ATLAS MULTI-ACADEMY TRUST	**ATLAS Multi Academy Trust**

EMPLOYEE WELLBEING AND WORKPLACE STRESS POLICY	

Trust sub-committee: Standards Committee	
Co-ordinator: Mrs M Chapman	
Last Reviewed: New Policy	**Next Review: Summer 2021**
St Albans Girls' School : Beech Hyde Primary School and Nursery : The Adeyfield Academy	
Signed by: **Margaret Chapman** *Executive Head Teacher*	**Signed by:** **Rachael Kenningham** *Chair of ATLAS Board of Directors*

Changes since last version: This is a new policy.

In this policy the Headteacher or Principal will be referred to as the Headteacher.

	1. **RATIONALE**
	This policy covers the Trust's commitment to employee health, the responsibilities of Trust leaders and others for maintaining psychological health, health promotion initiatives, communicating and training on health issues, the range of support available for the maintenance of mental health and organisational commitment to handling individual issues. This policy sets out how the Trust fulfils its legal obligations, the responsibilities of different functions and specialists and the range of services available to help employees maintain health and wellbeing. The Trust recognises that wellbeing and performance are linked. Improving employees' ability to handle pressure and to balance work and home life will ultimately lead to improved individual and organisational performance. This policy applies to all employees of the Trust. It does not form part of any employee's contract of employment and it may be amended at any time. This guidance applies to all employees of the school.
	2. **RESPONSIBILITIES**
2.1	**TRUST** The Trust recognises its legal duty of care to employees to promote health at work. The Trust will ensure that its policies and practices reflect this duty and create a working environment where potential work-related stressors, as far as reasonably practicable are avoided, minimised or mitigated through good management practices.

2.2	**LEADERS** Leaders should ensure that employees understand their role within the team and receive the appropriate information and support to do their job. Leaders should also familiarise themselves with the Trust's policies on diversity and tackling inappropriate behaviour in order to support staff. In particular, leaders are expected to ensure that they take steps to reduce the risks to employee health and wellbeing by: • ensuring that the right people are recruited to the right jobs and that a good match is obtained between individuals recruited and job descriptions/specifications; • keeping employees in the team up to date with developments at work and how these might affect their job and workload; • ensuring that employees know who to approach with problems concerning their role and how to pursue issues with senior management; • making sure jobs are designed fairly and that work is allocated appropriately between teams; and • ensuring that work stations are regularly assessed to ensure that they are appropriate and fit for purpose.
2.3	**SENIOR LEADERSHIP TEAM/GOVERNING BODY/BOARD OF TRUSTEES** Leaders in liaison with the governing body/ board of trustees will develop Trust-wide policies and procedures to support the wellbeing of employees. Leaders will assist managers in supporting individuals and liaise with occupational health (OH) as needed, with the objective of helping employees to maintain good psychological health.
2.4	**EMPLOYEES** Employees must take responsibility for managing their own health and wellbeing, by adopting good health behaviours (for example in relation to diet, alcohol consumption and smoking) and must raise concerns with their manager if they feel that there are work issues that are causing them stress or having a negative impact on their wellbeing. Employees must take responsibility for developing their own skills as one of the means to enable them to work effectively in their team and so reduce of the risk of stress.
2.5	**OCCUPATIONAL HEALTH** The Trust subscribes to an OH service, Optima Health. OH professionals will work with Trust leaders to provide a comprehensive service designed to help employees stay in work or to return to work. This will include preparing medical assessments of individuals' fitness for work following referrals from the Trust, liaising with GPs and working with Trust's to help employees to retain employment.
3.	**HEALTH PROMOTION INIATIVES**
3.1	From time to time the Trust may develop and run a range of health promotion initiatives designed to raise awareness of health and lifestyle issues affecting mental health and wellbeing. Employees will also be encouraged to establish clubs and groups designed to foster wellbeing, for example lunchtime walking or dancing clubs. Other measures available to support employees in maintaining health and wellbeing may include : • an employee assistance programme; • a mental health first-aid programme; • procedures for reporting and handling inappropriate behaviour; • a lifestyle management programme; • a stress management/handling pressure guidance and support; • special leave arrangements; • opportunities for flexible working; and • support for workers with disabilities.

4.	**TRAINING AND SUPPORT**
4.1	Managers and employees should regularly discuss individual training needs to ensure that employees have the necessary skills to adapt to changing job demands, this will usually be focused on internal support, often relatively simplistic in nature and most commonly developed to cover all staff as new initiatives are introduced. Managers and employees are encouraged to participate in communication/feedback exercises, including stress audits and staff surveys. All employees are expected to be aware of the importance of effective communication and to use the media most appropriate to the message, for example departmental/team meetings, one-to-one meetings, electronic communications and organisation-wide methods. The Trust will seek to ensure that structures exist to give employees regular feedback on their performance, and for them to raise concerns.
5.	**OCCUPATIONAL HEALTH SUPPORT**
5.1	If employees believe that their work, or some aspect of it, is putting their wellbeing at risk they should, in the first instance, speak to their manager. The discussion should cover workload and other aspects they find to be a struggle, this may lead to the identification of training/support needs. A referral to the occupational health team may be made if this is considered appropriate after an employee's initial discussion with their manager. Discussions between employees and the occupational health professionals are confidential, although the occupational health team will provide a report on the employee's fitness to work. This report will contain any recommended adaptations to the working environment, for consideration by the referring manager.
6.	**MANAGING WORK RELATED STRESS**
6.1	Employers have a legal duty to manage the risks to employees' health and safety, including the risks arising from stress. Addressing workplace stress has numerous benefits - from a healthier and more engaged workforce to a reduction in staff turnover and sickness absence. The purpose of this guidance is to: • raise awareness of the organisation's duty of care to employees; • provide managers with an understanding of workplace stress and potential causes; • guide managers in addressing causes and considering relevant measures to control any risk to health from workplace stress; • promote practical steps in supporting employees who are experiencing workplace stress.
6.2	**WHAT IS WORKPLACE STRESS?** Stress is defined by the Health & Safety Executive (HSE) as "the adverse reaction people have to excessive pressures or other types of demand placed upon them". This definition does not portray stress and pressure as one and the same. It is widely recognised that pressure has a positive influence on performance and wellbeing if managed correctly, whereas excessive pressure can be detrimental to the mental and physical health of an employee. Both the organisation and the employee should identify at what point pressure may become excessive and implement reasonable measures to address any detrimental impact on the health of their employees.

	It is reasonable for managers to assume that in any workplace there will be periods that are more pressurised than others and that in an educational setting:
	- employees should anticipate periods of increased pressure at defined times during the normal academic cycle, for example around exams; - Most employees are psychologically capable of withstanding reasonable pressures at work; - sustained and excessive work pressures may lead to anxiety, depression and a poor work-life balance.
6.3	**POTENTIAL CAUSES OF WORKPLACE STRESS** Stress is determined by a person's perception of a situation or stressor and therefore causes of stress differ between individuals. The HSE identifies six factors which, when spoken about openly and honestly, can help uncover the real causes of workplace stress: Demands; Control; Support; Relationships; Role; Change.
6.4	**DEMANDS** Do employees perceive they are able to cope with the demands of their jobs? This includes issues such as workload, work patterns and the work environment. The impact of high demands can be reduced if the employee is able to have a high level of control over their work.
6.5	**CONTROL** Do employees perceive they receive adequate information and support from their colleagues and managers? Consider how much say the person has in the way they do their work. The impact of high demands and low control can be reduced by having high levels of support, either from colleagues or from you as their manager.
6.6	**SUPPORT** Do employees perceive they receive adequate information and support from their colleagues and managers? Support can range from a simple conversation to an occupational health referral or a signpost to the organisation's employee assistance programme.
6.7	**RELATIONSHIPS** Do employees perceive they are subjected to unacceptable behaviours at work? This includes promoting positive working to manage conflict and deal with unacceptable behaviour. Relationships can be one of the biggest sources of stress, especially where there are perceptions of bullying and harassment.
6.8	**ROLE** Do employees perceive there to be a lack of understanding around their own role and responsibilities? This could include whether or not the employee understands their role, how they fit into the team and how they contribute to the wider business. Taking time to have a simple conversation often leads to clarification and a greater understanding of both the perceived problem(s) and the expectations of management.
6.9	**CHANGE** Do employees have a perception of disengagement from organisational change? Consider how organisational change (large or small) is managed and communicated. Change does not have to be at an organisational level to have an impact on individuals or teams: staff turnover, new managers or changes in the type of work or technology used by the team can be equally as stressful.

	The HSE website offers an Education Talking Toolkit to help employers take the first step in starting conversations with employees about stress and mental health. Conversation templates are provided covering each of the above causes of workplace stress. This is also available on the MIND Gateway: https://campaigns.hse.gov.uk/go-home-healthy/work-related-stress/stress-in-education/ https://www.hse.gov.uk/gohomehealthy/assets/docs/StressTalkingToolkit.pdf https://www.mentalhealthatwork.org.uk/toolkit/workplace-stress-fulfilling-your-responsibilities-as-an-employer/
7.	**RECOGNISING SYMPTOMS OF STRESS**
7.1	Symptoms of workplace stress are many and varied depending on the individual and their circumstances. The below non-exhaustive list of common symptoms provides a guide to help in identifying workplace stress and general mental health conditions.
7.2	**THE WAY AN EMPLOYEE ACTS** • taking more time-off work • arriving at work later than usual • appearing nervous and agitated • underperforming in their role • distracted or preoccupied behaviour that is out of character
7.3	**THE WAY AN EMPLOYEE FEELS:** • withdrawn • isolated • loss of motivation • loss of appetite/overeating • emotional reactions – crying, tearful
7.4	**WHAT ACTION TO TAKE** As a manager, if you have specific concerns about an individual's wellbeing or you recognise possible signs and symptoms of workplace stress, it is important that these are addressed at an early stage. Hold a one-to-one meeting or have an informal discussion with your employee to open up the conversation. The following tips will guide you (see appendix 2 for words to use): • meet in a private, confidential setting • be clear about confidentiality, and that you have a duty as a manager to disclose information if you suspect the employee could cause harm to themselves (or others) • use open questions when talking to the employee to help them open up. A good starting point is to simply ask them how they feel • listen to what the employee says: do not make judgements or assume everyone deals with stress in the same way • ask the employee whether there are any problems at work (or outside of work) impacting upon their wellbeing that they wish to talk about • Consider and discuss a referral to Occupational Health if you feel further advice is required, particularly where mental health issues have been disclosed or are apparent • signpost the employee to interventions which can offer further support, encouraging them to make contact and obtain further support The following tools used either before or during the meeting can help to open up conversation or help you frame and focus the conversation:

	- Ask the employee to consider and complete the Individual Stress Assessment form (appendix 1) to help them think about what is causing them stress at work. Use this form to have a conversation about the issues and agree solutions - Use the HSE's Education Talking Toolkit to open up the conversation as above - Use the Mental Health First Aid England (MHFA) *Address Your Stress* toolkit https://www.mentalhealthatwork.org.uk/resource/address-your-stress-toolkit/?read=more to allow the employee to view stress as a natural part of working life and to focus on which parts need to be addressed specifically. MHFA England also provides a range of training to empower people to care for themselves and others so you may consider investing in this.
7.5	**ROLES AND SUGGESTED RESPONSIBILITES** Employee: - apply reasonable management of their own emotional wellbeing at work - collaborate with line managers and Occupational Health professionals to agree appropriate support and reasonable management action - raise concerns with line managers, actively proposing realistic solutions and remedies whilst applying consideration to the needs of the business - use the individual stress assessment form (appendix 1) to list and qualify concerns Manager: - support individuals who submit a completed Individual Stress Assessment form (appendix 1) to report workplace stress. Ask relevant questions to identify and discuss stressors. Support early resolution where possible through short term measures such as reasonable adjustments - complete a wellbeing action plan (appendix 3) in liaison with the employee, to record workplace stressors and document what action is already being taken to reduce the risk of stress, including what further action is required - implement reasonable management strategies identified by the wellbeing action plan - continually review wellbeing action plan as appropriate - consider implementing reasonable adjustments recommended by Occupational Health professionals ensuring that they are realistic and do not cause long-term detriment to school
7.6	**SUPPORT AVAILABLE** **Employee Assistance Programme:** Employee Assistance Programmes (EAP) is an employee benefit schemes available to employers. It is intended to help employees deal with personal problems that might adversely impact their work performance, health and overall wellbeing. EAP includes 24-hour telephone support for employees, trauma management, short-term face to face counselling sessions and a selection of wellbeing workshops. **Confidential Support and advice services:** **Mind** is a mental health charity providing advice and support to anyone experiencing a mental health problem. The Mind website provides supportive and reliable information to anyone and aims to empower people to understand their condition and the choices available to them. Mind offers an **Infoline** which provides callers with confidential help - http://www.mind.org.uk/ **Mental Health at Work** is an online gateway, developed by Mind, that provides employers with advice and tools needed to support the mental health of staff. The site brings together resources, toolkits, blogs and case studies into one place. https://www.mentalhealthatwork.org.uk/

Mind in Mid-Herts provide a one-stop shop to improve emotional and physical wellbeing and have 4 offices across Hertfordshire (Stevenage, St Albans, Hertford, Welwyn Garden City). The centres offer a range of services, including self-help groups, training courses and exercise programmes https://mindinmidherts.org.uk/about-us/

Rethink Mental Illness is a network of local groups and services and expert information challenging attitudes and helping people living with conditions like schizophrenia, bipolar disorder, personality disorders http://www.rethink.org/

Depression Alliance has 40 years' experience working closely with healthcare professionals and government agencies to improve local services and to ensure a healthier, happier life for those affected by depression http://www.depressionalliance.org/

Time to Change is England's biggest programme to challenge mental health stigma and discrimination http://www.time-to-change.org.uk/

Education Support Network – provides support to all those working in the education sector, recognising that many of the issues faced in education are universal: workload, stress, student behavioural problems, work life balance. As well as a website there is a telephone helpline (08000 562 561) for crisis situations http://www.educationsupport.org.uk/

8.	**MENOPAUSE GUIDANCE**

The Trust has a duty to provide a safe working environment for all employees and therefore should ensure that reasonable adjustments and additional support are available to those experiencing menopausal symptoms.

8.1	**REASONABLE ADJUSTMENTS** **Temperature control:** In so far as is reasonable the Trust will attempt to provide comfortable working temperatures for employees. This may include flexibility with the application of any dress code in place however this should still be balanced against reasonable requirements the Trust has such as health and safety considerations regarding footwear. The provision of accessible chilled water, ensuring that windows can open safely, ensuring that there are blinds that work, and the provision of desk fans may be adaptions the Trust can reasonable implement. **Flexible working:** It may be necessary for the Trust to discuss the possibility of making a flexible working request. This would potentially help support a number of the common symptoms of the menopause. Requests for flexible working could include employees asking for: • a change to the pattern of hours worked; • a reduction in working hours; or • more frequent breaks. Depending on the circumstances, requests may be approved on a permanent or temporary basis.
9.	**RELATIONSHIPS WITH OTHER POLICIES**
9.1	This employee wellbeing policy should be read in conjunction with other policies, procedures and guidance we share covering: health and attendance; special leave; flexible working; bullying and harassment; and the management of work-related stress.

10. LINKS TO EXTERNAL ORGANISATIONS	
10.1	ACAS booklet on health and wellbeing that sets out the components for a healthy workplace https://www.acas.org.uk/health-and-wellbeing MIND gateway Mental Health at Work: your first stop for better mental health at work https://www.mentalhealthatwork.org.uk

Appendix 1

Individual Stress Assessment Form (employees)
Consider the statements and tick the answer that matches how you feel.

		Never	Rarely	Sometimes	Often	Always
1	I am clear what is expected of me at work					
2	I can decide when to take a break					
3	Different groups at work demand things from me that are hard to combine					
4	I know how to go about getting my job done					
5	I am subject to personal harassment in the form of unkind words or behaviour					
6	I have unachievable deadlines					
7	If work gets difficult, my colleagues will help me					
8	I am given supportive feedback on the work I do					
9	I have to work very intensively					
10	I have a say in my own work speed					
11	I am clear what my duties and responsibilities are					
12	I have to neglect some tasks because I have too much to do					
13	I am clear about the goals and objectives for my department					
14	There is friction or anger between colleagues					
15	I have a choice in deciding how I do my work					
16	I am unable to take sufficient breaks					
17	I understand how my work fits into the overall aim of the organisation					
18	I am pressured to work long hours					
19	I have a choice in deciding what I do at work					

		Never	Rarely	Sometimes	Often	Always
20	I have to work very fast					
21	I am subject to bullying at work					
22	I have unrealistic time pressures					
23	I can rely on my line manager to help me out with a work problem					
24	I get help and support I need from colleagues					
25	I have some say over the way I work					
26	I have sufficient opportunities to question managers about change at work					
27	I receive the respect at work I deserve from my Colleagues					
28	Staff are always consulted about change at work					
29	I can talk to my manager about something that has upset or annoyed me about work					
30	My working time can be flexible					
31	My colleagues are willing to listen to my work related problems					
32	When changes are made at work, I am clear how they will work out in practice					
33	I am supported through emotionally demanding work					
34	Relationships at work are strained					
35	My line manager encourages me at work					

If you have any additional areas of concern not covered by this form please note them here:

Appendix 2

Conversations about workplace stress and mental health

Questions to ask	Phrases to avoid
How are you feeling at the moment?	You're clearly struggling
I've noticed you don't seem to be your usual self, you seem to be a bit down/upset/under pressure/frustrated/angry etc. Is everything OK?	You need to drop this mood; it's affecting others within the team.
I've noticed you've been late (quite) a few times recently, is everything OK?	Your timekeeping is poor; I'll be keeping my eye on things going forward.
I've noticed your books haven't been marked in a while and you're usually great at keeping on top of this. Is everything OK?	Your performance is unacceptable at the moment.
What would you like to happen? How? Is there anything I can do to help?	What do you want?
What support do you think you might help?	We're all in the same boat here. Who do you expect to pick up the work you can't manage?
Have you spoken to your GP or looked anywhere else for support?	What do you expect me to do?

As per the Disability Discrimination provision of the Equality Act 2010, it is important to note that the employee is not required to tell you about a health condition or disability; however you can put it to them that should they not disclose a problem, it is hard for you to make workplace adjustments around it.

It should be further noted that if you break confidentiality this could be a breach of the Disability Discrimination provision of the Equality Act 2010.

If you have concerns about yours skills in handling these difficult conversations, then consider developing these skills as part of your professional development. Check the HfL website for further information on Training and Events

Wellbeing Action Plan

Use this form to assess the level of stress to individuals whilst carrying out their day to day role or following a period of intensive activity or change within the school or establishment. Review and tailor the contents of this generic wellbeing action plan to meet your setting's individual circumstances.

Record what action you are already taking to reduce the risk of stress and what further action is required. Record any other significant findings and actions required to reduce risk further where existing controls are insufficient, assigning the actions to an appropriate manager.

NB – if an individual advises that they are suffering from stress or has a period of ill health absence due to stress a separate occupational health assessment should be carried out.

Establishment:	Assessment by:	Date:
Employee ref:	Manager Approval:	Date:

What are the hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Action by who	Action by when	Completed
Are there excessive job demands? **Workload, work patterns and work environment** **Dealing with bad behaviour** **Ofsted inspections**	**Staff** **Ill health may result: anxiety, depression.** **Illness may lead to absence from work**	• Performance management process in place • Regular meetings with staff, both team meetings and one to one/ performance management which would discuss and anticipate workload. • Ensure that skills and abilities are correctly matched to job (person spec and job description) • Head / Managers monitor sickness absence data and staff turnover rates				

What are the hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Action by who	Action by when	Completed
		• Work environment concerns, e.g. temperature, ventilation, noise, are taken seriously and investigated • Times and lengths of meetings agreed and adhered to. A limit to after-school meetings as far as reasonable • Staff have an opportunity to take a genuine break at lunch time • Ensure teachers and middle leaders in particular maintain a reasonable work life balance • Governing bodies have considered how they can support the headteacher in terms of work-life balance, new models of leadership, leadership time, career coaching and professional development opportunities				
Control – how much say a person has in the way they do their work	Employees Ill health (depression, anxiety) leading to absence from work.	• Staff encouraged to use their skills and initiative to do their work • Staff encouraged to develop new skills to help them. Undertaken new and challenging pieces of work • Staff consulted over their work patterns or changes to their work patterns				

What are the hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Action by who	Action by when	Completed
		• Consideration of the workload impact of each new initiative **before** it is introduced • PPA time in operation, reliable and can be completed offsite • Scope for flexible working arrangements considered				
Support – includes the encouragement and resources provided	Employees Ill health (depression, anxiety) leading to absence from work.	• Employees are supported through school policies and procedures • Regular team meetings / one-to-ones to discuss emergent issues • Staff are aware of the support that is available to them • Staff receive regular constructive feedback as part of their performance management • Identification of any training needs conducted through performance management • Staff can access CPD on a fair and equitable basis • Mentoring and coaching available where necessary • Schools have the option of buying into the Employee Assistance Programme provided by PPC				

What are the hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Action by who	Action by when	Completed
		Worldwide (Positive People Company). It offers online, telephone and face to face counselling on a range of personal and professional themes • Headteacher support service – confidential support service provided for headteachers				
Role – whether people understand their role and the school ensures there are not conflicting roles	Employees Ill health (depression, anxiety) leading to absence from work.	• Staff understand their role and are suitably trained • Performance management used to help individuals clarify their role and priorities • Standards of performance agreed • New employees receive adequate induction into their role and objectives • Recruitment process in place with Job Descriptions and Person Specifications • Effective system of induction for new and supply staff				
Change – how organisational change (large or small) is managed and communicated	Employees Ill health (depression, anxiety) leading to absence from work.	• Staff made aware of why change is happening and key steps for change • Realistic timetable set out for change				

What are the hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Action by who	Action by when	Completed
		• Individuals directly affected are involved in the change process • Regular communication and consultation with all those affected • 'open door' policy to help individuals who have concerns • Training provided for new / changed roles				
Relationships – promoting positive working to avoid conflict and dealing with unacceptable behaviour	Employees Ill health (depression, anxiety) leading to absence from work.	• The school promotes positive behaviours: School behaviour policy robust and adhered to • Discipline, grievance and bullying/harassment procedures in place and accessible to staff • Managers are encouraged to deal with and staff encouraged to report unacceptable behaviour • Training provided to help staff deal with difficult situations • Identify ways to celebrate success • Explore team building exercises • Whole school / departmental activities / events held				
Undetected / poorly managed stress	Employees Ill health (depression,	• All incidents of potential / actual workplace stress reviewed				

What are the hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Action by who	Action by when	Completed
Failure to recognise signs leading to more serious ill health **Repeated ill health through poor management**	anxiety) leading to absence from work.	• Advice from HR and/or Occupational Health sought • Sickness absence policy in place and adhered to, return to work • interviews held remedial action taken as appropriate • All staff encouraged to pro-actively raise issues / concerns with their manager / head • Staff awareness of available support improved e.g. counseling, occupational health, GP, employee assistance programmes etc. • School has participated in the wellbeing programme for schools or undertaken HSE survey tool • Exit interviews held				
Assessment review date usually within one year, or earlier in the event of an incident, a change in conditions or if more frequent review is warranted			**dd/mm/20yy**			

ATLAS Multi Academy Trust

Equality Impact Analysis

When reviewing all Trust policies, the following Equality Impact Analysis (EIA) should be undertaken to ensure fairness of the new proposals/policy and to identify any action needed to redress any potential discrimination, positively promoting equal opportunities, improved access and participation for all.

Title of Policy:	Wellbeing Policy
Date:	Summer 2020
EIA carried out by:	Mrs M Chapman
EIA reviewed by:	Standards Committee

Identify the aims and objectives of the policy, what will be the proposed change and how will it be implemented	
Policy contains information about: Overall aims and objectives? What is the proposed change? Who is intended to benefit from the proposal and in what way? Outcomes of the policy? How will it be put into practice and who is responsible for this?	This policy covers the Trust's commitment to employee health, the responsibilities of Trust leaders and others for maintaining psychological health, health promotion initiatives, communicating and training on health issues, the range of support available for the maintenance of mental health, and organisational commitment to handling individual issues.

Assessment of Impact? *To include impact of policy, any plans needed to mitigate any negative impact, equality issues to be addressed*		
Characteristic	Group	Effect/Impact
Age		
Disability		
Gender reassignment		
Marriage/civil partnership		No impact
Pregnancy/Maternity		
Race		
Religion or Belief		
Sex		
Sexual orientation		

Consultation	
New policy contains information about: Policy audience, expected actions and outcomes Consultation and communication process Accessibility for all Fair access to the consultation process Lessons learnt from previous consultation, if appropriate	Policy consultation with all staff and Board of Directors

Decision	
Should the new proposal/policy be agreed and any impacts identified following consultations? What reasonable adjustments are required?	No issues or adjustments required

Action Planning	
Any actions identified to address inequality for different groups? Any actions identified to promote equality and diversity? Where are these actions recorded and who is responsible for them?	None

Monitoring and Review	
When will the impact assessment be reviewed? Who is responsible?	Summer 2021 Mrs M Chapman

Publication of the results of the impact assessment	
Results of EIA are published – where and when? The results are kept as a public record of the EIA – where and when?	With policy