



Report for Health & Safety Executive (HSE) Management Standards (MS) work-related stress Indicator Tool

This report shows the different responses for every question in your survey **Health & Safety Executive (HSE) Management Standards (MS) work-related stress Indicator Tool**.

For any survey with scoring, this report will show the comparison of scores by year, class, gender and key demographics (pupil premium etc.)

For **INDIVIDUAL PUPIL RESPONSES** (if this survey has NOT been run as anonymous) filter survey results by year, class, gender or demographic and select **SUMMARY REPORT** after selecting this survey from the survey results option in the main drop down menu.

For any **TEXT BASED RESPONSES**, select **TABULATED REPORT** after selecting this survey from the survey results option in the main drop down menu

Category	Stress and Anxiety
Sub Domains	Demands; Control; Managerial Support; Peer Support; Relationships; Role; Change
Scoring For Survey	Yes
Scoring Range	35-175
Key Stages	STAFF
Age Range	STAFF

Academic Year	2022/2023
Date Survey Allocated	20/02/2023
Who Allocated Survey	N/A
Previous Date Survey Allocated	11/03/2023
Filter	None
Respondents	23 (R)
Eligible Respondents	N/A (ER)
Response Rate %	N/A (RR)

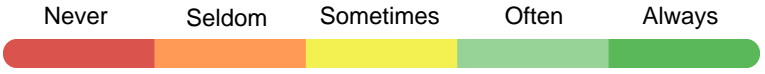
If you have allocated this survey previously, you can go into **SURVEY RESULTS** and compare the results side by side.



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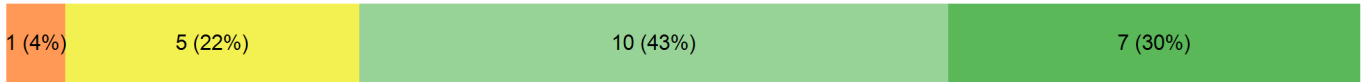
Respondents	23 (R)
Eligible Respondents	N/A (ER)
Response Rate %	N/A (RR)

FOR QUESTIONS 1,2,4,7,8,10,11,13,15,17,19,23



Question	Responses - Count (%)
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Q1. I am clear what is expected of me at work.



Q2. I can decide when to take a break.



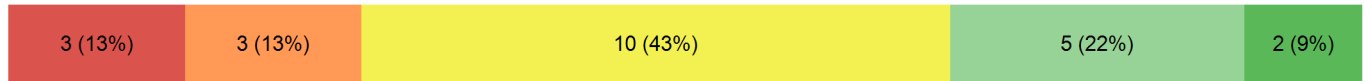
Q4. I know how to go about getting my job done.



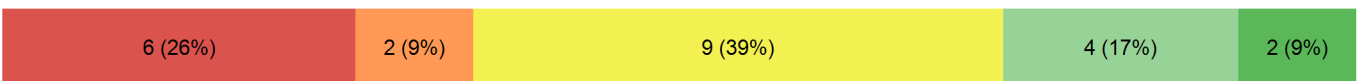
Q7. If work gets difficult, my colleagues will help me.



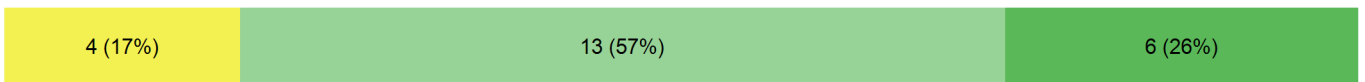
Q8. I am given supportive feedback on the work I do.



Q10. I have a say in my own work speed.



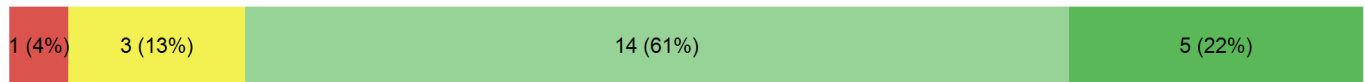
Q11. I am clear what my duties and responsibilities are.



Q13. I am clear about the goals and objectives for my department.



Q15. I have a choice in deciding how I do my work.



Q17. I understand how my work fits into the overall aim of the organisation.



Q19. I have a choice in deciding what I do at work.





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Q23. I can rely on my line manager to help me out with a work problem.

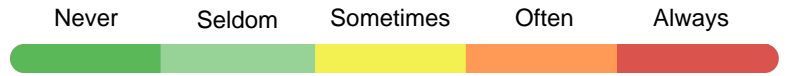




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Respondents	23 (R)
Eligible Respondents	N/A (ER)
Response Rate %	N/A (RR)

FOR QUESTIONS 3,5,6,9,12,14,16,18,20,21,22



Question	Responses - Count (%)
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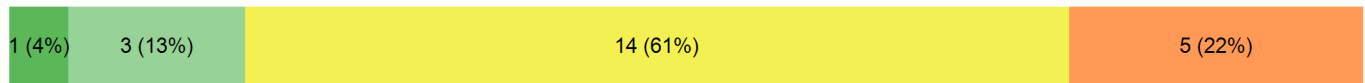
Q3. Different groups at work demand things from me that are hard to combine.



Q5. I am subject to personal harassment in the form of unkind words or behaviour.



Q6. I have un-achievable deadlines.



Q9. I have to work very intensively.



Q12. I have to neglect some tasks because I have too much to do.



Q14. There is friction or anger between colleagues.



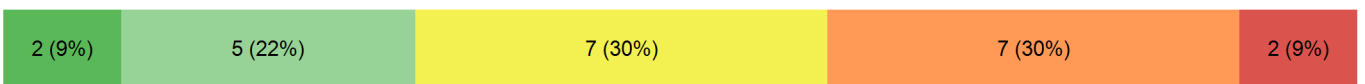
Q16. I am unable to take sufficient breaks.



Q18. I am pressured to work long hours.



Q20. I have to work very fast.



Q21. I am subjected to bullying at work.



Q22. I have unrealistic time pressures.

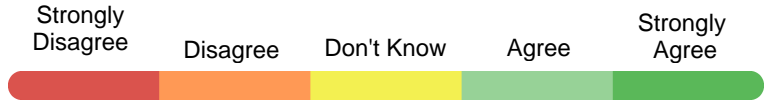




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Respondents	23 (R)
Eligible Respondents	N/A (ER)
Response Rate %	N/A (RR)

FOR QUESTIONS 24-35 (excluding question 34)

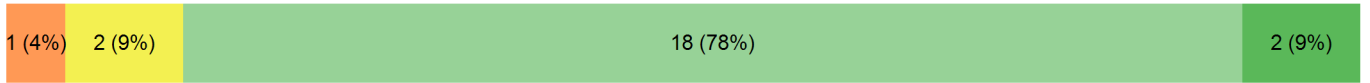


Question	Responses - Count (%)
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Q24. I get help and support I need from colleagues.



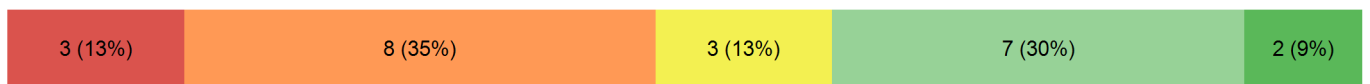
Q25. I have some say over the way I work.



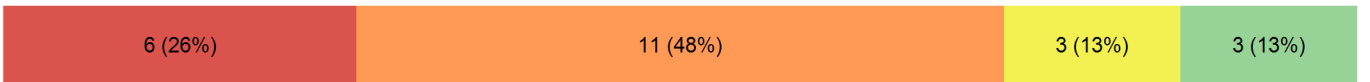
Q26. I have sufficient opportunities to question managers about change at work.



Q27. I receive the respect at work I deserve from my colleagues.



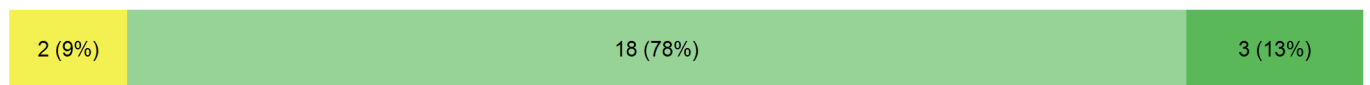
Q28. Staff are always consulted about change at work.



Q29. I can talk to my line manager about something that has upset or annoyed me about work.



Q30. My working time can be flexible.



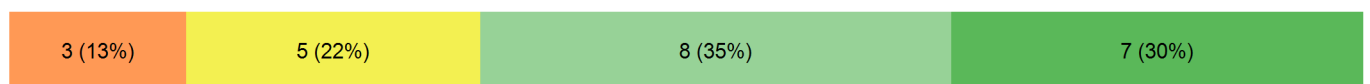
Q31. My colleagues are willing to listen to my work-related problems.



Q32. When changes are made at work, I am clear how they will work out in practice.



Q33. I am supported through emotionally demanding work.



Q35. My line manager encourages me at work.

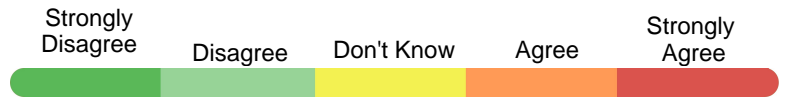




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Respondents	23 (R)
Eligible Respondents	N/A (ER)
Response Rate %	N/A (RR)

FOR QUESTION 34



Question	Responses - Count (%)
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Q34. Relationships at work are strained.





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Respondents	23 (R)
Eligible Respondents	N/A (ER)
Response Rate %	N/A (RR)

AVERAGES	
Score	
Your school (ALL allocations)	We are working on this.
Your Local Authority	
Your MAT	
National	
NOTE: Comparison to (1) Local Authority; (2) MAT; (3) National - available for Bounce Together Professional subscriptions only	

SCORE (AND %) OF TOTAL AVAILABLE SCORE

	(R)	(ER)	(RR)	Score
PUBLIC	25	N/A	N/A	122.3 (72%)
ROLE				
Age				
25-34	7			121.4 (72%)
35-44	4			123.3 (69%)
45-54				N/A
55-64	7			116.6 (67%)
Prefer not to say	3			111.6 (62%)
Gender				
Female	17			119.9 (72%)
Male	6			125.7 (66%)
Prefer not to say	1			119.5 (68%)
Role				
Middle Leadership	5			108.8 (62%)
Other				N/A
Senior Leadership	1			129.0 (75%)
Support staff	4			136.8 (78%)
Teacher	15			118.2 (66%)
Nature of role				
Both Subject focus and Pastoral focus	12			113.3 (65%)
Non-teaching/Support/Other	4			133.5 (77%)



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Pastoral focus only		N/A
Subject focus only	7	119.1 (68%)
Key Stages taught		
KS3	20	118.4 (69%)
KS4	19	111.2 (66%)
N/A	3	125.0 (72%)
Worked in other school		
No		N/A
Prefer not to say		N/A
Yes	25	111.0 (66%)
Total years of teaching experience		
0-1 years		N/A
2-3 years		N/A
4-5 years	2	125.5 (72%)
8+ years	11	121.1 (69%)
N/A	3	135.9 (78%)
Prefer not to say	4	107.0 (61%)



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Respondents	23 (R)
Eligible Respondents	N/A (ER)
Response Rate %	N/A (RR)

		SCALE	
Overall Score	Overall Stress	35	175
DE	Demands	8	40
CO	Control	6	30
MS	Managerial Support	5	25
PS	Peer Support	4	20
RE	Relationships	4	20
RO	Role	5	25
CH	Change	3	15

SCORE (AND %) OF TOTAL AVAILABLE SCORE

	(R)	Score	DE	CO	MS	PS	RE	RO	CH
ALL SCHOOLS (ACADEMIC YEAR 22/23)	146	126.6 (72%)	24.1 (60%)	18.7 (62%)	19.1 (76%)	16.9 (85%)	16.6 (83%)	21.6 (87%)	9.6 (64%)
ALL SCHOOLS (ACADEMIC YEAR 21/22)	83	124.5 (71%)	23.1 (58%)	18.6 (62%)	18.7 (75%)	16.7 (83%)	16.7 (83%)	21.5 (86%)	9.3 (62%)

The ALL SCHOOLS average above represents ALL SCHOOLS that took this survey only on the Bounce Together platform during the respective Academic Years.

The arrows below indicate how ALL results from this survey compare to the results from ALL schools who took this survey in Academic Year 2022/23.

A green arrow represents the score is HIGHER than the average. A red arrow represents the score is LOWER than the average. No arrow represents the score equals the average.

	(R)	(ER)	(RR)	Score	DE	CO	MS	PS	RE	RO	CH
ALL STAFF	23			119.3 (68%)↑	23.4 (59%)↓	17.8 (61%)↓	18.9 (75%)↓	15.2 (77%)↓	15.2 (76%)↓	20.3 (80%)↓	8.4 (52%)↓

ROLE											
Age											
25-34	5			123.4 (71%)	25.4 (64%)	21 (66%)	19 (78%)	16 (78%)	15 (73%)	20 (78%)	8 (55%)
35-44	7			122.3 (70%)	23.0 (58%)	17 (60%)	20 (82%)	11 (76%)	16 (81%)	20 (79%)	10 (65%)
45-54				N/A							
55-64	5			116.6 (67%)	22.8 (55%)	18 (61%)	19 (72%)	14 (71%)	14 (70%)	21 (85%)	8 (51%)
Prefer not to say	5			114.6 (65%)	23.0 (58%)	14 (46%)	17 (67%)	16 (81%)	16 (78%)	21 (89%)	8 (53%)
Gender											
Female	16			118.2 (67%)	23.6 (59%)	17 (58%)	18 (74%)	15 (77%)	15 (75%)	20 (81%)	8 (55%)
Male	3			124.7 (71%)	22.9 (57%)	20 (66%)	21 (83%)	18 (77%)	16 (80%)	21 (83%)	10 (63%)
Prefer not to say	4			119.5 (68%)	23.3 (58%)	18 (59%)	20 (78%)	15 (73%)	15 (76%)	21 (84%)	8 (53%)
Role											
Middle Leadership	4			108.8 (62%)	20.3 (51%)	14 (48%)	18 (73%)	15 (76%)	15 (76%)	20 (78%)	6 (40%)
Other				N/A							
Senior Leadership	3			119.0 (68%)	20.3 (51%)	17 (56%)	21 (84%)	13 (63%)	15 (77%)	20 (81%)	13 (84%)



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Support staff	4	136.8 (78%)	26.8 (67%)	20 (65%)	23 (90%)	17 (84%)	17 (84%)	24 (94%)	11 (73%)
Teacher	11	118.2 (68%)	24.1 (60%)	20 (65%)	18 (71%)	15 (77%)	15 (73%)	20 (79%)	7 (48%)
Nature of role									
Both Subject focus and Pastoral focus	12	113.3 (65%)	21.5 (54%)	17 (57%)	18 (73%)	15 (75%)	15 (73%)	20 (79%)	7 (49%)
Non-teaching/Support/Other	5	130.2 (74%)	26.4 (66%)	18 (59%)	21 (82%)	16 (82%)	16 (82%)	23 (90%)	10 (68%)
Pastoral focus only		N/A							
Subject focus only	7	119.1 (68%)	23.6 (59%)	19 (63%)	18 (74%)	15 (76%)	15 (75%)	20 (81%)	8 (50%)
Key Stages taught									
KS3	20	118.4 (68%)	23.3 (55%)	18 (61%)	21 (76%)	15 (75%)	15 (75%)	20 (80%)	8 (53%)
KS4	17	117.2 (67%)	23.0 (58%)	18 (60%)	19 (74%)	15 (75%)	15 (76%)	20 (79%)	9 (54%)
N/A	3	125.0 (71%)	24.7 (62%)	15 (49%)	19 (77%)	16 (82%)	17 (83%)	22 (89%)	11 (73%)
Worked in other school									
No		N/A							
Prefer not to say		N/A							
Yes	21	120.0 (69%)	23.3 (58%)	18 (60%)	19 (77%)	15 (76%)	15 (76%)	20 (82%)	9 (57%)
Total years of teaching experience									
0-1 years		N/A							
2-3 years		N/A							
4-5 years	2	120.5 (69%)	24.5 (61%)	21 (70%)	19 (74%)	15 (75%)	14 (75%)	20 (78%)	7 67%
8+ years	12	121.1 (69%)	23.7 (59%)	18 (61%)	24 (79%)	15 (75%)	16 (78%)	24 (81%)	9 (52%)
N/A	2	135.5 (77%)	24.5 (61%)	17 (57%)	24 (90%)	17 (85%)	18 (88%)	24 (96%)	13 (89%)
Prefer not to say	5	107.0 (61%)	21.4 (54%)	11 (46%)	15 (62%)	15 (77%)	15 (73%)	20 (80%)	6 (43%)



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WHAT DO THE SCORES TELL US?

SCORING

This survey generates a score for each individual staff member of between 35-175. The lower the score, the worse a member of staff's attitudes and perceptions of the working conditions of the school. The lower the score also identifies a higher level of work related stress.

This survey was developed by academics and industry experts at The Health and Safety Executive (HSE) to accurately measure and determine the attitudes and perceptions of employees towards work-related stress.

This report produces an immediate analysis of the scores generated from the survey AND also offers the ability to compare the data within the report to previous data collated from the running of the survey. This is an invaluable tool to firstly evidence progress and monitor impact.

WHAT THE SCORING MEANS

Individual scores on the HSE MANAGEMENT STANDARDS INDICATOR TOOL can range from 35 to 175. The lower the score, the worse a member of staff's attitudes and perceptions of the working conditions of the school. The lower the score also identifies a higher level of work related stress.

There are seven key areas of focus throughout the report, which are scored by the Management Standards. These are:

Demands - this includes issues such as workload, work patterns and the work environment.

Control - how much say the person has in the way they do their work.

Managers Support - this includes the encouragement, sponsorship and resources provided by the organisation and line management.

Peers Support - this includes the encouragement, sponsorship and resources provided by colleagues.

Relationships - this includes promoting positive working to avoid conflict and dealing with unacceptable behaviour.

Role - whether people understand their role within the organisation and whether the organisation ensures that they do not have conflicting roles.

Change - how organisational change (large or small) is managed and communicated in the organisation.

The LOWER the scores in each of these areas, indicates HIGHER levels of stress being experienced at school in each of these areas.

Obtaining and understanding this information helps identify areas to improve to prevent and manage work-related stress. The results may have thrown up surprising results for your school or confirmed what you already knew.

Either way, the next step would be to conduct a series of interviews and focus groups. Specific issues arising from the survey results should be addressed as fully and frankly as possible in the focus groups. To ensure robust results run focus groups and/or interviews with between 10% and 20% of employees. The outcome will be a first step in identifying action plans and strategy. Including your staff in this process ensures that action plans arising from focus group discussions should work.

Furthermore, staff members can start off with some easy steps by setting some boundaries to others and themselves. For example:

- **EMAIL FOOTERS:** Including 'This email was sent at a time & date convenient to the sender; please do not feel under any pressure to respond if this is outside your usual working hours' at the footer of your emails.
- **SEPARATE WORK AND PLEASURE:** At least twice a week, allocate time after school (and put in your diary) an activity you enjoy and where you completely refrain from emails and possible contact about any school matters - such as going for a walk; going to the gym; going to a child's extra curricular activity with them.