

STANWELL SCHOOL
MENTAL HEALTH AND WELLBEING POLICY

1. POLICY STATEMENT

Stanwell School is committed to protecting the health, safety and welfare of its employees. It recognises that mental health in the workplace is a health and safety issue and acknowledges the importance of identifying and reducing workplace stressors.

This policy applies to everyone in the school. SLT is responsible for its implementation for providing reasonable resources in respect of mental health support. Appropriate training / information will be provided as part of this support.

Mental health is just like physical health: everybody has it and we need to take care of it. Mental health conditions are widespread and include (but are not limited to): stress, anxiety, depression etc. and affect around one in four people in any given year.

The Health & Safety Executive (HSE) defines stress as:

‘The adverse reaction people have to excessive pressure or other types of demand placed on them’. This makes an important distinction between pressure, which can be a positive state if managed correctly, and stress, which can be detrimental to health.

Stanwell School considers that excessive stress and the resulting mental ill-health to which it can lead should not be seen as a personal problem but an issue which staff and governors as a whole are committed to addressing.

Stanwell School is committed to supporting staff through new or difficult periods in their lives and create an environment where individuals are not blamed for suffering mental ill-health and where they are encouraged to seek practical help and support.

2. INTRODUCTION

Good mental health means being generally able to think, feel and react in the ways that you need and want to live your life. But if you go through a period of poor mental health you might find the ways you are frequently thinking, feeling or reacting become difficult or even impossible to cope with. This can feel just as bad as a physical illness or even worse.

Mental ill-health is not confined to the home but affects the whole lives of those concerned, including work and careers. It may affect productivity, performance, attendance, emotional and physical health and wellbeing. Having an effective mental health and wellbeing policy in place means that mental ill-health can be managed more effectively, benefiting both the council and employees. Effective practice can reduce sickness absence, improve productivity and decrease recovery time. By supporting valued members of

staff the council are retaining skills, knowledge and experience, which can be very difficult to replace.

Mental health problems are common so being able to talk about mental health is something that's important for all of us. A few small changes can make a big difference. The fact that it is sometimes difficult to talk about mental health problems can be one of the hardest parts of having a mental illness. Whether its fear or awkwardness about talking to someone you know about their mental health problem – or talking about our own mental health problem, being unable to talk about mental health is not good for anyone.

The Council encourages all staff who feel they are experiencing mental ill-health to make use of existing policies and procedures in respect of workplace issues of concern e.g. Management of Attendance at Work;, Domestic Abuse; Capability; Discipline & Grievance. They can also benefit from support mechanisms such as access to Occupational Health services and counselling via Schools Advisory Service which are already in place.

3. AIMS AND OBJECTIVES

The aim of this policy is to create a workplace environment that promotes the mental wellbeing of all employees.

The objectives of this policy are:

- To tackle workplace factors that may negatively affect mental wellbeing;
- To develop management skills to promote mental wellbeing;
- To manage mental ill-health problems effectively;
- To encourage employees to seek support at an early stage and work with line managers / SLT to resolve problems;
- To raise awareness of mental ill-health including stress, its causes, effects and ways of reducing it (Appendices 1-3);
- To encourage employees in taking the five steps to improve their mental wellbeing (Appendix 4).

4. RESPONSIBILITIES

4.1 Stanwell School is responsible for:

- Ensuring that stress, which can lead to mental ill-health, is reduced as far as practicably possible in the work environment;
- Promoting a positive attitude to mental health and wellbeing;
- Ensuring that suitable training and support is provided to managers to equip them to undertake the necessary risk assessments in the workplace and ensuring preventative measures are implemented where appropriate;
- Providing information for employees on positive coping mechanisms and general health improving activities within the workplace;
- Ensuring advice, information and how to access support is provided for all employees including recognising the symptoms of poor mental health;
- Tackling workplace factors that may negatively affect mental wellbeing;

- Developing management skills to promote mental wellbeing.

4.2 Line Managers are responsible for:

- Following the school's mental health and wellbeing sickness absence management toolkit i.e. top 10 tips for managing stress / mental health and wellbeing (Appendix 5);
- Encouraging a workplace culture where mental health, wellbeing and physical wellbeing are regarded as equally important;
- Taking an early intervention approach to managing mental ill-health through referrals to Occupational Health, use of counselling and listening to staff via Schools Advisory Service, welcome back to work interviews etc.;
- Completing appropriate e-learning training in order to recognise and resolve work-related issues at individual and team level where possible;
- Carrying out risk assessments on employees / teams to identify any hazards that could give rise to mental health issues and act upon these hazards to eliminate or minimise them where practicable (Appendix 6);
- Managing risks before an individual resumes their duties where any absence is thought to be due to work-related issues;
- Ensuring employees are fully trained to do their job and understand their role;
- Effective communication with employees, particularly when there are organisational and procedural changes;
- Liaising with SLT and Occupational Health to maximise support to employees who have mental health issues;
- Managing absence in accordance with the Policy;
- Ensuring employees are managing the demands of the job by monitoring workloads, working hours and monitoring absence;
- Ensuring that bullying and harassment is not tolerated within their work area;
- Ensuring that employees returning to work after a period of absence due to mental ill-health are treated in a sensitive and sympathetic manner;
- Carrying out exit interviews.

4.3 Employees are responsible for:

- Reporting to their line manager or link SLT member any risk to mental health within the workplace that may pose a risk to themselves or others;
- Supporting their colleagues if they are experiencing poor mental health, encouraging them to talk to their manager;
- Seeking support from their G.P. or other appropriate agencies;
- Co-operating with line managers and SLT with regards to any appropriate measures to make their work less stressful;
- Using the school's support, supervision and counselling services appropriately;
- Recognising the principles of importance of work life balance;
- Completing e-learning training courses on stress awareness;
- Attend Mental Health First Aid training where appropriate;
- Being actively involved in the stress risk assessment process;
- Taking positive steps to safeguard their own mental health.

If an employee is concerned that a line manager may be the cause of stress, he/she should approach a more senior manager, Trade Union representative as determined by the employee and in full confidence, for support in relation to his/her concerns.

4.5 The Occupational Health Service (Vale of Glamorgan Council) is responsible for:

- Providing a confidential service where employees experiencing mental health difficulties can seek advice and support;
- Advising employees about treatment options to help them overcome problems;
- Liaising with line managers, with the employee's consent, where work-related factors might be a contributory factor in causing an individual's mental health problems;
- Promoting the health and wellbeing of employees through regular health promotion activities, health fairs, links with external organisations etc.;

Occupational Health will instigate activities for the following events:

- Time to Talk Day in February – a day when everyone is encouraged to have a conversation about mental health;
- Mental Health Awareness Week during May – each year the Mental Health Foundation uses this week in the calendar to work with people and organisations across the UK to help raise awareness of important public mental health issues which are often neglected;
- National Stress Awareness Day in November.

4.6 SLT is responsible for:

- Monitoring the application of this policy to ensure it is applied with consistency;
- Offering advice and support for managers in dealing with instances of mental ill-health at work;
- Monitoring and evaluating recruitment practices in relation to equal opportunities;
- Participating in the VoG Council's plan to reduce stressors and promote positive mental health;
- Assisting in monitoring the effectiveness of measures to address mental ill-health by collating sickness absence statistics;
- Liaising with managers over return to work arrangements following a period of absence;
- Facilitating the provision of suitable training courses for managers and employees.

4.7 Trade Union Safety Representatives must be:

- Consulted on major changes to work practices or work design where potential mental health issues could prove problematic, either via individual managers who are making changes in their sections/divisions, or via Health and Safety Committees on Council-wide issues;

- Able to consult with members on the issue of mental ill-health and encourage them to seek help where appropriate.

5. THE LEGAL POSITION

Employers have legal obligations towards their staff; the main areas of legislation are:

- The Health and Safety at Work etc Act 1974 requires employers to ensure, so far as is reasonably practicable, the health, safety and welfare of all employees. Health means mental as well as physical health;
- Employees have a legal duty to take reasonable care for the health and safety of themselves and other persons who may be affected by their acts or omissions, to co-operate with their employer to carry out certain duties/requirements and not to intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety or welfare.
- Employers have a Duty of Care not to act negligently in relation to an employee's physical and mental health. When there is a foreseeable risk of mental or physical injury to an employee arising from stress at work, the manager must act reasonably and prudently giving positive thought to the safety of employees in the light of what is known about the employee's state of health. The **Management of Attendance** and anti-harassment and bullying policies will also need to be considered;
- The Management of Health and Safety at Work Regulations 1999 requires employers to assess the risks to health of employees and to take appropriate preventative or protective measures to remove or reduce the risks. Risk assessments must take into account risks of stress in the workplace;
- The Equality Act 2010 – if the mental health condition has a substantial, long-term adverse effect on someone's ability to carry out normal day-to-day activities then they may be covered by the Equality Act.
- The Public Sector Equality Duty requires all public authorities to prioritise action to address the most significant inequalities within their remit (including disability) and take actions that are likely to deliver the best equality outcomes. In doing so the duty is an important mechanism through which mental health discrimination and stigma can be tackled more effectively.
- The Human Rights Act regulates the relationship between individuals and public authorities to ensure people are treated fairly and with dignity and respect.

6. EMPLOYEE MENTAL HEALTH CHAMPIONS

It makes sense to support employees who are struggling with mental health problems. Research shows that if supported, they will become more loyal, engaged and motivated, which can only be good for business.

Time to Change Wales (TTCW) provides training to employees who want to become Champions. The purpose of the role is to help implement and support the Council's Pledged TTCW Action Plan through raising awareness of wellbeing activities, promoting healthy lifestyles and positive mental health. Champions will know their work areas and colleagues so will be best placed to know what will work best in that environment and can pick out resources that fit their local environments.

Employee Champion training is NOT:

- Preparation to be a Mental Health First Aider;
- Training to become a counsellor;
- Mental Health Awareness training.

Requirements of the role:

- An enthusiasm for and interest in wellbeing generally, but mental health specifically, to improve the working environment and support engagement;
- Being approachable and willing to help;
- A basic understanding of healthy lifestyles, health promotion and signposting to other helpful organisations;
- Keen to keep up-to-date with activities within the Council's Wellbeing Programme, attend the occasional training event / meeting and collaborate with others.

Examples of Employee Champion activities:

- Promoting health campaigns e.g. World Mental Health Day, Stress Awareness Day etc.;
- Encouraging colleagues to participate in the Council's wellbeing initiatives / challenges;
- Involvement in events and collaborative working with other Champions, across the Council and other organisations;
- Role modelling and promoting a healthy culture within the workplace;
- Organising activities e.g. a lunch time walk, book club or hobby group;
- Signposting colleagues to relevant services.

Mental Health Champions will be appointed as and when required.

7. MONITORING

This policy has been subject to an Equality Impact Assessment to ensure that there is no discrimination in the way that it is designed, developed or delivered and ensures equality of opportunity is promoted.

Management interventions and this policy will also be monitored via health and safety audits, sickness absence records, occupational health referrals, exit interviews etc.

8. **REVIEW**

This Policy will be reviewed every four years.

Reviewed by:	SO
Date:	April 2019
Approved by Governing Body:	April 2019

APPENDIX 1

CAUSES OF STRESS

There is no simple way of predicting what will cause harmful levels of stress. Different people respond to different types and levels of pressure in different ways. In general, harmful levels of stress are most likely to occur where:

- People are under excessive or prolonged pressure;
- People feel unable to exert any control or influence over the demands placed on them;
- People are confused by conflicting demands made on them at the same time.

In the workplace stress may be caused by:

- **Organisation:**
 - Overall culture and climate
 - Overall management style
 - Poor communications
 - Unclear work objectives/tasks
 - Lack of training
 - Poor leadership from managers
 - Poor career prospects
 - Uncertainty caused by change
 - Poor staff involvement
 - Lack of motivation
 - Failure to meet motivational aspirations
 - Lack of recognition
- **Work demands:**
 - Workloads (too much or too little)
 - Difficult work tasks
 - Pressure to meet deadlines
 - Poor job satisfaction
- **Relationships:**
 - Emotional demands
 - Prolonged conflict between individuals
 - Sexual or racial harassment
 - Bullying
 - Harassment
 - Staff treated with contempt or indifference
 - Perceived favouritism
 - Lack of communication
 - Inequitable distribution of work
- **Physical conditions:**
 - Excessive noise, heat, humidity or vibration
 - Poor ventilation
 - Poor lighting
 - Poor equipment
 - Poor workstation design
 - Poorly maintained buildings

APPENDIX 2

EFFECTS OF STRESS

Individuals need a certain amount of pressure to remain alert and healthy but when the pressures exceed a person's coping capacity, this can become harmful. Different people react differently to the same level of pressure and it is important that it is recognised that people are individuals and what causes stress to one person may not to another. The experience of stress can involve both physical effects and behavioural effects. They might include any of the following:

- Physical Effects: Increased heart rate
 Gastrointestinal conditions
 Skin conditions
 Headaches
 Lowering of resistance to infection
 Dizziness
 Blurred vision
 High blood pressure

- Behavioural Effects: Increased anxiety and irritability
 Impaired sleeping and concentration
 Verbal or physical aggression
 Competitiveness and impatience
 Reduced attention span
 Impaired memory
 Apathy
 Withdrawal

Individuals may also show a tendency to consume more alcohol, smoke more and use excesses of caffeine, or other stimulatory drugs such as amphetamines.

The physical and behavioural effects of stress are usually short lived and cause no lasting harm. When the pressures recede, there is a quick return to normal. Intense, prolonged or cumulative exposure to pressures can lead to individual and organisational effects as detailed below.

Effects of prolonged stress on the individual may include any of the following:

- Reduced morale/motivation/commitment to work;
- Physical and/or mental ill-health e.g. heart disease, ulcers, depression or migraines;
- Poor judgement;
- Poor relationships with clients;
- Lack of confidence;
- Tension and conflict with colleagues;
- Reduced work performance;
- Increase in sickness absence, in particular frequent short periods of absence.

Organisational effects of stress may include:

- Increased absenteeism and decreased productivity;
- Increased overtime levels compensating for absent colleagues;
- Reduced quality and customer care;
- Increased industrial relations or disciplinary problems;
- High staff turnover;
- Increase in early retirements due to ill-health;
- Further stress on colleagues in work.

APPENDIX 3

REDUCING OCCUPATIONAL STRESS

Staff Support

A confidential, independent counselling service via Schools Advisory Service (SAS) is available to any member of staff. Access to this counselling service is normally by an individual self-referring via the telephone hotline (**01773 814400**). Counselling enables a person to have a chance to talk about any issue, home or work-related, without being interrupted or criticised, to a trained counsellor who will try to help without making decisions or being judgemental. Support is also available from the Occupational Health Service at the vale of Glamorgan Council, the employee's line manager and SLT link.

Risk Assessment

The following are some of the ways in which the likelihood of stress can be minimised and a positive culture with regard to stress can be established wherever possible and practicable within the scope of the relevant role and within available resources:

General Management

- Employees should be given specific, measurable, achievable, relevant and time-related objectives by their managers (as part of the #itsaboutme process);
- Good two-way communication;
- Consultation with employees and Trade Unions in accordance with existing Council procedures, particularly during periods of change;
- Good management support and appropriate training and development of staff including those with high levels of responsibility for the welfare and well-being of people;
- Opportunities for staff to contribute ideas (including, where possible within the scope of their role, the planning and organisation of their own jobs);
- Ensuring staff 'appraisal' is used to identify and to address problems of stress e.g. examining workload, ensuring tasks can be done, looking for any imbalance between demands, skills and resources.

Organisation of Work

- Ensuring that objectives and other people's expectations are clear;
- Ensuring that, where possible, individuals are involved in the setting of objectives;
- Providing training and information, where required, for staff to perform at least to satisfactory levels;
- Trying to ensure individuals have work tasks which contain a variety of pace, method and skill;
- Trying to ensure work tasks provide feedback on performance;
- Being flexible enough to allow individuals a degree of control in their own jobs;
- Ensuring a systematic approach to planning and time management;

- Addressing peaks and troughs in workload where possible.

Relationships at Work

- Encouraging and promoting mutual trust and respect between employees and Councillors where each acknowledges the other's roles, rights and responsibilities;
- Requiring acceptable standards of behaviour;
- Training, where necessary, in interpersonal skills;
- Ensuring Council's requirements with regard to dealing with interpersonal conflict, bullying, racial and sexual harassment are followed and complaints are appropriately and properly investigated.

The Job

- Ensuring tasks are well defined and responsibilities clear;
- Providing as much variety as possible;
- Ensuring proper use of skills;
- Providing appropriate training for all staff and particularly those dealing constantly with the public;
- Setting targets that are challenging but achievable;
- Matching the job and the person through appropriate recruitment and selection procedures and training.

The Work Environment

A work environment that is uncomfortable, unsafe or unhealthy can cause stress or add to the stress caused by other factors. To help minimise such problems, ensure:

- High standards of health and safety are achieved;
- The workplace layout is suitable for the type of work;
- There is a good working environment including good lighting, ventilation, enough space, thermal comfort and noise is controlled;
- New work equipment is introduced with staff consultation, where necessary, and that it is suitable for the job, user and environment.

APPENDIX 4

FIVE STEPS TO MENTAL WELLBEING

Evidence suggests there are five steps we can all take to improve our mental wellbeing – you may feel happier, more positive and able to get the most from life:

Connect – connect with the people around you: your family, friends, colleagues and neighbours. Spend time developing these relationships; strong relationships with family and friends allow us to share our feelings and know that we are understood. They provide an opportunity to share positive experiences and can give us emotional support. They give us a chance to support others – something else that is known to promote mental wellbeing. There's also evidence that wellbeing can be passed on through relationships. Being around people with strong mental wellbeing can improve your own mental wellbeing.

There are lots of ways to build stronger and closer relationships:

- If possible, take time each day to be with your family. This could include a fixed 'family time' each day;
- Arrange a day out with friends you haven't seen for a while;
- Switch off the TV and play a game with the children, or just talk;
- Make the effort to phone people sometimes – It's all too easy to get into the habit of only ever texting, messaging or emailing people;
- Speak to someone new today;
- Have lunch with a colleague;
- Visit a friend or family member who needs support or company;
- Volunteer at a local school, hospital or community group;
- Make the most of technology – video chat apps like Skype and Face Time are a great way of staying in touch with friends and family, particularly if you live far apart.

Be active – you don't have to go to the gym. Take a walk, go cycling or play a game of football. Find an activity that you enjoy and make it a part of your life. Physical activity:

- Can help people with mild depression; evidence shows that it can also help protect people against anxiety;
- Is thought to cause chemical changes in the brain which can help to positively change our mood;
- Can improve wellbeing because it brings about a sense of greater self-esteem, self-control and the ability to rise to a challenge.

Adults aged 19 and over should do at least 150 minutes of moderate-intensity aerobic activity – such as fast walking or cycling – a week. There's lots of information and advice on NHS Choices website to help you get active. In addition, the Council's Employee Assistance Programme (EAP) supplies access to a website and mobile app (Care First 'Zest') which provides free interactive health and personal fitness support.

Keep learning – learning new skills can give you a sense of achievement and a new confidence. People who carry on learning after childhood report higher wellbeing and a greater ability to cope with stress. They also report more feelings of self-esteem, hope and purpose.

If you want to make learning a bigger part of your life, it helps to think about learning in the broadest sense. Classes and formal courses are great ways to learn new things, but there are lots of other ways too. You might:

- Learn to cook a favourite dish that you've never eaten at home;
- Visit a gallery or museum and learn about a person or period in history that interests you;
- Take on a new responsibility at work;
- Fix that broken bike or garden gate. Once you've done that, how about setting yourself a bigger DIY project?
- Sign up for a course you've been meaning to do at a local college / evening class;
- Rediscover an old hobby that challenges you.

Give to others – sometimes, we think of wellbeing in terms of what we have: our income, our home or car, or our job. But evidence shows that what we do and the way we think have the biggest impact on mental wellbeing.

Giving can take lot of different forms, from small everyday acts to larger commitments.

Today, you could:

- Say thank you to someone for something they've done for you;
- Phone a relative or friend who needs support or company;
- Ask a colleague how they are and really listen to the answer;
- Offer to lend a hand if you see a stranger struggling with bags or a pushchair.

This week, you could:

- Arrange a day out for you and a friend or relative;
- Offer to help a relative with DIY or a colleague with a work project;
- Sign up to a mentoring project, in which you give time and support to someone who will benefit from it;
- Volunteer in your local community, such as helping out at a local school, hospital or care home.

Be mindful – be more aware of the present moment, including your thoughts and feelings, your body and the world around you. Some people call this awareness 'mindfulness'. It can positively change the way you feel about life and how you approach challenges. Mindfulness is recommended by the National Institute for Health and Care Excellence (NICE) as a way to prevent depression in people who have had three or more bouts of depression in the past.

Reminding yourself to take notice of your thoughts, feelings, body sensations and the world around you is the first step to mindfulness:

- Notice the everyday – even as we go about our daily lives, we can notice the sensations of things, the food we eat, the air moving past the body as we walk. All this may sound very small, but it has huge power to interrupt the ‘autopilot’ mode we often engage day to day, and to give us new perspectives on life;
- Keep it regular – it can be helpful to pick a regular time – the morning journey to work or a walk at lunchtime – during which you decide to be aware of the sensations created by the world around you;
- Try something new – such as sitting in a different seat in meetings or going somewhere new for lunch – it can help you notice the world in a new way;
- Watch your thoughts – some people find it very difficult to practice mindfulness. As soon as they stop what they’re doing, lots of thought and worries crowd in. It might be useful to remember that mindfulness isn’t about making these thoughts go away, but rather about seeing them as mental events. Imagine standing at a bus station and seeing ‘thought buses’ coming and going without having to get on them and be taken away. This can be very hard at first, but with gentle persistence it is possible;
- Name thoughts and feelings – to develop an awareness of thought and feelings, some people find it helpful to silently name them;
- Free yourself from the past and future – you can practise mindfulness anywhere, but it can be especially helpful to take a mindful approach if you realise that, for several minutes, you have been ‘trapped’ in reliving past problems or ‘pre-living’ future worries.

As well as practising mindfulness in daily life, it can be helpful to set aside time for a more formal mindfulness practice.

Mindfulness meditation involves sitting silently and paying attention to thoughts, sounds, the sensations of breathing or parts of the body, bringing your attention back whenever the mind starts to wander.

Yoga and tai-chi can also help with developing awareness of your breathing.

Mindfulness isn’t the answer to everything and it’s important that our enthusiasm doesn’t run ahead of the evidence. There’s encouraging evidence for its use in health, education, prisons and workplaces, but it’s important to realise that research is still going on in all of these fields.

APPENDIX 5

MENTAL HEALTH & WELLBEING SICKNESS ABSENCE MANAGEMENT TOOLKIT

TOP 10 TIPS FOR MANAGING STRESS / MENTAL HEALTH & WELLBEING

Occupation Health (OH) Referral	Employees away from work due to mental ill-health should be referred to OH
Schools Advisory Service (SAS)	The services are available both online and through a telephone number:01773 814400, they can be contacted 24 hours a day, 7 days a week.
Reasonable Adjustments	Managers should complete a stress risk assessment when an employee returns to work from a period of sickness absence relating to mental ill-health. The aim of this assessment is to put in place any appropriate adjustments to facilitate an effective return to work.
Phased Return to Work Programme	Occupational health will advise on the suitability of a phased return to work for an employee who has been away from work due to mental ill-health. Phased returns can be agreed for up to 4 weeks with the employee required to work a minimum of 50% of their normal hours initially, returning to normal contracted hours by the end of the agreed phased return period. To assist the phased return, the hours of work will be made up to full contracted hours using a maximum of 10 additional Supported Leave days (pro rata for part time employees). Any additional time needed to the Supported Leave will be by the use of annual leave. In some circumstances annual leave may be used for the phased return.
Training	A number of courses are available for through the Vale of Glamorgan for employees that include: <ul style="list-style-type: none">• Stress Awareness / Resilience Training – managing stress in oneself;• Stress Management Training – managing stress in others including the completion of stress risk assessments These courses can be booked via the Corporate OD & Learning Team on 883 864 / 01446 709864

APPENDIX 6

HSE MANAGEMENT STANDARDS

HSE's Management Standards represent a set of conditions that, if present:

- Demonstrate good practice through a step-by-step risk assessment approach;
- Allow assessment of the current situation using pre-existing data, surveys and other techniques;
- Promote active discussion and working in partnership with employees and their representatives, to help decide on practical improvements that can be made;
- Help simplify risk assessment for work-related mental ill-health by:
 1. Identifying the main risk factors;
 2. Helping employers focus on the underlying causes and their prevention;
 3. Providing a yardstick by which organisations can gauge their performance in tackling the key causes of mental ill-health.

They cover six key areas of work design that, if not properly managed, are associated with poor health, lower productivity and increased accident and sickness absence rates. The Management Standards are:

- Demands – this includes issues such as workload, work patterns and the work environment;
- Control – how much say the person has in the way they do their work;
- Support – this includes the encouragement, sponsorship and resources provided by the organisation, line management and colleagues;
- Relationships – this includes promoting positive working to avoid conflict and dealing with unacceptable behaviour;
- Role – whether people understand their role within the organisation and whether the organisation ensures that they do not have conflicting roles;
- Change – how organisational change (large or small) is managed and communicated in the organisation.