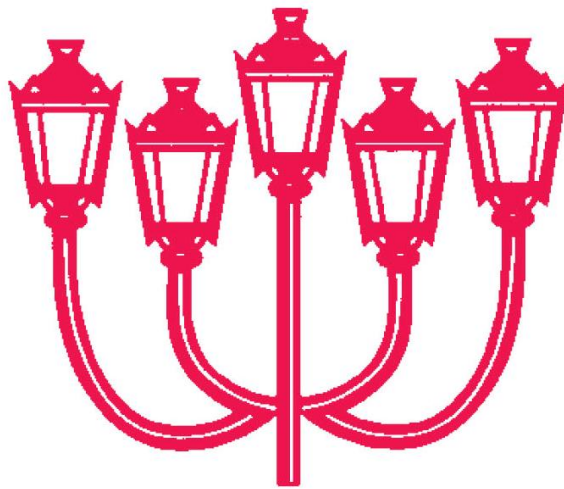


Stockton-on-Tees Borough Council

Thornaby CE Primary School

Health and Well Being Policy

**Mission Statement:**

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at Parish and Diocesan level.

The School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

We work together to enrich learning, enhance life, to build a future of hope for everyone.

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Health and Well Being Policy for Staff in Schools

1.0 Introduction

The Governing Body of Thornaby Church of England Primary School is committed to promoting positive mental, physical and emotional well being and will provide suitable support for all members of staff. Taking action to prevent ill health and promote good health makes good business sense as sickness absence carries high costs both in monetary terms and costs such as poor performance, impact on teaching and learning, poor morale, reduced productivity and disrupting pupil progress.

This policy should be read in conjunction with the Attendance and Absence Management Policy and the guidance from the Department for Education "Common mental health problems: Supporting school staff by taking positive action".

2.0 Who does this policy apply to?

This policy will apply to all staff that have contracts of employment with the Governing Body.

3.0 Aims

This policy aims to:

- Provide a working environment which enables staff to carry out their duties effectively;
- Recognise the key role of Head Teachers/Line Managers for their responsibilities by enabling access to guidance, training and support;
- Encourage staff as individuals to accept responsibility for their own mental, physical and emotional well being;
- Comply with statutory requirements;
- Develop and maintain a positive health and safety culture through communication and consultation with staff and their representatives on health and safety matters;
- Develop an open culture in which mental, physical and emotional well being is taken seriously and in which staff are encouraged to seek any help and support they need.

4.0 Legislation

4.1 The Health and Safety at Work etc Act 1974

The Governing Body, in conjunction with the Local Authority, recognises that stress at work is a health and safety issue and that it has a duty under Section 2 of the Health and Safety at Work etc Act 1974 to take all reasonably practicable measures to prevent stress at work. The Management of Health and Safety at Work Regulations 1999 also require the School to assess health and safety risks **including stress** and to introduce prevention and control measures based on the risk assessment.

The Health and Safety Executive states that ill health resulting from stress caused at work should be treated in the same way as ill health due to other physical causes present in the workplace. This means that the School, in conjunction with the Local Authority, has a legal duty to take reasonable care to ensure that health is not placed at risk through excessive and sustained levels of stress arising from the way work is organised, the way people deal with each other in their work, or from the day-to-day demands placed on staff.

Under Section 7 of the Health and Safety at Work etc Act, **employees** have a duty not to endanger themselves or others and to co-operate with the School/Local Authority in meeting statutory requirements.

The Head Teacher/Line Manager (or in the case of the Head Teacher, the Governing Body) will use the risk management approach to identify specific stress risk hazards in School (See Appendix 3 Making the Stress Management Standards Work).

This will include:

- Deciding who might be at risk;
- Evaluating the actual level of risk;
- Recording what action needs to be taken to avoid or reduce the risk, and;
- Monitoring and reviewing to ensure the measures are effective

4.2 Equality Act 2010

There is a common perception that the Equality Act 2010 refers only to physical disability. But the Act also provides for mental health conditions that prevent a member of staff carrying out their normal work. The Act makes it clear that the School and the Local Authority cannot discriminate against an employee on the grounds of a disabling health condition. By law, the School must make "reasonable" adjustments to accommodate the needs of an employee whose mental health condition lasts longer than 12 months. However, that does not mean that the School should wait 12 months before acting - action should be taken at an early stage wherever possible.

In appropriate circumstances and on advice from the Authority's Occupational Health provider the following will be considered as reasonable adjustments:

- Phased return to work for a period of up to four weeks in line with the Attendance Management Policy and Procedures, for example, the individual working in a job share arrangement with a supply teacher or other staff member who has been employed in their absence.
- Adjusting the timetable allowing flexible working hours for a defined period;
- Introducing additional class support for a defined period of time (e.g. teaching assistant);
- Providing a confidential mentor;
- Reassigning extra-curricular activities or additional responsibilities.

The above is not intended to be an exhaustive list but any adjustments will require discussion and flexibility from both parties. Even without the discretion afforded by the Act it would still be reasonable for adjustments to be made to reduce the impact on personal well being and on pupil and school performance.

4.3 Other legislation to consider

There are other pieces of legislation that will also be considered when promoting positive mental, physical and emotional well being:

- Working Time Regulations
- Employment Rights Act 1996
- Employment Relations Act 1999

5.0 Responsibilities

5.1 The Governing Body (in conjunction with the Local Authority) shall:

- Ensure this policy is implemented and procedures are in place that recognise and deal with the issue of common mental health problems which will include; consideration of organisation of work; regular health risk assessment; early recognition for staff with common mental health problems (which may require training) and interventions that include short-term rehabilitation and return to work plans and longer term reasonable adjustments;
- Actively demonstrate recognition and acceptance of common mental health problems by creating an environment where staff feel comfortable in asking for help;
- Act early and provide consistent support;
- Enlist the support of Human Resources and Occupational Health when appropriate and ensure staff have access to this support;
- Ensure staff have their roles and responsibilities clearly defined;
- Ensure the implementation of the Management Standards for work related stress from the Health and Safety Executive or an equivalent programme (See Appendix 3 Making the Stress Management Standards Work).

5.2 Head Teachers/Line Managers shall:

- Recognise the value of good management practice with systems in place to effectively manage staff;
- Foster a supportive work environment;
- Pay attention to any indication of changes in performance or behaviour in staff;
- Encourage sympathetic alertness to staff who develop signs of not coping;
- Liaise with Human Resources to refer staff to Occupational Health or Counselling when there are concerns or absence due to work related stress and other mental health problems;
- Endeavour to keep in touch with absent staff which should start after two weeks absence and be maintained at regular intervals thereafter;
- Be supportive in any return to work process and ensure staff feel welcome back after absence;
- Carry out a risk assessment where necessary and especially when concerns have been raised.

5.3 Staff shall:

- Ask for support or help as soon as they think they are experiencing a problem;
- Co-operate with management in meeting statutory requirements;
- Not endanger themselves or others;
- Attend Occupational Health appointments or other arranged meetings unless there is a genuine reason not to;
- Seriously consider any other support mechanisms offered by School or the Local Authority; e.g. Counselling
- Be encouraged to maintain a healthy lifestyle (there are a range of discounted membership of sports facilities available for Stockton Borough Council employees through Tees Active Leisure)

5.4 Human Resources shall:

- Provide the necessary professional advice and support to the Governing Body and all school staff when required;
- Refer staff to Occupational Health, Counselling or mediation when appropriate;
- Assist in the formulation of return to work programmes and provide advice on the implementation of statutory requirements.

6.0 Support Mechanisms

6.1 General:

The School hopes that instances of workplace stress can be minimised by taking a proactive approach to managing stress involving risk assessment and training for staff. However, in cases where staff feel under stress due to perceived excessive pressure or demands placed upon them in the workplace, or due to other work-related issues, they should discuss this with their immediate line manager to explore ways of addressing the situation in the first instance (See Appendix 1 Dealing with Stress). Staff may also wish to speak to their trade union representative.

In cases where staff do not feel that their concern is being adequately addressed, they may take action under the School's Grievance procedures. However, this should only be used as a last resort and not as a substitute for effective communication between the employee and their manager.

If the cause of the stress is perceived to be related to possible harassment or bullying, the procedures set out in the School's Dignity at Work Policy should be followed.

6.2 Counselling

Employees can access support via Alliance Counselling. This is a confidential, independent service using professionally qualified counsellors. The process is self referral via freephone telephone 0800 107 5880 or contact can be made via the website www.alliancepsychology.com

6.3 Teacher Support Network

Teacher Support Network is a group of independent charities and a social enterprise that provide practical and emotional support to staff in the education sector and their families. Information, support and coaching is offered to all staff. The Teacher Support Network provide over 1000 factsheets covering a wide range of issues including money advice, how to cope with bereavement, mental health, diet and nutrition and how to manage stress. To access the free support line staff can call 08000 562 561 or for more information go to www.teacherline.org.uk

6.4 Occupational Health

The School can make a referral to the Authority's Occupational Health provider via Human Resources. This will enable an employee to discuss any concerns about their health and well being with a medical practitioner trained in occupational medicine. This is an opportunity to discuss any health conditions and get feedback about managing or improving that condition to help an employee to carry out their duties or return to work.

6.5 Support Courses Information

Stockton Borough Council provides a number of courses within the Employee Support and Development Programme. The relevant details are as follows:

Coping with Change and Pressure in the Workplace

Addresses the change process; personal reactions to change; minimising resistance to change; managing reactions to change and strategies for minimising pressure.

Assertiveness Skills

Addresses assertive and non-assertive behaviour; impact of behaviour on others; strategies for controlling emotions; communicating effectively and influencing others positively.

Credibility and Confidence

Addresses self-esteem; the connection between own thinking and outcomes; dealing with challenges and set-backs; and ways to prevent others from negatively affecting their self-esteem.

These courses incur a small charge and can be accessed by completing the necessary request form. Requests are processed by the WorkforceDevelopmentHR@stockton.gov.uk / telephone 01642 528277 / 528367

6.6 Health Trainer Service

What can Health Trainers do for you?

- Help, Support and Motivate people in making positive behaviour changes towards a healthier lifestyle
- Provide support for individuals aged 18 years and over who want to make a positive behaviour change towards living a healthier lifestyle
- The services main remit is to try and help in the battle against heart disease by giving advice on healthy eating and weight management
- Help information and advice with Healthy Eating and Weight Management. Regular weigh-ins in conjunction with BMI readings and food group.
- Help you increase your physical activity.
- Advice and support to stop smoking - details of drop in centres where you can be prescribed nicotine replacement products, CO readings with extra support between drop in centre visits.
- Help with food labels, healthy recipes etc.
- If the Health Trainer Service can't help with an issue we will find out who can. They will signpost or refer you onto the appropriate service/person with your approval.

About the Health Trainer Service

- The Health Trainer service is a free and confidential NHS service, offering people help and advice to the community across Stockton Borough.
- Up to 12 one hour sessions to get you well on the way with your behaviour change and goals
- The Health Trainer Service offers one-to-one sessions and group sessions in various community venues and also in GP surgeries. We work and fit in with you and your time and needs.
- Helping people make their own behaviour goals small but realistic changes that we will help you work towards week by week.

To access the Health Trainer Service you will need to complete a copy of the Stockton Referral form (Appendix 4) and email nte-pct.teeshealthtrainers@nhs.net or you can give them a call on 01642 383833.

6.7 Welfare Rights (Stockton)

Welfare Rights

The Welfare Rights Service provides independent advice and information on welfare benefits to all Stockton Borough residents

Services include

- An Advice Line
- General Casework
- Representation Up to Commissioner Level
- Surgeries
- Training

We have the Community Legal Services Quality Mark Casework Level.

Opening Hours

Telephone Advice Line - 01642 526141

Monday to Thursday 2.00 to 5:00

Friday 2.00 to 4:30

Welfare Rights Service's key principles

- The advice given by the service is independent, impartial, confidential and free.
- The service recognises that individuals must make their own decisions and that a key role of the service is to give people information to be able to exercise their rights.
- Has no ties with benefit agencies.

Please note: this service is only available for residents of Stockton Borough and individuals who are employed by Stockton Borough Council (including Schools).

APPENDIX 1

Dealing with stress

Definition: What is stress?

“The adverse reaction people have to excessive pressures or other types of demands placed on them”

Stress is not an illness but if it becomes excessive and or/prolonged, mental and physical illness may develop. Work is generally good for people if it is well designed, but it can also be a great source of pressure. Pressure can be positive and a motivating factor, it can help employees achieve goals and perform better. Stress is a natural reaction when this pressure becomes excessive.

Recognising stress

Stress produces a range of signs and symptoms, the following is not an exhaustive list of the symptoms of stress but if employees feel that their attitude or behaviour is changing due to a situation at work or home, these may indicate stress and a need to seek further advice from their GP. Anyone can suffer from work-related stress, no matter what work they do.

Behaviour

When suffering from stress, employees may:

- find it hard to sleep;
- change their eating habits;
- smoke or drink more;
- avoid friends and family; or
- have sexual problems.

Physical symptoms

Might include:

- tiredness;
- indigestion and nausea;
- headaches;
- aching muscles; or
- palpitations.

Mentally

Employees may:

- be more indecisive;
- find it hard to concentrate;
- suffer loss of memory;
- have feelings of inadequacy; or
- low self esteem.

Emotionally

Employees are likely to feel:

- irritable or angry;
- anxious;
- numb;
- hypersensitive; or
- drained and listless.

What can an employee do if they think they are stressed?

There are many organisations that may be able to help employees with the issues that are causing their stress (See Appendix 2 List of websites that may be useful).

If an employee thinks they are suffering from any mental health problem or any of the symptoms identified in the table above, it may be advisable to speak to their GP. It is also a good idea to talk to their line manager, Human Resources department or Occupational Health provider.

It is important for an employee to take action and to review their lifestyle to see if they can identify any contributing factors, i.e.

- eating on the run, or in a disorganised manner
- smoking, or drinking excessively
- rushing, hurrying, being available to everyone
- doing several jobs at once
- missing breaks, taking work home
- having no time for exercise and relaxation.

Stress at work is a reaction to events or experiences at work. Common mental health problems can arise through causes outside work, e.g. bereavement, divorce, post-natal depression. However, people can have common mental health problems with no obvious causes.

APPENDIX 2

List of websites that may be useful:

Stress

Acas www.acas.org.uk Information on stress, and employer and employee rights, in the workplace

Alcoholics Anonymous www.alcoholics-anonymous.org.uk Fellowship of men and women who share their experience, strength and hope with each other to recover from alcoholism.

Carers UK www.carersuk.org the voice of carers

CBI www.cbi.org.uk Guidance to businesses on managing stress at work

Department of Health www.dh.gov.uk Information on dealing with stress and mental health problems, including the use of Cognitive Behavioural Therapy (CBT)

Disability Rights Commission www.equalityhumanrights.com the new commission is working to eliminate discrimination, reduce inequality, protect human rights and to build good relations, ensuring that everyone has a fair chance to participate in society.

Gingerbread www.gingerbread.org.uk Gingerbread and One Parent Families have now merged to provide better support and a bigger voice to 1.8 million lone parents and their children throughout England and Wales.

Gov.uk www.gov.uk Information and guidance on identifying and reducing stress in the workplace

Healthy Work Matters www.healthyworkmatters.org.uk Information and guidance for employers and employees on stress

Institute of Directors www.iod.com Business network that offers some advice on stress

International Labour Organisation www.ilo.org.uk Information and guidance on stress in the workplace

International Stress Management Organisation www.isma.org.uk Useful help and guidance for managers and organisations on stress management

Local Government Employers www.lge.gov.uk Guidance for all councils on stress prevention and management

NHS Direct <http://www.nhsdirect.nhs.uk> National Health Service advice and guidance on health matters

Princess Royal Trust for Carers <http://www.carers.org> is here to improve carers' lives by fighting for equality and recognition for carers.

Relate <http://www.relate.org.uk> the UK's largest provider of relationship counselling and sex therapy.

Samaritans <http://www.samaritans.org.uk> Worklife and business training on managing stress in the workplace

The Stress Management Society <http://www.stress.org.uk> - a non-profit making organisation dedicated to helping people tackle stress. It gives a helping hand to those who could benefit from some good advice.

Trade Union Congress (TUC) <http://www.tuc.org.uk> Information and guidance on managing stress in the workplace

Work Life Balance Centre <http://www.worklifebalancecentre.org> exists to help people restore control over their workload and working lives we enable them to cut down overworking and so make new decisions about how they spend their time.

Bullying

Acas www.acas.org.uk Information on bullying, including information on your rights

Dignity at Work Partnership www.dignityatwork.org Information and guidance on bullying in the workplace

Mental health

British Occupational Health Research Foundation www.bohrf.org.uk Provides research and information on mental health and other issues in the workplace

Mindful Employer www.mindfulemployer.net Information and guidance on managing stress and mental health in the workplace

Mind <http://www.mind.org.uk/> We're Mind, the mental health charity. We're here to make sure anyone with a mental health problem has somewhere to turn for advice and support.

Sainsbury Centre for Mental Health www.scmh.org.uk Provides research and information on mental health

SHIFT www.shift.org.uk Guidance on managing individuals with mental health problems

Well-being at work

Health Work Wellbeing <http://www.dwp.gov.uk/health-work-and-well-being/>
Information, guidance and case studies on well-being in the workplace

Health and Safety Executive , The Management Standards.

The Management Standards define the characteristics, or culture, of an organisation where the risks from work related stress are being effectively managed and controlled.
The Management Standards, an action plan template including a worked example.
HSE's Management Standards, managing the causes of work related stress

Investors in People www.investorsinpeople.co.uk Information and guidance and tools on health and well-being in the workplace

The Work Foundation www.theworkfoundation.com Information on health and wellbeing in the workplace

Worklife Support www.worklifesupport.com Information and guidance on improving well-being at schools

Useful reading

Acas http://www.acas.org.uk/media/pdf/q/b/B18_1.pdf Advisory booklet for employers and employees

NHS <http://www.nice.org.uk/nicemedia/pdf/PH22Guidance.pdf>
Common mental health problems: Supporting school staff by taking positive action

European Commission <http://isostress.com/docs/EU%20Guidance%20on%20stress%202002-19p12-17.pdf>
Guidance on work-related stress - gives guidance on stress, why it is important to tackle it, extent of the problem and common causes

Trade Union Congress http://www.tuc.org.uk/h_and_s/index.cfm?mins=37 Provides links to surveys you can carry out and identify WRS in the business

World Health Organisation
http://www.who.int/occupational_health/publications/en/oehstress.pdf Publication on work organisation and stress

APPENDIX 3

Making the Stress Management Standards Work

Step 1 Identify the hazards: The HSE categorise the major causes of work related stress into six key areas or 'risk factors' - the rationale being that if these are not managed effectively then staff are at risk of suffering work-related stress. In Step 1 it is therefore important that all employees are familiar with and understand these risk factors. Jobs are not expected to be risk assessed, because no job should itself be inherently stressful. It is the interaction of the person with their job, and their individual perceptions of this, that can result in stress. A job may be stressful for one person but not another, so the key is matching the individual to the job.

Step 2: Decide who may be harmed and how: Identify which factors are a problem in school. To do this the school could:

- Use existing data such as sickness absence records and staff attitude surveys;
- Complete the formal stress audit questionnaire (an example is given below)
- Elicit views of staff. This may involve talking to staff at team meetings or running focus groups.

The school may decide to use a combination of all three methods.

Step 3: Evaluate the risk: Use the information assimilated in step 2 to determine how the school is performing in relation to each of the six risk factors. Identify stress hot spots and priority areas. Communicate the results of step 2 to all staff, and involve staff at all levels in finding solutions through team meetings and/or focus groups.

Step 4: Record the findings: The school should work with staff to decide on improvement targets and actions. Actions will depend on the information gained in Steps 2 and 3. Develop an action plan in consultation with staff and their representatives.

Examples of action taken could include:

- A change in some management procedures
- Increased communication channels
- Management development training e.g. listening skills, effective feedback, appraisals, delegation
- Personal stress management training for all staff
- Providing counselling

Step 5: Monitor and review: Look for improvements, communicate successes throughout the school, listen to staff and tackle strategies that are not working, repeat the audit.

STRESS RISK ASSESSMENT FORM

SCHOOL:

DATE OF COMPLETION:

PREPARED BY:

PREPARED FOR:

Demands: this includes issues such as workload, work patterns and the work environment.	Yes	No	NA
1. Is the workload such that the demands can be achieved in a contracted working day?			
2. Are employees fully informed and able to cope with the initiatives they are asked to deliver?			
3. Are employees equipped with the relevant skills, abilities and experience to carry out their work effectively?			
4. Is there a recognised strategy in place to deal with the risk of violence/aggression from parents/pupils?			
5. Is there a strategy in place for reporting and taking action regarding challenging behaviour and are employees trained to cope with such situations?			
6. Are employees aware of the lone working policy and the supporting safe system of work for their specific area?			
7. Has a suitable risk assessment been carried out to ensure that the working environment does not create any stress factors such as noise, over-crowding, poor lighting etc?			
8. Are employees fully aware of how to manage work life balance?			
Control: how much say does a person have in the way they do their work?	Yes	No	NA
9. Are employees informed about proposed changes to their jobs and given the opportunity to be involved in the decision-making process?			
10. Is the level of supervision appropriate to the level of post?			
11. Are employees given the opportunity to make suggestions around improving the way they work?			
12. Do employees feel able to develop their roles in ways that suit them, and the pupils, including being innovative?			
13. Are employees encouraged to develop new skills to			

help them undertake new and challenging pieces of work?			
14. Are employees given the necessary CPD opportunities to develop their skills?			
Support: includes the encouragement, sponsorship and resources provided by the school, line management and colleagues.	Yes	No	NA
15. Are employees familiar with the Health & Well Being Policy and the School's commitment to eliminate or minimise the effects of stress in the workplace?			
16. Are employees aware that there is a confidential Counselling service available free of charge?			
17. Are employees aware of the Occupational Health services?			
18. Are employees aware they have the opportunity to attend training to enable them to manage their own stress factors?			
19. Are employees aware of the Authority's Health and Well Being team?			
20. Are employees aware of the Teacher Support Network?			
21. Are employees aware of the Grievance Procedures to be used if they feel an issue or concern is not being adequately addressed?			
22. Are employees aware of their own responsibilities to ensure their own health and safety and to comply with the guidance issued in the Health and Well Being Policy?			
23. Does the school recognise and try to help, if possible, if an employee has identified a problem?			
24. Do managers encourage employees to share concerns around work-related stress at an early stage?			
25. Are there systems which allow for concerns to be raised relating to the workload etc?			
26. Are employees aware of the family friendly policies available that will be considered to accommodate working patterns for parents/carers?			
27. Are employees given practical and emotional support when needed from management?			
Relationships: includes promoting positive working to avoid conflict and dealing with unacceptable behaviour.	Yes	No	NA
28. Do employees feel able to talk to their managers during times of stress?			
29. Are employee - manager relationships such that, where appropriate, workload can be renegotiated?			

30. Do employees have the opportunity to discuss issues around work priorities and uncertainties around tasks expected of them?			
31. Do managers give positive feedback to employees?			
32. Are managers accessible and approachable when there are concerns?			
33. Do managers and employees share information regularly about their work?			
34. Are employees aware of the Team Mediation Services provided by the Authority's Counselling provider?			
35. Are employees familiar with The Dignity at Work Policy and understand the School's commitment that bullying and harassment will not be tolerated?			
36. Are employees aware of the Confidential Reporting Policy to report any serious concerns?			
Role: Whether employees understand their role within school and whether the school ensures they do not have conflicting roles.	Yes	No	NA
37. Are employees clear about what is expected of them in terms of their job and do they have well defined and clear objectives?			
38. Do employees have an up to date job description?			
39. Are employees given the opportunity to attend training to enable them to carry out their jobs?			
40. Are employees aware of how they can positively contribute towards meeting the School's key objectives?			
41. If roles change, are employees clear on their new responsibilities?			
42. Do employees have the opportunity to raise concerns about any uncertainties with their role?			
Change: How changes in school are managed and communicated.	Yes	No	NA
43. During periods of change are employees kept well informed about how changes are likely to impact upon themselves as a team and also as individuals?			

44. During periods of change, is there regular consultation that involves employees, management and trade unions?			
45. During periods of change, is communication clear and effective using structured methods?			
46. Are employees provided with relevant training to help them deal with any changes?			
47. Do employees have access to relevant support during periods of change?			

STRESS RISK ASSESSMENT

School:		Assessment date:		Next due date:	
Prepared by:		Prepared for:			
HAZARDS (Items marked "no" on stress risk assessment proforma)	EXISTING CONTROLS	RISK LEVEL High, Medium, Low	ACTION REQUIRED/PERSON RESPONSBLE	DATE DUE	SIGNED OFF DATE

STRESS RISK ASSESSMENTCONT.....

HAZARDS	EXISTING	RISK LEVEL	ACTION	DATE DUE	SIGNED OFF DATE
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(Items marked "no" on stress risk assessment proforma)	CONTROLS	High, Medium, Low	REQUIRED/PERSON RESPONSBLE		

REFERRAL FORM

PRIVATE AND CONFIDENTIAL

*Referring Agent & Contact Number:	
*Referring Organisation:	*Date:

**Please circle
Service
Required**

Weight Management & Health Eating	Smoking Cessation	Physical Activity	1:1	Group
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PERSONAL DETAILS

Title:	*Name:	* DOB: <small>Clients must be 18 years and over</small>																		
*Address & Postcode:	*Telephone Number:	Mobile Number:																		
Email address :																				
* Ethnicity (Please tick appropriate box): <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> A: White – British</td> <td><input type="checkbox"/> J: Asian or Asian British - Bangladeshi</td> </tr> <tr> <td><input type="checkbox"/> B: White – Irish</td> <td><input type="checkbox"/> K: Any other Asian background</td> </tr> <tr> <td><input type="checkbox"/> C: Other White Background</td> <td><input type="checkbox"/> L: Black or Black British - Caribbean</td> </tr> <tr> <td><input type="checkbox"/> D: Mixed - White and Black Caribbean</td> <td><input type="checkbox"/> M: Black or Black British - African</td> </tr> <tr> <td><input type="checkbox"/> E: Mixed - White and Black African</td> <td><input type="checkbox"/> N: Any Other Black Background</td> </tr> <tr> <td><input type="checkbox"/> F: Mixed - White and Asian</td> <td><input type="checkbox"/> O: Chinese</td> </tr> <tr> <td><input type="checkbox"/> G: Mixed - Any Other Mixed Background</td> <td><input type="checkbox"/> P: Any Other Ethnic Group</td> </tr> <tr> <td><input type="checkbox"/> H: Asian or Asian British - Indian</td> <td><input type="checkbox"/> Z: Not Stated</td> </tr> <tr> <td><input type="checkbox"/> I: Asian or Asian British - Pakistani</td> <td></td> </tr> </table>			<input type="checkbox"/> A: White – British	<input type="checkbox"/> J: Asian or Asian British - Bangladeshi	<input type="checkbox"/> B: White – Irish	<input type="checkbox"/> K: Any other Asian background	<input type="checkbox"/> C: Other White Background	<input type="checkbox"/> L: Black or Black British - Caribbean	<input type="checkbox"/> D: Mixed - White and Black Caribbean	<input type="checkbox"/> M: Black or Black British - African	<input type="checkbox"/> E: Mixed - White and Black African	<input type="checkbox"/> N: Any Other Black Background	<input type="checkbox"/> F: Mixed - White and Asian	<input type="checkbox"/> O: Chinese	<input type="checkbox"/> G: Mixed - Any Other Mixed Background	<input type="checkbox"/> P: Any Other Ethnic Group	<input type="checkbox"/> H: Asian or Asian British - Indian	<input type="checkbox"/> Z: Not Stated	<input type="checkbox"/> I: Asian or Asian British - Pakistani	
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* GP Name & Address (Please state if not GP Registered):		NHS Number:																		

***These fields must be completed**

PREFERRED METHOD OF CONTACT

Telephone	Letter	E-Mail	Text Message
Preferred time of contact:		AM / PM	
Does the client have special requirements e.g. Mobility issues:			
Is there anything we should be made aware of when contacting this patient?			

Does the patient have a disability? Yes No

CLIENT CONSENT

- I consent to participation in the health trainer service.
- I understand that data will be stored on paper and electronically for NHS purposes only.

*Clients signature:	*Date:
Please tick box if verbal consent has been given by client <input type="checkbox"/>	

IMPORTANT PLEASE NOTE: If the client has any one of the following conditions permission must be granted from the clients GP prior to referral for dietary change; Crohns Disease, Coeliacs Disease, Gastric Ulcers, IBS, Other Gastric Bowel Problems, Type 1 Diabetes

WHEN COMPLETE PLEASE RETURN TO:

Health Trainer Service North Tees and Hartlepool NHS Foundation Trust Helmsley House University Hospital of North Tees Hardwick Stockton-on-Tees TS19 8PE	Tel: 01642 383833 Fax: 01642 383832 Email: nte-pct.teeshealthtrainers@nhs.net
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Office use only:

Date Received	
DCRS Number	
Allocated Health Trainer	
Date Allocated	

***These fields must be completed**