PROCEDURE

SUPPORTING MENTAL WELLBEING AND MANAGEMENT OF WORK RELATED STRESS
(including supporting staff following traumatic and/or violent incidents/events)

<table>
<thead>
<tr>
<th>UNIQUE SOP REFERENCE</th>
<th>HR 038</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARENT POLICY</td>
<td>Health and Safety Policy HS 003</td>
</tr>
<tr>
<td>APPROVAL DATE</td>
<td>May 2018</td>
</tr>
<tr>
<td>REVIEW DATE</td>
<td>May 2021</td>
</tr>
</tbody>
</table>
| AUTHOR               | Head of Safety
                       | Health and Wellbeing Lead
                       | Human Resources Consultant |
| APPROVED BY          | Safety and Quality Governance |
Table of Contents

1. Introduction .......................................................... 3
2. Scope ................................................................. 4
3. Definitions ........................................................... 4
4. Duties ................................................................. 5
5. The Procedure ....................................................... 6
1. Introduction
The Health and Safety at Work Act 1974 requires employers to ensure the health and safety of all employees and anyone affected by their work, so far as is reasonably practicable; this includes taking steps to manage work related stress and the causes of work related stress. Lancashire Care NHS Foundation Trust (The Trust) is committed to protecting the health and wellbeing of all employees.

The Trust recognises that workplace mental wellbeing and in particular stress, are an issue and acknowledge the importance of identifying and reducing workplace stressors, along with supporting those who may suffer from mental wellbeing issues and work-related stress.

In 2015/16 it was estimated that stress, anxiety and depression accounted for 37% of all work related ill health cases (HSE at work stress, anxiety and depression statistics report 2016).

We recognise that people working as individuals or as part of a team can be involved in a serious incident, complaint, inquest, may be subject to violence at work or sometimes despite our best plans and efforts things have gone wrong. We know that people can experience a wide range of common reactions and that this may also impact on mental wellbeing.

This procedure describes how to support mental wellbeing and manage stress at work including the immediate support following a traumatic and/or violent incident. By having robust procedures in place to support mental wellbeing, preventing and managing work-related stress the Trust will help its employees pro-actively and re-actively manage the issue of mental wellbeing and stress sensibly, and minimize the impact of work-related stress within the Trust.

2. Scope

This procedure applies to all Trust employees including students and bank and agency workers working in any part of the Trust, in clients home’s or in other organizations’. All employees have a part to play, both in their own personal mental wellbeing and in supporting that of others. Managers are responsible for implementation and the Trust is responsible for providing the necessary resources.

3. Definitions

Mental wellbeing is about feeling good and functioning well. It includes feeling positive and in control, having a sense of purpose and belonging, being able to connect, along with managing problems and change.

There is a difference between stress and pressure. We all experience pressure on a daily basis, and need it to motivate us and enable us to perform at our best. It’s when we experience too much pressure without the opportunity to recover that we start to experience stress.

The Health and Safety Executive defines stress as ‘the adverse reaction people have to excessive pressure or other types of demand placed on them’ (HSE Working together to reduce stress at work, A guide for employees INDG424). This makes an important distinction between pressure, which can be a positive
state if managed correctly, and stress that always has a negative effect and can be detrimental to health.

Examples of the types of traumatic/violent incidents that the procedure refers to may include:
- Being involved in an incident which may have an adverse effect on the individual
- Being involved in a traumatic clinical situation
- Receiving a traumatic or abusive phone call
- Providing witness statements for Trust investigations
- Typing up traumatic or serious incident reports/statements
- Appearing as a witness at internal disciplinary hearings
- Representing the Trust as a witness in a court case
- Being interviewed by the Police
- Providing testimony as part of a complaint or enquiry process
- Inoculation or needlestick incident
- Involvement in allegations of negligence or whistleblowing

A critical incident is defined as events or situations ‘that have sufficient emotional power to overcome the usual coping abilities of people working in environments where some degree of exposure is expected’ (Mitchell and Bray, 1990). Critical incidents fall outside what happens on a day to day basis at work and pose a potential risk to the wellbeing of those involved. These incidents are emotionally challenging and demanding on the coping skills of those involved. These incidents can affect both individuals and groups of people. Those affected may all be directly involved in the incident, or they may be affected by what has happened to one of their colleagues, or their service/team as a whole.

4. Duties

Head of Operations:
- To lead and facilitate a culture that recognizes and supports the mental wellbeing of staff.
- Are responsible for ensuring the necessary management structures and resources are available to carry out the identification of hazards, the assessment of risks and to implement control measures required by this procedure.

Managers:
- Ensure that the necessary management arrangements are in place, so that risks to all employees are assessed and adequately controlled. In addition, managers themselves will role model behaviors that support a culture of compassion, and that are in line with the Trusts values
- Have a duty of care to try and recognize the signs of work related stress and to address this as soon as possible. It is expected that managers would be carrying out regular supervision with all staff and can use this as an opportunity to identify any areas which might be causing concern. Changes in behaviour can be a key indicator of there being an issue and supervision is an ideal opportunity to discuss any recent changes in behavior.
- To recognize and provide support to staff following traumatic and/or violent incidents/events:
o Providing immediate support and advice (section 3a)
o Completing the Supporting Staff Action Plan with the member of staff (Appendix 3)
o Referring staff to the appropriate support as detailed earlier in sections 3
o Providing ongoing support
o Consulting with the HR adviser if the situation is not resolved after implementing these procedures
o Referring staff immediately to Occupational Health or Accident and Emergency department if involved in an inoculation incident (refer to IPC003 Protocol for the safe management of sharps)
o Being aware of any adverse effects that a member of staff may be suffering from involvement is a stressful event

- Contact HR for advice and guidance and refer to the Managing Attendance Policy HR 029 if a member of their team goes off sick due to work related stress
- Seek support from the Trust’s Occupational Health Services if become aware that a member of their team is experiencing an issue with stress or work related stress

The competency framework managers (appendix 1) identifies examples of positive and negative behaviours that can influence work-related stress and mental wellbeing at work.

All Employees:
- Have a responsibility to raise concerns and tell their manager about possible problems and sources of stress. If the organisation is not aware of a problem it can be difficult for action to be taken
- Should familiarize themselves with the Trust’s procedure for supporting mental wellbeing and management of work related stress
- Raise any issues of concern with their line manager
- Be aware of the Management Standards for Work-related Stress and how these assist the Trust to pro-actively manage work place stressors
- Be alert to the signs of stressors in colleagues and encourage individuals to seek support in line with this procedure, e.g. from their line manager, workplace initiatives and activities, health and safety representative or occupational health.
- Staff who feel the need for support as the result of their involvement in a stressful event must:
  o Be prepared to advise their line manager of their concerns, as a support need may not always be self-evident to others
  o Agree an action plan with their line manager for support to be provided

5. The Procedure
The flowchart (fig. 1, p.6) shows the steps that should be followed by both managers and individual members of staff when there are concerns about mental wellbeing at work or work related stress or following a traumatic/violent incident/event.

It is important that those involved in traumatic and/or violent incident or event feel able to ask for support from people both in the workplace and at home. Managers should enable and facilitate staff to access additional support if required.
The Employee Assistance Programme is an external confidential service available 24 hours a day, every day and can provide:

- Telephone helpline offering practical and emotional support
- Structured telephone counselling
- Medical information
- Online support at www.healthassuredeap.co.uk

**Fig 1: Procedure flowchart**
**Risk assessments**
Under the Health and Safety at Work Regulations 1999, the Trust has a legal obligation to assess the risk of stress-related ill health arising from work activities.

Risk assessment is not just a paper exercise but is essential to good risk management. It’s about taking sensible steps to prevent accidents and ill health. Your risk assessment must identify what actions are required and who is responsible. See the Trust Health and Safety Risk Assessment Procedure and Guidance HS 021 and the Health and Safety SharePoint page for further assistance and to access the Trust approved risk assessment form.

As a minimum the risk assessment should be reviewed annually as outlined in the Trust Risk Assessment Procedure HS 021. However, supervision and development reviews provide opportunities for prevention and early identification of any issues. The process is shown in appendix 7.

**Preventing workplace stress**
The Health and Safety Executive have produced Management Standards for Work Related Stress which identifies six key potential stressors at work (appendix 2). If these are managed pro-actively i.e. in team meetings, during individual supervision and as part of personal development plans and reviews, they can help to reduce stress. Ideas for supporting teams are shown in appendix 8.

6. **Training**

Head of Operations and managers must ensure that training is in place for staff to be instructed in mental wellbeing and the management of work related stress, and that the training is recorded.

Mental Health First Aid is also available via the Quality Academy.

7. **Monitoring**
The Safety and Quality Governance Group has overall responsibility for monitoring compliance with this procedure. This will be achieved as follows:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Time Frame /Format</th>
<th>How</th>
<th>Whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compliance</td>
<td>Annual</td>
<td>Review of training records Staff survey results</td>
<td>Manager HR</td>
</tr>
</tbody>
</table>

8. **References**

- Health & Safety at Work Act 1974
- HSE at work stress, anxiety and depression statistics report 2016
- Lancashire Care NHS Foundation Trust Health and Safety Policy HS 003
• HSE Working together to reduce stress at work, A guide for employees INDG424

Management of Health & Safety at Work Regulations 1999 (as amended) Lancashire Care NHS Foundation Trust Risk Assessment Procedure HS 021
• HSE Managing the causes of work-related stress, A step-by-step approach using the Management Standards HSG218
• HSE How to tackle work-related stress, A guide for employers on making the Management Standards work INDG430
• Lancashire Care NHS Foundation Trust Managing Attendance Policy HR 029

9. Further Guidance/Related SOPs

• Lancashire Care NHS Foundation Trust Risk Management Policy RM 005
• HSE’s website www.hse.gov.uk/stress
• Lancashire Care NHS Foundation Trust Health and Safety SharePoint Page
• Lancashire Care NHS Foundation Trust Health and Wellbeing SharePoint Page
• Lancashire Care NHS Foundation Trust Occupational Health SharePoint Page
• NHS Employers, Guidance on Prevention and Management of Stress at Work EINF39501

All the resources referred to in this procedure can be found on the Health and Safety SharePoint pages and can be downloaded.

Appendix 1 – Managing stress at work: a competency framework for line managers

<table>
<thead>
<tr>
<th>Management Standards</th>
<th>Competency</th>
<th>Examples of positive manager behaviour</th>
<th>Examples of negative manager behaviour</th>
</tr>
</thead>
</table>

10
<table>
<thead>
<tr>
<th>Demands</th>
<th>Managing workload and resources</th>
<th>Delegating work unequally to team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demands</td>
<td>Dealing with work problems</td>
<td>Listening but not resolving problems</td>
</tr>
<tr>
<td>Demands</td>
<td>Process planning and organisation</td>
<td>Not using consistent processes</td>
</tr>
<tr>
<td>Control</td>
<td>Empowerment</td>
<td>Managing ‘under a microscope’</td>
</tr>
<tr>
<td>Control</td>
<td>Participative approach</td>
<td>Not listening when employee asks for help</td>
</tr>
</tbody>
</table>

- Demands
  - Managing workload and resources
    - Bringing in additional resource to handle workload
    - Aware of team members ability
    - Monitoring team workload
    - Refusing to take on additional work when team is under pressure
  - Delegating work unequally to team
  - Creating unrealistic deadlines
  - Showing lack of awareness of how much pressure team are under
  - Asking for tasks without checking first

- Demands
  - Dealing with work problems
    - Following through problems on behalf of employees
    - Developing action plans
    - Breaking problems down into parts
    - Dealing rationally with problems
  - Listening but not resolving problems
  - Being indecisive about decisions
  - Not taking problems seriously
  - Assuming problems will sort themselves out

- Demands
  - Process planning and organisation
    - Reviewing processes to see if work can be improved
    - Asking themselves ‘could this be done better?’
    - Prioritising future workloads
    - Working proactively
  - Not using consistent processes
  - Sticking to rigidly to rules and procedures
  - Panicking about deadlines rather than planning

- Control
  - Empowerment
    - Trusting employees to do their work
    - Giving employees responsibility
    - Steering employees in a direction rather than imposing direction
  - Managing ‘under a microscope’
  - Extending so much authority employees feel a lack of direction
  - Imposing ‘my way is the only way’

- Control
  - Participative approach
    - Provides opportunity to air views
    - Provides regular team meetings
    - Prepared to listen to employees
    - Knows when to consult employees and when to make a decision
  - Not listening when employee asks for help
  - Presenting final solution
  - Making decisions without consultation
<table>
<thead>
<tr>
<th>Management Standards</th>
<th>Competency</th>
<th>Examples of positive manager behaviour</th>
<th>Examples of negative manager behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>Development</td>
<td>• Encourage staff to go on training courses</td>
<td>• Refuses requests for training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provides mentoring and coaching</td>
<td>• Not providing upward mobility in the job</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Regularly reviews development</td>
<td>• Not allowing employees to use their new training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Helps employees to develop in role</td>
<td></td>
</tr>
<tr>
<td>Support</td>
<td>Accessible/ visible</td>
<td>• Communicating that employees can talk to them at any time</td>
<td>• Being constantly at meetings/away from desk</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Having an open door policy</td>
<td>• Saying ‘don’t bother me now’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Making time to talk to employees at their desks</td>
<td>• Not attending lunches or social events</td>
</tr>
<tr>
<td>Support</td>
<td>Health and safety</td>
<td>• Making sure everyone is safe</td>
<td>• Not taking health and safety seriously</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Structuring risk assessments</td>
<td>• Questioning the capability of an employee who has raised a safety issue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ensuring all health and safety requirements are met</td>
<td></td>
</tr>
<tr>
<td>Support</td>
<td>Feedback</td>
<td>• Praising good work □ Acknowledging employees’ efforts</td>
<td>• Not giving credit for hitting deadlines</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Operating a no-blame culture passing positive feedback about the team to senior management</td>
<td>• Seeing feedback as only ‘one way’</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Giving feedback that employees are wrong just because their way of working is different</td>
</tr>
</tbody>
</table>
### Support

| Individual consideration | • Provides regular one-to-one support  
  • Flexible when employees need time off  
  • Provides information on additional sources of support  
  • Regularly ask ‘how are you?’ | • Assuming everyone is okay  
  • Badgering employees to tell them what is wrong  
  • Not giving enough notice of shift changes  
  • No consideration of work-life balance |

---

### Management Standards

<table>
<thead>
<tr>
<th>Competency</th>
<th>Examples of positive manager behaviour</th>
<th>Examples of negative manager behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relationships</strong></td>
<td>Acting with integrity</td>
<td></td>
</tr>
</tbody>
</table>
| | • Keeps employee issues private and confidential  
  • Admits mistakes  
  • Treats all employees with same importance | • Speaks about employees behind their back  
  • Makes promises, then doesn’t deliver  
  • Makes personal issues public |
| **Relationships** | Expressing and managing own emotions | • Having a positive approach  
  • Acting calmly when under pressure  
  • Walking away when feeling unable to control emotion  
  • Apologising for poor behaviour | • Passing on stress to employees  
  • Acting aggressively  
  • Losing temper with employees  
  • Being unpredictable in mood |
| **Relationships** | Managing conflict | • Listening objectively to both sides of the conflict  
  • Supporting and investigating incidents of abuse  
  • Dealing with conflict head on  
  • Following up on conflicts after resolution | • Not addressing bullying  
  • Trying to keep the peace rather than sort out problems  
  • Taking sides  
  • Not taking employee complaints seriously |
| **Relationships** | Friendly style | • Willing to have a laugh and a joke  
• Socialises with team  
• Brings in food and drink for team  
• Regularly has informal chats with employees | • Criticises people in front of colleagues  
• Pulls team up for talking/laughing during working hours  
• Uses harsh tone of voice when asking for things |
| --- | --- | --- | --- |
| **Role and change** | Communication | • Keeps team informed of what is happening in the organisation  
• Communicates clear goals and objectives  
• Explains exactly what is required | • Keeps people in the dark  
• Holds meetings ‘behind closed doors’  
• Doesn’t provide timely communication on organisational change |
| **Other** | Knowledge of job | • Able to put themselves in employees’ shoes  
• Has enough expertise to give good advice  
• Knows what employees are doing | • Doesn’t have the necessary knowledge to do the job  
• Doesn’t take time to learn about the employee’s job |
| **Management Standards** | Competency | Examples of positive manager behaviour | Examples of negative manager behaviour |
| **Other** | Empathy | • Takes an interest in employees’ personal lives  
• Aware of different personalities and styles of working within the team  
• Member is behaving out of character | • Insensitive to people’s personal issues  
• Refuses to believe someone is becoming stressed  
• Maintains a distance from employees – ‘us and them’ |
| **Other** | Seeking advice | • Seeks help from occupational health when necessary  
• Seeks advice from other managers with more experience  
• Uses HR when dealing with a problem |  |
<table>
<thead>
<tr>
<th>Other</th>
<th>Taking responsibility</th>
<th>Appendix 2 - The HSE Management Standards for Work-related Stress</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• ‘Leading from the front’</td>
<td>The Management Standards for Work-Related Stress, published by the Health and Safety Executive, define the characteristics, or culture, of an organisation where the risks from work-related stress are being effectively managed and controlled.</td>
</tr>
<tr>
<td></td>
<td>• Steps in to help out when needed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Communicating ‘the buck stops with me’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Deals with difficult customers on behalf of employees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Says ‘it’s not my problem’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Blaming the team if things go wrong</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Walking away from problems</td>
<td></td>
</tr>
</tbody>
</table>

HSE Managing the causes of work-related stress, A step-by-step approach using the Management Standards HSG218
<table>
<thead>
<tr>
<th>Demands</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Including issues like workload, work patterns and the work environment</strong></td>
<td><strong>How much say the person has in the way they do their work</strong></td>
</tr>
<tr>
<td>The standard is that:</td>
<td>The standard is that:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ employees indicate that they are able to cope with the demands of their job</td>
<td>▪ employees indicate that they are able to have a say about the way they do their work</td>
</tr>
<tr>
<td>▪ systems are in place locally to respond to any individual concerns</td>
<td>▪ systems are in place locally to respond to any individual concerns</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What should be happening/states to be achieved:</strong></td>
<td><strong>What should be happening/states to be achieved:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ the organisation provides employees with adequate and achievable demands in relation to the agreed hours of work</td>
<td>▪ where possible, employees have control over their pace of work</td>
</tr>
<tr>
<td>▪ people’s skills and abilities are matched to the job demands</td>
<td>▪ employees are encouraged to use their skills and initiative to do their work</td>
</tr>
<tr>
<td>▪ jobs are designed to be within the capabilities of employees</td>
<td>▪ where possible, employees are encouraged to develop new skills to help them undertake new and challenging pieces of work</td>
</tr>
<tr>
<td>▪ employees’ concerns about their work environment are addressed</td>
<td>▪ the organisation encourages employees to develop their skills;</td>
</tr>
<tr>
<td></td>
<td>▪ employees have a say over when breaks can be taken</td>
</tr>
<tr>
<td></td>
<td>▪ employees are consulted over their work patterns</td>
</tr>
<tr>
<td></td>
<td>▪ systems are in place to enable and encourage managers to deal with unacceptable behaviour</td>
</tr>
<tr>
<td></td>
<td>▪ systems are in place to enable and encourage employees to report unacceptable behaviour</td>
</tr>
</tbody>
</table>
**Support**

Includes the encouragement, sponsorship and resources provided by the organisation, line management and colleagues.

The standard is that:

- employees indicate that they receive adequate information and support from their colleagues and superiors
- systems are in place locally to respond to any individual concerns

What should be happening/states to be achieved:

- the organisation has policies and procedures to adequately support employees
- systems are in place to enable and encourage managers to support their staff
- systems are in place to enable and encourage employees to support their colleagues
- employees know what support is available and how and when to access it
- employees know how to access the required resources to do their job
- employees receive regular and constructive feedback

**Relationships**

Includes promoting positive working to avoid conflict and dealing with unacceptable behaviour

The standard is that:

- employees indicate that they are not subjected to unacceptable behaviours, e.g. bullying at work
- systems are in place locally to respond to any individual concerns

What should be happening/states to be achieved:

- the organisation promotes positive behaviours at work to avoid conflict and ensure fairness
- employees share information relevant to their work
- the organisation has agreed policies and procedure to prevent or resolve unacceptable behaviour
- consultation on changes and provides opportunities for employees to influence proposals
- employees are aware of the probable impact of any changes to their jobs. If necessary, employees are given training to support any changes in their jobs
- employees are aware of timetables for changes
- employees have access to relevant support during changes
### Role

**Whether people understand their role within the organisation and whether the organisation ensures that the person does not have conflicting roles**

The standard is that:

- employees indicate that they understand their role and responsibilities
- systems are in place locally to respond to any individual concerns

**What should be happening/states to be achieved:**

- the organisation ensures that, as far as possible, the different requirements it places upon employees are compatible
- the organisation provides information to enable employees to understand their role and responsibilities
- the organisation ensures that, as far as possible, the requirements it places upon the employee are clear
- systems are in place to enable employees to raise concerns about any uncertainties or conflicts they have in their role and responsibilities

### Change

**How organisational change(large or small) is managed and communicated in the organisation**

The standard is that:

- employees indicate that the organisation engages them frequently when undergoing an organisational change
- systems are in place locally to respond to any individual concerns

**What should be happening/states to be achieved:**

- the organisation provides employees with timely information to enable them to understand the reasons for proposed changes
- the organisation ensures adequate employee consultation on changes and provides opportunities for employees to influence proposals
- employees are aware of the probable impact of any changes to their jobs. If necessary, employees are given training to support any changes in their jobs
- employees are aware of timetables for changes
- employees have access to relevant support during changes

---

HSE How to tackle work-related stress INDG430

---

19
Appendix 3 - The HSE Management Standards Indicator Tool

It is recognized that working conditions affect worker well-being. Your responses to the questions below will help us determine our working conditions now, and enable us to monitor future improvements. In order for us to compare the current situation with past or future situations, it is important that your responses reflect your work in the last six months.

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am clear what is expected of me at work</td>
<td>( 1 )</td>
<td>( 2 )</td>
<td>( 3 )</td>
<td>( 4 )</td>
<td>( 5 )</td>
</tr>
<tr>
<td>2</td>
<td>I can decide when to take a break</td>
<td>( 1 )</td>
<td>( 2 )</td>
<td>( 3 )</td>
<td>( 4 )</td>
<td>( 5 )</td>
</tr>
<tr>
<td>3</td>
<td>Different groups at work demand things from me that are hard to combine</td>
<td>( 1 )</td>
<td>( 2 )</td>
<td>( 3 )</td>
<td>( 4 )</td>
<td>( 5 )</td>
</tr>
<tr>
<td>4</td>
<td>I know how to go about getting my job done</td>
<td>( 1 )</td>
<td>( 2 )</td>
<td>( 3 )</td>
<td>( 4 )</td>
<td>( 5 )</td>
</tr>
<tr>
<td>5</td>
<td>I am subject to personal harassment in the form of unkind words or behaviour</td>
<td>( 1 )</td>
<td>( 2 )</td>
<td>( 3 )</td>
<td>( 4 )</td>
<td>( 5 )</td>
</tr>
<tr>
<td>6</td>
<td>I have unachievable deadlines</td>
<td>( 1 )</td>
<td>( 2 )</td>
<td>( 3 )</td>
<td>( 4 )</td>
<td>( 5 )</td>
</tr>
<tr>
<td>7</td>
<td>If work gets difficult, my colleagues will help me</td>
<td>( 1 )</td>
<td>( 2 )</td>
<td>( 3 )</td>
<td>( 4 )</td>
<td>( 5 )</td>
</tr>
<tr>
<td>8</td>
<td>I am given supportive feedback on the work I do</td>
<td>( 1 )</td>
<td>( 2 )</td>
<td>( 3 )</td>
<td>( 4 )</td>
<td>( 5 )</td>
</tr>
<tr>
<td>9</td>
<td>I have to work very intensively</td>
<td>( 1 )</td>
<td>( 2 )</td>
<td>( 3 )</td>
<td>( 4 )</td>
<td>( 5 )</td>
</tr>
<tr>
<td>10</td>
<td>I have a say in my own work speed</td>
<td>( 1 )</td>
<td>( 2 )</td>
<td>( 3 )</td>
<td>( 4 )</td>
<td>( 5 )</td>
</tr>
<tr>
<td>11</td>
<td>I am clear what my duties and responsibilities are</td>
<td>( 1 )</td>
<td>( 2 )</td>
<td>( 3 )</td>
<td>( 4 )</td>
<td>( 5 )</td>
</tr>
<tr>
<td>12</td>
<td>I have to neglect some tasks because I have too much to do</td>
<td>( 1 )</td>
<td>( 2 )</td>
<td>( 3 )</td>
<td>( 4 )</td>
<td>( 5 )</td>
</tr>
<tr>
<td>13</td>
<td>I am clear about the goals and objectives for my department</td>
<td>( 1 )</td>
<td>( 2 )</td>
<td>( 3 )</td>
<td>( 4 )</td>
<td>( 5 )</td>
</tr>
<tr>
<td>14</td>
<td>There is friction or anger between colleagues</td>
<td>( 1 )</td>
<td>( 2 )</td>
<td>( 3 )</td>
<td>( 4 )</td>
<td>( 5 )</td>
</tr>
<tr>
<td>15</td>
<td>I have a choice in deciding how I do my work</td>
<td>( 1 )</td>
<td>( 2 )</td>
<td>( 3 )</td>
<td>( 4 )</td>
<td>( 5 )</td>
</tr>
<tr>
<td>16</td>
<td>I am unable to take sufficient breaks</td>
<td>( 1 )</td>
<td>( 2 )</td>
<td>( 3 )</td>
<td>( 4 )</td>
<td>( 5 )</td>
</tr>
<tr>
<td>17</td>
<td>I understand how my work fits into the overall aim of the organisation</td>
<td>( 1 )</td>
<td>( 2 )</td>
<td>( 3 )</td>
<td>( 4 )</td>
<td>( 5 )</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>Never</td>
<td>Seldom</td>
<td>Sometimes</td>
<td>Often</td>
<td>Always</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------</td>
<td>--------</td>
<td>-----------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>18</td>
<td>I am pressured to work long hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>I have a choice in deciding what I do at work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>I have to work very fast</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>I am subject to bullying at work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>I have unrealistic time pressures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>I can rely on my line manager to help me out with a work problem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>I get help and support I need from colleagues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>I have some say over the way I work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>I have sufficient opportunities to question managers about change at work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>I receive the respect at work I deserve from my colleagues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Staff are always consulted about change at work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>I can talk to my line manager about something that has upset or annoyed me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>My working time can be flexible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>My colleagues are willing to listen to my work-related problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>When changes are made at work, I am clear how they will work out in practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>I am supported through emotionally demanding work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Relationships at work are strained</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>My line manager encourages me at work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4: Leaflet for staff

Remember

There are a number of things you can do to help restore emotional well-being and a sense of control following a critical incident, including the following:

- Anticipate that this will be a difficult time in your life. Try to be patient with changes in your emotional state.
- Ask for support from people who care about you and who will listen and empathise with your situation.
- Communicate your experience in whatever ways feel comfortable to you - such as by talking with family or close friends, or keeping a journal.
- Engage in healthy behaviours to enhance your ability to cope with excessive stress. Eat well-balanced meals and get plenty of rest. Avoid alcohol and drugs.
- Take some time off from the demands of daily life by pursuing hobbies or other enjoyable activities.
- Avoid major life decisions such as switching careers or jobs if possible because these activities tend to be highly stressful.
- Become knowledgeable about what to expect as a result of trauma.

Help and Support

Please remember to ask for support from people who care about you, both in the workplace and at home.

Your manager is there to support you and can help you if you require additional support from either Occupational Health or a Specialist Trauma Service.

Critical Incidents

What they are
What to expect
What to do
What is a Critical Incident?

Critical incidents can be defined as events or situations that have sufficient emotional power to overcome the usual coping abilities of people working in environments where some degree of exposure is expected (Mitchell & Bray, 1990). Critical incidents fall outside what happens on a usual day to day basis at work and pose a potential risk to the well-being of those involved. These incidents are emotionally challenging and demanding on the coping skills of those involved.

These incidents can affect both individuals and groups of people. Those affected may all be directly involved in the incident, or they may be affected by what has happened to one of their colleagues, or their service/team as a whole.

WHAT CAN HAPPEN?

Experience and evidence have shown that when critical incidents occur, people involved are at an increased risk of experiencing a wide range of common reactions.

Intrusive reactions
- Distressing thoughts or images of the event while awake or dreaming
- Upsetting emotional or physical reactions to reminders of the critical incident
- Feeling like the experience is happening all over again (“flashback”)

Avoidance and withdrawal reactions
- Avoid talking, thinking, and having feelings about the traumatic event
- Avoid reminders of the event (places and people connected to what happened)
- Restricted emotions e.g. feeling numb
- Feelings of detachment and avoiding people at work and home
- Loss of interest in usually pleasurable activities

Physical arousal reactions
- Constantly being “on the lookout” for danger, startle easily, or being jumpy
- Irritability or outbursts of anger, feeling “on edge”
- Difficulty falling or staying asleep, problems concentrating or paying attention

DO’S AND DON’TS THAT MAY HELP YOU TO COPE

What helps
- Talking to another person for support or spending time with others
- Engaging in positive distracting activities (sports, hobbies, reading)
- Trying to maintain a normal schedule
- Focusing on something practical that you can do right now to manage the situation better
- Using relaxation e.g. breathing exercises, meditation, calming self-talk, soothing music

What does not help
- Using alcohol or drugs to cope
- Extreme avoidance of thinking or talking about the critical incident
- Blaming others and self
- Extreme withdrawal from family or friends
- Not taking care of yourself
- Withdrawing from pleasant activities
Appendix 5: Information card for staff

Supporting you following a traumatic and/or violent incident or event

There may be times when a sudden and unexpected event occurs that is distressing to you. It can be normal to experience some of the following common reactions:

- reliving the incident e.g. flashbacks, nightmares and upsetting thoughts
- a range of different emotions such as vulnerability, anxiety, loss, fear, anger, sadness and guilt
- a sense of numbness, tiredness, difficulty concentrating and perhaps even a feeling that you don’t care about anything
- some physical symptoms such as feeling tense, dizziness, shaking, breathing difficulties, palpitations, sleep difficulties, poor concentration and restlessness.

Some Do’s and Don’ts

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do talk about the incident and acknowledge what has happened. Talk to your manager, colleagues, family and friends.</td>
<td>Don’t bottle up your emotions and pretend nothing has happened.</td>
</tr>
<tr>
<td>Do use whatever helps you to relax e.g. going for a walk, exercise or spending time with family/friends.</td>
<td>Don’t use unhelpful coping strategies e.g. excessive use of alcohol/drugs, isolation and denial.</td>
</tr>
<tr>
<td>Do be honest about your needs and feelings.</td>
<td>Don’t expect the memories to go away.</td>
</tr>
<tr>
<td>Do give yourself time to come to terms with your feelings before acting.</td>
<td>Don’t make rash decisions, e.g. resigning your job, moving away, etc.</td>
</tr>
<tr>
<td>Do try to return/continue with your normal routines.</td>
<td>Don’t be too hard on yourself.</td>
</tr>
</tbody>
</table>
Appendix 6: Action plan template

Use the completed HSE Management Standards Indicator tool (appendix 2) to inform completion of the action plan

<table>
<thead>
<tr>
<th>Concern</th>
<th>Action</th>
<th>Who will do this?</th>
<th>By when?</th>
<th>Progress notes (to be completed at future meetings)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Member of staff name:

Member of staff signature:

Manager's name:

Manager's signature:

Date:
Appendix 7 - Stress Risk Assessment Process
Flowchart
Use the HSE Management Standards Indicator Tool

Complete a stress risk assessment

Implement actions from HSE Management Standards Indicator Tool and risk assessment

Inform and train all relevant staff

See App 2 for the HSE Management Standards Indicator Tool

See App 3 for the HSE Management Standards Indicator Tool Action Plan

See Health and Wellbeing SharePoint Page

See Risk Assessment Procedure HS 021
Monitor and review regularly

Appendix 8 – Ideas to support teams
I am concerned about the mental wellbeing of my team or want to proactively work with my team to support their mental wellbeing at work/prevent stress at work

- Use the HSE Management Standards (appendix 2) to facilitate a team discussion and identify any actions
- Ask team members to complete the HSE Management Standards Indicator tool (anonymously) (appendix 3) and discuss the results as a team
- Use the competency framework (appendix 5) in supervision to facilitate/support discussion
- Ensure team members know they can also self refer to Occupational Health or can ask their line manager to refer them
- Ensure your team are aware of this procedure and the resources available to support them
- Seek advice from Human Resources where needed

Seek advice from Human Resources where needed