alongside child protection procedures

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health and wellbeing of students, and to understand about protective and risk factors for mental health , staff with a specific, relevant remit include:

- Head Teacher- Designated Safeguarding Lead

- Learning Mentor - Designated Deputy Safeguarding Lead and Family Support worker
- Inclusion Lead
- SRE Lead and PHSE Lead
- Senior Mental Health lead

Supporting children's positive mental health and wellbeing and Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we are teaching but we will also use the Scarf Scheme to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Targeted support for children

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

Access to The Listening Ear

Circle time approaches or 'circle of friends' activities.

- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'
- Managing emotions resources such as 'the incredible 5 point scale'
- Primary Group Work/Mental health and wellbeing groups
- ELSA support groups.
- Therapeutic activities including art, Lego and relaxation and mindfulness techniques.

The school will make use of resources to assess and track wellbeing as appropriate including:

- Strengths and Difficulties questionnaire
- Emotional literacy scales

Identifying needs and Warning Signs

Worry boxes in each class for children to raise concerns, which are checked by the class teachers.

The 'Listening Ears'

Five members of staff are trained 'Listening Ears.' Any concerns that arise from a listening ear conversation are referred to the Inclusion Team.

We discuss all pupils at termly pupil progress meetings:

- Enabling children to raise concerns to any member of staff
- Enabling parents and carers to raise concerns to any members of staff
- Senior Leaders greet children and parents each day on the gate
- Staff are encouraged to make referrals to the inclusion team if they are concerned about any child. The inclusion Team meets half-termly to consider all referrals and allocate them to the appropriate staff member/ service.
- Mood Monsters – children place their name in a mood monster at the beginning of the day and after each break. Staff then talk to any child who is feeling unhappy, anxious or angry.

Concerns may include:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated child protection and safeguarding officer or the emotional wellbeing lead as appropriate.

Possible warning signs include:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide

- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

If there is a concern that a pupil may be in danger of immediate harm then the Schools safeguarding procedures are followed.

Disclosures by children and confidentiality

We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than advise. Staff make it clear to children that the concern will be shared with the Mental Health Lead or the Safeguarding Lead and recorded, in order to provide appropriate support to the pupil.

All disclosures are recorded and held on file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

All behaviour incidents are recorded on 'Safeguard'. Incidents are monitored and analysed to identify possible trends.

Working with Parents

We recognise the important role that parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular in supporting children who do have mental health needs. It is very helpful if parents and carers share information with the school so that we are able to better support their child from the outset. All information will be treated in confidence.

In order to support parents we will:

- Build positive relationships with our parents, beginning with the initial parent meeting when a pupil enters school
- Organise training and drop in sessions
- Highlight sources of information and support about mental health and emotional wellbeing on our school website

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- Share and encourage parents to access sources of further support e.g. Bromley Children's Project , Bromley Wellbeing, Trail Blazer Programme
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children.
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.
- Involving Children
- Through assemblies
- Through school council
- Through our Wellbeing Champions

Working with other agencies and partners

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- The school nurse
- Educational psychology services
- Behaviour support through BTA Midfield
- Paediatricians
- Bromley Wellbeing and CAMHS (child and adolescent mental health service)
- Family support worker

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe.

Whole school training will be provided around specific issues. Staff who require more in depth knowledge are encouraged to request additional training and this will be considered as part of our performance management process and CPD offer.

Support for Staff

At Raglan we believe that our staff are the most important resource within the school. The Governors and the School's Leadership Team acknowledge the potential impact that work has on an individual's physical and mental health, and are committed to fostering a culture of cooperation, trust and mutual respect, where all individuals are treated with dignity, and can work at their optimum level. The Governors and the School's SLT recognise that work-related stress has a negative impact on employees' well-being, and that it can take many forms.

We have worked hard to create a working environment where potential triggers of work-related stress are avoided, minimised or mitigated, as far as practicable, through good management practices, effective Human Resources policies and staff development.

We are committed to developing a culture that is open and supportive of people experiencing stress or other forms of mental ill-health. The SLT engage with staff to create constructive and effective working partnerships both within teams and across the School. Working arrangements support employees to feel they are able to maintain an appropriate work life balance. Staff are also encouraged to take responsibility for their own work and effectiveness as a means of reducing their own stress and that of their colleagues.

Arrangements for wellbeing and stress prevention is made through good management practices. These can include the following:

- An open-door policy from the Senior Leadership Team to help staff communicate difficulties they are suffering with well-being,
- Access to Health Assured who can help with emotional or practical support, and have qualified and experienced counsellors ready to listen and provide guidance.
- Recruitment and selection procedures.
- Clear job descriptions and person specifications to ensure that the 'right' person is recruited for the job.
- Training and Development procedures to ensure that individuals have the necessary skills and competencies to undertake the tasks/duties required of them.
 - Weekly staff briefings to ensure effective communication
 - Staff incentives such as Wellbeing day, Friday breakfast, end of term team bonding events – such as staff bingo
 - Staff Christmas and End of Year Function

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- Placing aside designated staff meeting time for assessment, moderation, preparation for parents' evenings and planning, and
- Support from change team

- Appraisal procedures
- Return to work procedures to ensure that individuals are supported back into work following illness.
- Suitable adaptations for disability.
- School policies and procedures such as staff conduct
- Flexible working arrangements, and contact days with staff on maternity leave.
- An annual survey of staff to better understand the areas of work-life that have a negative effect on staff wellbeing.
- Access to a counselling support service

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

Monitoring and Evaluation

The Mental health and Wellbeing policy is on the school website and hard copies are available to parents and carers from the school office. The policy is monitored annually by the Inclusion Lead and Mental Health and Wellbeing Lead.

Stress Risk Assessment

Risk Assessment Form			
Task/ Activity:	Stress in the Workplace	Assessed by:	Danielle Mead
Date Assessed:	10/6/2026	Review Date:	10/06/2027

Hazards/ Risks	Persons at Risk	Controls in Place	Severity (1-5)	Likelihood (1-5)	Risk/ Priority	Additional controls required
<p>Staff off sick, feeling overwhelmed, tired.</p> <ul style="list-style-type: none"> Long hours Excessively busy periods Inadequate rest and holidays Inadequate staffing 	<p>Staff:</p> <p>Teachers</p> <p>Teaching Assistants</p> <p>Before and After school club leads</p> <p>Midday supervisors</p> <p>SLT</p> <p>This may result in:</p> <ul style="list-style-type: none"> Behaviour changes Changes in performance 	<ul style="list-style-type: none"> Look at job design and working practices Check all leave is being taken Is work being taken home? How can this be reduced. Is there constant communication during off-duty time by e-mail, text, and phone? How can this be reduced. Cut out unnecessary work and communications Review workloads and resources (including staffing levels), and allow sufficient time for individuals to plan their work Schedule work in a way 	3	4	H	<ul style="list-style-type: none"> Continue to implement reduced marking policy. To ensure that events on the school calendar are spaced out half termly. To consider staff training schedule and where time is given to complete necessary tasks. To ensure that cover is put into place where there is absence where we can. Ensure staff have left the building by site manager lock up time. To give advanced warning of deadlines of tasks. To keep staff training and meetings to set times. To not communicate via email over the weekend or late at night. To continue wellbeing days. Listen to staff feedback and support where needed. Individual support for those

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	<ul style="list-style-type: none"> - Being late - Staff sickness and absence - Excessive worry and anxiety - Feelings of failure - Recruitment and retention. 	<p>that allows recovery time after unavoidable busy periods</p> <ul style="list-style-type: none"> • Staff encouraged to speak to line managers if feeling stressed. • SLT to be sympathetic and listen to support any member of staff who are reporting they are stressed. • SLT to support with outside agencies if necessary and give the staff the details to access the counselling service provided by the Trust. • When considering new initiatives or procedures time to be given to discuss on workload and time. • Monitor sickness and absence data and hold back to work get together to listen and support staff. 				<p>members of staff who need it.</p> <ul style="list-style-type: none"> - Look at wellbeing events that allow staff to take a break and get together. - Look at how accessing resources, equipment for work can ease stress and systems flow better to ease time management. - Look at training needs and implement so that staff are confident. - - Have check in staff for those staff who need support.
<p>Staff unable to fulfil role which makes them stressed:</p> <ul style="list-style-type: none"> • Inappropriately 	<p>Staff:</p> <p>Teachers</p> <p>Teaching Assistants</p>	<ul style="list-style-type: none"> • Make sure individuals are matched to jobs – people can be over and under qualified • Analyse skills alongside the tasks 	2	2	L	<p>-To ensure that at least one person on the interview panel has safer recruitment training.</p> <p>- To provide an induction to staff</p>

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<p>qualified for the job</p> <ul style="list-style-type: none"> • Over promotion • Skills not recognised – promotion prospects not fulfilled 	<p>Before and After school club leads</p> <p>Middyay supervisors</p> <p>SLT</p> <p>This may result in:</p> <ul style="list-style-type: none"> - Behaviour changes - Changes in performance - Being late - Staff sickness and absence 	<ul style="list-style-type: none"> • Provide training for those who need more, e.g. when introducing new technology • Review and consider selection, skill criteria, job summaries, training and supervision • Career planning discussion, training needs evaluation • Monitor workplace policies in practice: discrimination 				<p>member and regular check ins with line manager.</p> <ul style="list-style-type: none"> - Provide opportunities and encourage staff CPD (Continuing Professional Development). - Consider mentoring role/ coaching to support in a new role. - Ensure job descriptions are fair and accurate so staff can evaluate their skill set.
<p>Staff do not have job satisfaction:</p> <ul style="list-style-type: none"> • Boring or repetitive work • Too little to do • Not given opportunity to move on to different scale/ role. • Skills of the staff member not utilised. • Lack of opportunity for challenges. 	<p>Staff:</p> <p>Teachers</p> <p>Teaching Assistants</p> <p>Before and After school club leads</p> <p>Middyay supervisors</p> <p>SLT</p> <p>This may result in:</p> <ul style="list-style-type: none"> - Behaviour changes 	<ul style="list-style-type: none"> • Job enrichment/job rotation/role review • Consider changing the way jobs are done by moving people between jobs, giving individuals more responsibility, increasing the scope of the job, increasing the variety of tasks, or giving a group of workers greater responsibility for effective performance of the group • Offering opportunities for leading projects to school staff or subject leadership. • Support staff 	2	2	L	<ul style="list-style-type: none"> - Performance management reviews – chance to talk to line managers about how they feel about their role. - Opportunities for individuals to join working parties or access training for interests that can benefit the school community. - Opportunities for collaborative working and shadowing others.

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	<ul style="list-style-type: none"> - Changes in performance - Being late <p>Staff sickness and absence</p> <p>Recruitment and retention</p>	opportunities for CPD and champion roles.				
<p>Staff do not have what they need to complete the tasks:</p> <ul style="list-style-type: none"> • Inadequate resources for task. • Inadequate workspaces. • Not enough time to complete task. 	<p>Staff:</p> <p>Teachers</p> <p>Teaching Assistants</p> <p>Before and After school club leads</p> <p>Midday supervisors</p> <p>SLT</p> <p>This may result in:</p> <p>Tasks not completed adequately.</p> <p>Staff change in behaviour.</p> <p>Feelings of anxiety.</p>	<ul style="list-style-type: none"> • analyse requirements for any project /task • equipment • staffing • priorities • deadlines 	2	2	L	<ul style="list-style-type: none"> - Provide opportunities for staff to order resources and request what they need for tasks. - Provide various spaces for staff to complete their work and tasks. - Where needed covering teachers/ staff so that they can complete tasks needed. - Provide, where we can, advanced notice of deadlines. - Providing laptops where needed to support working remotely. - Review storage and access to resources to support workflow and ease of roles and responsibilities. - Ensure that workspaces are clear, clean, and accessible. - Look at ordering in advance to ensure that items needed are available at the time needed.
<p>Staff finding that workload is too much:</p>	<p>Staff:</p> <p>Teachers</p>	<ul style="list-style-type: none"> • Review workload and demands regularly and as an integral part of 	3	4	H	<ul style="list-style-type: none"> - Change team to be in place and meet regularly to feedback regarding staff wellbeing. - Continue to implement the reduced

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<ul style="list-style-type: none"> • Employees experiencing excessive workloads • Employees working under excessive pressure 	<p>Teaching Assistants</p> <p>Before and After school club leads</p> <p>Midday supervisors</p> <p>SLT</p> <p>This may result in:</p> <ul style="list-style-type: none"> - Behaviour changes - Changes in performance - Being late - Staff sickness and absence 	<p>the performance management process</p> <ul style="list-style-type: none"> • Support staff in planning and prioritising their work. Try to establish what aspects of their job they find challenging. Redistribute work or set different work priorities if they are not coping • Check management skills and assess training needs. • SLT meet to review work tasks and events to discuss what can be implemented to support staff. • Review initiatives, processes, and systems to see where we can reduce paperwork and workload. • Review meetings and demands on time after school to support staff. 				<p>marking policy.</p> <ul style="list-style-type: none"> - To ensure that events on the school calendar are spaced out half termly. - To consider staff training schedule and where time is given to complete necessary tasks. - To ensure that cover is put into place where there is absence where possible. - Ensure staff have left the building by site manager lock up time. - To give advanced warning of deadlines of tasks. - To keep staff training and meetings to set times. - To not communicate via email over the weekend or late at night. - To continue wellbeing days. - Listen to staff feedback and support where needed. - Individual support for those members of staff who need it – coaching and mentoring.
<p>The physical working environment:</p> <ul style="list-style-type: none"> • poor temperature control • noise • lack of facilities for 	<p>Staff:</p> <p>Teachers</p> <p>Teaching Assistants</p>	<ul style="list-style-type: none"> • Make sure workplace hazards are properly controlled • Undertake risk assessments of workspace and significant tasks 	2	2	L	<ul style="list-style-type: none"> - Daily, weekly, and bi-weekly walk rounds with site staff. - Health and safety book for all staff - Classroom checklists for staff to flag anything. - Cleaning and tidying system for rest areas. - Provide tea and coffee and milk

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<ul style="list-style-type: none"> rest/breaks poor lighting poor ventilation badly placed or designed workstations 	<p>Before and After school club leads</p> <p>Middyay supervisors</p> <p>SLT</p> <p>Pupils</p> <p>This may result in:</p> <p>Physical injury or illness</p> <p>Repetitive injury</p>	<ul style="list-style-type: none"> DSE workstation audits Regular site walks and zone check to ensure that working environments assessed. Review Health and Safety report book to ensure that matters are dealt with adequately and quickly. Ensure lighting is assessed and bulbs replaced quickly. 				<p>for staff within staff areas.</p> <ul style="list-style-type: none"> Site team to ensure that any issues which compromise the working environment is addressed in a timely manner. DSE workplace risk assessments where necessary. Adjustable chairs and computer screens where workstations are placed. Lighting to be reviewed and replaced where needed.
<p>The psychological working environment:</p> <ul style="list-style-type: none"> threat of aggression or violence verbal abuse poor management practices 	<p>Staff:</p> <p>Teachers</p> <p>Teaching Assistants</p> <p>Before and After school club leads</p> <p>Middyay supervisors</p> <p>SLT</p> <p>This may result in:</p> <p>- Behaviour</p>	<ul style="list-style-type: none"> Report violence to line manager or another appropriate person. Use accident/incident form. Assess risks, implement controls including investigation of complaints and appropriate training Monitor absence levels and trends. Compare with other schools. Look at the individual and any risk factors that apply to this person Encourage open communication and dialogue and implement 	2	2	L	<ul style="list-style-type: none"> Teachers to have support if meeting with parents that they are worried about. SLT to take complaints to support the teaching staff. Whistleblowing policy available for all staff.

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	<ul style="list-style-type: none"> - changes - Changes in performance - Being late - Staff sickness and absence 	<p>an open-door policy for staff to talk.</p>				
B. CONTROL	Persons at Risk	Controls in Place	Severity (1-5)	Likelihood (1-5)	Risk/ Priority	Additional controls required
<p>Balance between home and work:</p> <ul style="list-style-type: none"> • Finding it difficult to balance the demands of work and life outside work 	<p>Staff:</p> <p>Teachers</p> <p>Teaching Assistants</p> <p>Before and After school club leads</p> <p>Midday supervisors</p> <p>SLT</p> <p>his may result in:</p> <ul style="list-style-type: none"> - Behaviour changes - Changes in performance - Being late - Staff sickness and absence 	<ul style="list-style-type: none"> • Encourage a healthy work-life balance • Develop a communications protocol that ensures people have rest time completely free of all work-related messages. • To provide time to support the staff member and have an open door. • Look at flexibility in workload and working. • Schedule work in a way that allows recovery time after unavoidable busy periods 	3	3	M	<ul style="list-style-type: none"> - School wellbeing days available - Site manager to close school at certain time and staff to vacate. - To ensure late night events, such as parents' evenings, are kept to a minimum and spread out.

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C. SUPPORT	Persons at Risk	Controls in Place	Severity (1-5)	Likelihood (1-5)	Risk/ Priority	Additional controls required
<p>Poorly managed return to work:</p> <ul style="list-style-type: none"> Return to work system Sickness and absence management Managerial support through emotionally demanding work 	<p>Staff:</p> <p>Teachers</p> <p>Teaching Assistants</p> <p>Before and After school club leads</p> <p>Midday supervisors</p> <p>SLT</p> <p>May result in:</p> <p>Further staff sickness</p> <p>Absence</p> <p>Feeling of not being able to do the job.</p> <p>Need adaptations.</p>	<ul style="list-style-type: none"> Policies and systems in place, monitored and consistently applied Measure trends and changes Investigate variations Check management skills and assess training needs Ensure people have the support they require and access to any specialist advice Advise staff about counselling services 	3	3	M	<ul style="list-style-type: none"> Line managers to ensure back to work meeting when staff are back. To check in with member of staff when off sick. To provide check in meetings when staff are involved with work that is demanding.
<p>Staff do not have a proper induction to the school.</p>	<p>Staff:</p>	<ul style="list-style-type: none"> New staff properly inducted, existing staff transferring or promoted or returning 	2	2	L	<ul style="list-style-type: none"> Follow induction procedure. Check in with line manager. Ensure the review is completed. Staff receive regular constructive

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<ul style="list-style-type: none"> • Staff are unaware of the policies of the school. • Staff anxiety about change and routines • Sickness and absence. 	<p>Teachers</p> <p>Teaching Assistants</p> <p>Before and After school club leads</p> <p>Midday supervisors</p> <p>SLT</p> <p>May result in:</p> <p>Staff unaware of policies and procedures.</p> <p>Feeling of not being able to do the job.</p>	<p>to work after long absence also to be inducted</p> <ul style="list-style-type: none"> • Special attention for young people as required • OH/HR support • DDA adjustments in place, reviewed and checked • Tailored and flexible approach to staff coming back to work after a period of absence. 				<p>feedback to know how they are settling in.</p>
<p>Post disciplinary, grievance or suspension</p>	<p>Staff:</p> <p>Teachers</p> <p>Teaching Assistants</p> <p>Before and After school club leads</p> <p>Midday supervisors</p> <p>SLT</p>	<ul style="list-style-type: none"> • Support staff as appropriate and in line with good practice • OH/HR support • DDA adjustments in place, reviewed and checked • Tailored and flexible approach to staff coming back to work after a period of absence • Designated person to go to talk or support when needed. 	2	2	L	<ul style="list-style-type: none"> - Follow induction procedure. - Check in with line manager.

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	<p>May result in:</p> <p>Staff unaware of policies and procedures.</p> <p>Feeling of not being able to do the job.</p> <p>Stress and anxiety</p> <p>Illness, change in behaviour</p>	<ul style="list-style-type: none"> • SLT to be sympathetic and listen to support any member of staff who are reporting they are stressed. • SLT to support with outside agencies if necessary and give the staff the details to access the counselling service provided by the Trust. 				
D. RELATIONSHIPS	Persons at Risk	Controls in Place	Severity (1-5)	Likelihood (1-5)	Risk/ Priority	Additional controls required
<p>Promoting positive relationships.</p> <ul style="list-style-type: none"> • Poor relationships with others • Staff complaints or rising absence trends • Poor morale 	<p>Staff:</p> <p>Teachers</p> <p>Teaching Assistants</p> <p>Before and After school club leads</p> <p>Midday supervisors</p> <p>SLT</p>	<ul style="list-style-type: none"> • Investigate causal factors • Provide training in interpersonal skills, non-discriminatory rules and workplace conduct standards • Discuss the problem openly with individuals • Follow complaint procedures • Check management skills and assess training needs • Encourage constructive and positive communications between 	2	2	L	Coaching sessions available with SLT members to support relationships and develop a course of action and to listen.

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		<p>staff</p> <ul style="list-style-type: none"> Managers should discuss and address bullying and/or confrontational communication styles with member of staff who display these behaviours Consider training and policy guidance 				
<p>Bullying, racial or sexual harassment</p> <ul style="list-style-type: none"> Poor relationships with others Staff complaints or rising absence trends Poor morale 	<p>Staff:</p> <p>Teachers</p> <p>Teaching Assistants</p> <p>Before and After school club leads</p> <p>Midday supervisors</p> <p>SLT</p> <p>his may result in:</p> <ul style="list-style-type: none"> Behaviour changes Changes in performance Being late Staff sickness and absence Feeling anxious 	<ul style="list-style-type: none"> adhere to policies including whistleblowing. Practise by example and make it clear what behaviours are not acceptable Provide details of any empirical evidence: absence trends, complaints, etc. Provide training in interpersonal skills, non-discriminatory rules and workplace conduct standards The school promotes positive working. Disciplinary and grievance policies/procedures in place and accessible to staff. Managers are encouraged to deal with, and staff encouraged to report 	2	2	L	<ul style="list-style-type: none"> Ensure that the staff have read and know how to report through the whistle blowing policy. SLT to deal with unacceptable behaviour swiftly. Training to support staff to deal with difficult situations.

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E. ROLE	Persons at Risk	Controls in Place	Severity (1-5)	Likelihood (1-5)	Risk/ Priority	Additional controls required
		unacceptable behaviour. <ul style="list-style-type: none"> • Successes are celebrated. 				
Clear lines of accountability and responsibility <ul style="list-style-type: none"> • Staff are unsure who to ask or talk to. • Staff have not had a proper induction to their role. • Sufficient communication is not given for staff to know when deadlines are due. 	Staff: Teachers Teaching Assistants Before and After school club leads Midday supervisors SLT This may result in: <ul style="list-style-type: none"> - Behaviour changes - Changes in performance - Being late - Staff sickness and absence 	<ul style="list-style-type: none"> • Ensure employees clarify roles and responsibilities • Ensure individuals are provided with appropriate information that sets out their roles and responsibilities • Make it clear to staff that management will try to ensure that their problems will be handled sensitively and at the appropriate level of management. • SLT communicate expectations and what staff are accountable effectively. 	2	2	L	<ul style="list-style-type: none"> - Staff communication for roles and responsibilities made available for all staff. - Appraisals used to help individuals clarify their roles and responsibilities. - Personal objectives set annually - New staff receive training in line with their job roles and - Recruitment process in place with job descriptions and person specs.
Control –how much	Teachers	<ul style="list-style-type: none"> • Ensure communication 	2	2	L	<ul style="list-style-type: none"> • Staff consulted about their work

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<p>say a person has in the way they do their work.</p> <ul style="list-style-type: none"> Lack of communication and consultation Morale low, not feeling valued 	<p>Teaching Assistants Before and After school club leads Midday supervisors SLT</p> <p>This may result in:</p> <ul style="list-style-type: none"> Behaviour changes Changes in performance Being late Staff sickness and absence 	<p>lines for discussing issues with roles and responsibilities are clearly defined</p> <ul style="list-style-type: none"> Aim for effective communication and close employee involvement, particularly during periods of change or high pressure Staff encouraged to use their skills and initiative to do their work. Staff encouraged to develop new skills to help them undertake new and challenging pieces of work. 				<p>patterns or changes to their work patterns.</p>
<p>A culture of blame when things go wrong, denial of potential problems</p> <ul style="list-style-type: none"> Failure to recognise success an expectation that people will regularly work excessive hours or take work home with them 	<p>Staff: Teachers Teaching Assistants Before and After school club leads Midday supervisors SLT</p> <p>This may result in:</p>	<ul style="list-style-type: none"> Be honest, set a good example, and listen to and respect others Acknowledge and reward successes Avoid working excessive hours Lead by example Check management skills and assess training needs Schedule work in a way that allows recovery after unavoidable busy periods. 	2	2	L	<ul style="list-style-type: none"> To consider staff training schedule and where time is given to complete necessary tasks. Review workload and demands regularly and as an integral part of the performance management process Support staff in planning and prioritising their work. Try to establish what aspects of their job they find challenging. Redistribute work or set different work priorities if they are not coping Check management skills and assess training needs. SLT meet to review work tasks and

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	<ul style="list-style-type: none"> - Behaviour changes - Changes in performance - Being late - Staff sickness and absence 					<p>events to discuss what can be implemented to support staff.</p> <ul style="list-style-type: none"> • Review initiatives, processes, and systems to see where we can reduce paperwork and workload.
<p>A culture that considers stress a sign of weakness</p> <ul style="list-style-type: none"> • SLT not listening to feedback and staff views • Staff unable to communicate how they feel 	<p>Staff:</p> <p>Teachers</p> <p>Teaching Assistants</p> <p>Before and After school club leads</p> <p>Midday supervisors</p> <p>SLT</p> <p>This may result in:</p> <ul style="list-style-type: none"> - Behaviour changes - Changes in performance - Being late - Staff sickness and absence 	<ul style="list-style-type: none"> • Approachable management which wants to know about problems and will try to help to resolve them 	2	2	L	<ul style="list-style-type: none"> • Ensure Change Team can meet and feedback. • Communicate changes so that staff are aware that feedback has been listened to. • Explain why aspects can't change and why.

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F. CHANGE	Persons at Risk	Controls in Place	Severity (1-5)	Likelihood (1-5)	Risk/ Priority	Additional controls required
<p>Change – how organisational change is managed and communicated.</p> <ul style="list-style-type: none"> • 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 	<p>Teachers Teaching Assistants Before and After school club leads Midday supervisors SLT</p> <p>This may result in:</p> <ul style="list-style-type: none"> - Behaviour changes - Changes in performance - Being late - Staff sickness and absence 	<ul style="list-style-type: none"> • Provide effective support for staff throughout the process • Consult with staff likely to be involved in a change of management programme – fear and uncertainty can lead to increased anxiety, unfounded gossip, poor employment relationships and increased absence • Getting together as a team can help people to feel less isolated with their concerns • Ensure effective two-way communication throughout process – knowing exactly what is going to happen when can help people feel less anxious about a change • Consider training needs – do people have the tools and skills to effect change? • Consider changes in teams or work environment – a small change, e.g. a different positioning of desks, can 	2	2	L	<ul style="list-style-type: none"> • Staff made aware of why changes are occurring and key steps • Realistic timetable for change • Individuals directly affected to be spoken to regularly and consistently. • ‘Open door’ policy

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		have a major impact on communication and work relationships to help people not to feel isolated			
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Risk / Priority Indicator Key

Severity (Consequence)
1. Negligible (delay only)
2. Slight (minor injury / damage / interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury / damage, lost time business interruption, disablement)
5. Very High (fatality / business closure)

Likelihood
1. Improbable / very unlikely
2. Unlikely
3. Even chance / may happen
4. Likely
5. Almost certain / imminent

RISK / PRIORITY INDICATOR MATRIX						
LIKELIHOOD	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
SEVERITY (CONSEQUENCE)						

Summary		Suggested Timeframe
12-25	High	As soon as possible
6-11	Medium	Within next 3-6 months
1-5	Low	Whenever viable to do so

