

Document Title:	Health & Wellbeing Policy
Document description	This Policy provide a framework to ensure consistent management and support of the health and wellbeing of employees throughout the School
Document type:	Policy
Document number:	TBC
Document version	1
Document owner:	Director of Human Resources
Department:	Human Resources
Approved by:	Executive Board
Date approved:	May 2017
Date of review:	May 2024
Publication:	SOAS Intranet

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1. Introduction

- 1.1 SOAS University of London (the School) is committed to the health and wellbeing of its employees. The School has in place a comprehensive package of wellbeing measures including Occupational Health Services, an Employee Support Programme and a rolling programme of wellbeing and healthy lifestyle events. This holistic approach aims to work in partnership with employees and their representatives to promote wellbeing, to prevent sickness absence wherever possible and to manage cases of sickness absence where they occur within the constructive framework of the School's Sickness Absence Policy and Procedure.
- 1.2 As part of the School's commitment to provide the highest standards of learning and teaching experience to students, supported by high quality professional services, SOAS needs and values good attendance by its employees and is fully committed to supporting its employees in achieving good attendance levels.
- 1.3 The School recognises that employees experiencing ill-health may require periods of sickness absence from time to time. It is also recognised that some ailments may not preclude individuals from working and making a valid contribution, albeit that it may not be at their normal level of performance. In these circumstances, the School will make all reasonable efforts to support employees whose performance may be reduced due to a health issue.
- 1.4 On occasions, an employee may need to be absent from the School, not due to his/her own personal illness or injury but for other circumstances – e.g. a dependant's illness, bereavement etc. In these circumstances, the employee should consider the leave arrangements the School has in place, outlined in Section 6 of this document.
- 1.5 The School is committed to fostering a culture which recognises the importance of achieving work-life balance and caring commitments, and has a range of policies to support employees, outlined in Section 6 of this document.
- 1.6 In order to meet and exceed customer expectations, SOAS is endeavouring to improve its performance in relation to attendance levels. Consequently, the School is positively working towards the creation and maintenance of a culture in which managers, employees and trade unions share this responsibility and work together to achieve the desired levels of attendance.
- 1.7 The School has introduced this policy in order to meet the following aims:
 - To provide a framework which will ensure consistent management and support of employees throughout the School;
 - To describe the mechanisms available to employees for support and guidance in relation to sickness absence and related issues;

- To clarify roles and responsibilities of the School and its employees within the context of this Policy and supporting arrangements;
- To create a culture in which everyone works in partnership to achieve improvements in health, welfare and attendance levels across the School.

1.8 This policy applies to all employees of SOAS and has been implemented following consultation with the School's recognised Trades Unions, UNISON and UCU.

2. SOAS' Responsibility to Employees

2.1 Human Resources (HR) Directorate

The School, acting through the Human Resources Directorate, is responsible for:

- Informing all employees of the provisions of the Health & Wellbeing Policy and supporting arrangements;
- Ensuring that the Health & Wellbeing Policy and supporting arrangements are applied consistently and fairly;
- Training managers in the understanding and implementation of the Health & Wellbeing Policy and supporting arrangements to ensure consistency and equality in application;
- Advising managers in the management of sickness absence, including reasonable adjustments, and advising them in the use of the procedures that support the Health & Wellbeing Policy;
- Acting in accordance with all relevant legislation including the Access to Health Records Act 1990, Data Protection Act 1998 and the Equality Act 2010;
- Managing the Occupational Health contract and arranging for referral to the Occupational Health Service, where appropriate, in order to inform decisions in relation to an individual's health and absence;
- Managing the Physio at Work contract and arranging for referrals where appropriate.
- Developing initiatives that further support a healthy workforce and improve attendance levels across the School.

2.2 Managers

Managers within the School are responsible for:-

- Ensuring that, as part of induction, employees are made aware of the School's Health & Wellbeing Policy and supporting procedures;
- Clear and timely communication to employees regarding organisational change;
- Ensuring that the Health & Wellbeing Policy and supporting procedures are followed and seeking appropriate advice from the HR Directorate when necessary;

- Making all reasonable efforts to support employees whose level of performance at work may be temporarily reduced as a result of a health issue and ensuring that any Occupational Health/General Practitioner recommendations, including any reasonable adjustments, are dealt with as quickly as possible;
- Undertaking stress risk assessments where necessary and taking appropriate action, as identified (*see Appendix 1*).
- Monitoring employee workloads and, where appropriate, making workload adjustments for individuals and across teams in consultation with the affected employee(s).

3. The Employee's Responsibility to the School

3.1 It is the responsibility of the employee to:

- Take personal responsibility for his/her attendance at work, recognising that full attendance is the normal standard expected;
- Make him/herself familiar with the provisions of the School's Health and Wellbeing Policy and supporting procedures;
- Inform his/her line manager and HR of a need for an assessment for reasonable adjustments and of any subsequent changes in needs or requirements;
- Follow any medical advice received from his/her own General Practitioner/Specialist or the School's Occupational Health Service in order to restore good health as quickly as possible;
- Take personal responsibility for his/her recovery and timely return to work.
- Contribute to stress risk assessments and in completing appropriate actions as identified.
- Adopt practical strategies for dealing with stress (See Stress Management: Practical Strategies for Reducing, Preventing and Coping with Stress - <https://www.soas.ac.uk/hr/procedures/pphealthwelfare/>).
- Inform his/her line manager if experiencing any problems in coping with his/her workload.
- Work collaboratively and co-operatively his/her line manager and colleagues when workload adjustments are made for employees within the team.

4. Supporting Services

4.1 Programme of Health & Wellbeing Initiatives

The School is committed to the creation of a healthy workplace by organising a programme of health and wellbeing initiatives throughout the year, designed to protect the health and wellbeing of employees and to optimise the opportunity to help people to improve their own health. These might include:

- Mental Health workshops including Mental Health First Aid;
- Workshops such as: RSI & Back Pain, Stress Management, Handling

- Pressure, Dealing with Difficult Situations, Emotional Intelligence: Handling Difficult Emotions at Work, Coping with Change, Conflict Resolution;
- Alternative Therapies such as Massage;
- Health and Safety Drop in Surgery.

4.2 Management of Work-related Stress

The Health and Safety Executive (HSE) defines stress as ***'the adverse reaction people have to excessive pressure or other types of demand placed on them'***.

The HSE has provided a set of standards for managing stress in the workplace, identifying six primary potential sources of stress at work:

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

The School recognises work-related stressors as a potential hazard to health and is committed to managing work-related stress in a proactive manner to reduce the personal impact on its employees.

The School is committed to ensuring that individuals who are identified as particularly at risk of stress are managed proactively and provided with appropriate health care support whilst recognising the need for confidentiality to be maintained. To support this commitment, a risk assessment will be conducted by line managers as necessary and appropriate action taken (*see Appendix 1*). Guidance on the management of the HSE standards for managing stress in the workplace is available (*see Appendix 2*).

4.3 Occupational Health Service

The School's Occupational Health service is contracted out to a third party organisation that provides a wide range of advice on physical and mental health issues and related support to the School. The Occupational Health Service is beneficial to the School and its employees, providing independent advice about an employee's fitness to work and rehabilitation needs, including reasonable adjustments, together with advice on a range of general and other health issues affecting employees across the School.

4.4 Reasonable Adjustments

Reasonable adjustments for employees may include the following examples:-

- Adjustments to premises or special equipment
- Re-allocating duties
- Arranging training
- Altering working hours
- Providing a reader or signer

Employees who consider that they may need reasonable adjustments should first discuss their needs with their line manager. The line manager will then refer the employee to the Human Resources Directorate for an assessment to be arranged (*See Appendix 2*).

New employees will be asked to contact the HR Directorate before they commence work should they consider that they may need reasonable adjustments (*See Appendix 3*).

The appropriate Employee Relations Consultant (ERC) will make the necessary referrals for advice and take forward any recommendations, as necessary. The School aims to put in place any necessary adjustments within one month of HR receipt of the line manager's referral by the ERC; timescales may be adjusted where a referral to an external agency is required.

4.5 Employee Support Programme

The School provides an Employee Support Programme. The aim of this service is to provide employees with a free, confidential source of advice on issues of concern to them.

The Employee Support Programme is based on a telephone helpline staffed by specially trained advisors, who can be contacted 24 hours a day, 365 days a year on a strictly confidential basis. Contact details are available from the HR Directorate and are published on publicity materials displayed around the School and on the website at <http://www.soas.ac.uk/hr/procedures/family/esppolicy/>. Callers to the helpline will be given support, advice and information to deal with any issues they may be facing. The helpline service can be complemented by face-to-face counselling.

4.6 Physiotherapy

The School provides a physiotherapy service for employees suffering from work-related musculo-skeletal problems. The School will pay for up to six physiotherapy sessions per employee per year with True Motion (formerly known as Physio at Work), which allows the individual time to seek longer-term

treatment through their GP, if necessary. The HR Directorate makes the referral on behalf of the employee and receives a final report on the treatment.

4.7 **Health & Safety Manager**

The Health & Safety Manager provides expert advice on safety matters to the School, its departments, staff and students to enable the School to comply with, and where possible exceed, the statutory requirements for Health & Safety. The Health & Safety Manager develops policies and guidance on safety issues, monitors the safety performance of the School and its departments by investigating accidents and incidents, and conducts workplace assessments. The Health & Safety Manager can be contacted at: healthandsafety@soas.ac.uk.

4.8 **Respect at SOAS**

Employees who have issues with discrimination, bullying or harassment can initially seek to resolve them informally by recourse to the SOAS Respect Policy: <https://www.soas.ac.uk/equalitydiversity/dignitysuite/>

Employees can seek advice on the options available in the Respect at SOAS policy from one of the listed Anti-Harassment Contacts from the Diversity Office: diversity@soas.ac.uk

4.9 **Access to Work Scheme**

Access to Work is a government organisation providing advice and practical help for disabled people in or about to start work. *Access to Work* provides grants towards costs associated with helping people with disabilities to be able to function effectively at work.

The School works closely with *Access to Work* in order to benefit from their specialist advice and to assist the School with costs of making reasonable adjustments to the workplace.

4.10 **Healthy Eating Options**

SOAS has a modern restaurant at the Russell Square Campus which provides a wide range of nutritionally balanced food with a range of salad bars and/or fresh fruits.

4.11 **Gyms**

There are a number of local gyms, such as Energybase Health & Fitness Club at Student Central (formerly ULU) on Malet Street (discounted rates are available for SOAS employees), Bannatyne's Health Club on Woburn Place, Fitness First on Coram Street and the YMCA club on Great Russell Street.

4.12 **A No Smoking Organisation**

In recognition of the need to provide a healthy working and study environment, to protect employees from the dangers of passive smoking and to comply with the law, the School has a Smoking Policy which outlines the ban on smoking in School premises. More details can be found on the School's website at <https://www.soas.ac.uk/healthandsafety/smoking/>

4.13 Sick Pay Provisions

The School's scheme of sick pay provisions are designed to provide financial support during a period of sickness absence. These are detailed in the Contract of Employment, or in the School's Sickness Absence Policy and supporting procedure.

Details can be found at: <http://www.soas.ac.uk/hr/procedures/leave/sicknessproc/>

4.14 Free Eye Tests

Employees who can provide evidence that their glasses or contact lenses are needed for VDU work and who can produce original receipts can claim for the cost of an eye test, and will also receive £40 towards the cost of a new pair of glasses or contact lenses.

More details can be found on the School's website at:

<https://www.soas.ac.uk/hr/staffinfo/benefits/>

4.15 Cycle to Work Scheme

The SOAS Cycle to Work Scheme is available through a salary sacrifice/hire agreement arrangement. The scheme offers an attractive employee benefit and provides substantial savings on the cost of a bike and safety equipment.

Details can be found on the School's website at:

<http://www.soas.ac.uk/payroll/file72438.doc>

5. Scope of the Health & Wellbeing Policy

- 5.1 The Health and Wellbeing Policy defines the broad principles and commitments of the School. This document does not seek to define every possible circumstance that may arise.

6. Reference to Other Policies

- 6.1 On occasions, an employee may need to be absent from the School not due to his/her own personal illness or injury. In such circumstances, an individual may wish to consider the appropriateness of one of the other School policies:

- Family Leave Policies: Maternity Leave
Paternity Leave
Shared Parental Leave
Adoption Leave
Emergency Dependant's Leave

- Special Leave Policies: Bereavement Leave
Jury Service Leave
Time off for Public Duties
Travel Disruption
Discretionary Unpaid Leave
- Annual Leave Policy

6.2 The School's Flexible Working Policy sets out a framework for employees to make flexible working requests, such as changing their pattern of work, or reducing hours of work, to support caring commitments for children and adults or for other reasons.

6.3 General Health and Safety issues in the workplace are covered by the School's Health & Safety Policy and Manual.

6.4 Initiatives intended to reduce the likelihood of incidents of gender based violence occurring on campus and practical steps for the victims of gender based violence and those people supporting them are covered in the School's Guidance to Prevent and Respond to Gender Based Violence on Campus.

6.5 Attendance issues not related to an illness or a disability will be managed in accordance with the School's Disciplinary Procedure and are not covered by this policy. Similarly, capability and performance issues will be managed in accordance with the School's Performance Management Procedure.

6.6 All of these policies are available on the School's website. For further information, employees should contact the HR Directorate or their line manager.

7. **Equality and Diversity**

This policy was written in accordance with the requirements of the Equality Act (2010) and the SOAS commitment to equality, diversity and inclusion. An Equality Impact Assessment was completed on 16 May 2017 and the identified actions completed.

*September 2014
Updated May 2017*

Individual Stress Risk Assessment (ISRA) form

Name of employee:		Job title:	
Department/Directorate:		Manager/ Head of Department:	

Is the individual employee displaying any symptoms of stress?	
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Potential Stressor or Risk Factor 1 - CONTROL:
 Are there possible issues with lack of control over work? Does the employee have any control over the timing and/or pace of their work? Do others often change their deadlines? Does the HoD/line manager allocate all work?

Details of any potential risk identified:

Suggestions for actions to address any risks identified:
 Agree systems that enable the employee to have a say over the way their work is organised and undertaken. Hold regular discussions at the planning stages of projects to talk about outputs and methods of working. Talk about how decisions are made – is there scope for more involvement? Hold work reviews to monitor workload.

Actions planned		
Action to address risk	By whom	When

Potential Stressor or Risk Factor 2 - DEMANDS:
 Are there any possible issues with excessive job demands? Is the employee able to take annual leave? Is the employee able to take breaks? Is the employee regularly working longer than their contracted hours or more than 48 hrs per week? Is the individual working noticeably longer hours than others doing similar jobs? Is the employee's work environment or equipment appropriate?

Details of any potential risk identified:

Suggestions for actions to address any risks identified:
 Hold more regular team meetings or individual work reviews to discuss & anticipate workload. Develop personal work plans to ensure the employee knows what their job involves. Provide training to help the

employee prioritise or information on how to seek help if they have conflicting priorities. Develop a system to notify the employee of unplanned tight deadlines or any exceptional need to work long hours. Ensure the job description is up-to-date. Ensure the person specification matches job requirements. Ensure the employee takes their leave. Introduce flexibility in work arrangements to enable individuals to cope with domestic arrangements. Ensure the employee has completed the DSE risk self-assessment form for their workstation and home-workstation if they work from home. Ensure any problems with environment or equipment are addressed or raised with the appropriate section (e.g. IT, estates).

Actions planned

Action to address risk	By whom	When

Potential Stressor or Risk Factor 3 - SUPPORT:

Are there any possible issues with lack of support? Has the individual had an SDR or probation review meeting? Has the employee been absent from work on sick leave? Has the employee expressed any concern about lack of management support? Does the employee have regular meetings with you and/or do you communicate regularly with the employee (by email, telephone, etc.).

Details of any potential risk identified:

Suggestions for actions to address any risks identified:

Hold regular team/Departmental meetings or one-to-one meetings to discuss issues. Has the employee got access to mentoring, coaching or other training? Ask how the individual would like further managerial support. Ensure that SDRs/probation reviews are regularly carried out. Ensure the employee has information on how to access support services or the ways in which SOAS can provide support for staff experiencing problems outside work (e.g. Employee Support Helpline/counselling, Occupational Health, flexible working policy, dependants' leave, parental leave, etc.).

Actions planned

Action to address risk	By whom	When

Potential Stressor or Risk Factor 4 - RELATIONSHIPS:

Are there any possible issues with relationships within the team or Department? Has the employee complained of bullying or harassment? Have there been any incidents of unacceptable behaviour? Does the team/Department work cohesively & supportively in dealing with work?

Details of any potential risk identified:

Suggestions for actions to address any risks identified:

Agree standards with all employees in the team/Department for acceptable behaviour at work. Ensure the employee is aware of the confidential routes by which they can report unacceptable behaviour. Provide training to the employee to help them deal with difficult situations. Ensure the employee is aware of the Grievance, Dignity at SOAS and Disciplinary procedures. Identify ways to highlight success. Explore team building exercises.

Actions planned

Action to address risk	By whom	When

Potential Stressor or Risk Factor 5 - ROLE:

Are there any possible issues with role ambiguity or confusion? Has the individual mentioned conflicting goals? Has the individual not prioritised work correctly? Has induction for the employee (if new or newly promoted/redeployed to a role) been completed?

Details of any potential risk identified:

Suggestions for actions to address any risks identified:

Use probation review or SDR meetings to help the employee clarify their role and priorities and to discuss any possible role conflicts. Communicate key team objectives and targets. Agree standards of performance for individual tasks. Revise job description to ensure core priorities of role are clear. If the employee is new/or new to the job, ensure they have an adequate induction into their role, the team / department's objectives and the team's role.

Actions planned

Action to address risk	By whom	When

<p>Potential Stressor or Risk Factor 6 - CHANGE: Are there any possible issues with managing change? Is the employee's team, Department or Faculty going through a period of significant change or restructuring?</p>		
<p>Details of any potential risk identified:</p>		
<p>Suggestions for actions to address any risks identified: Ensure that the employee is aware of why the change is happening and the change process (what is happening and when, what the impact will be on them). If the individual is directly affected by the change process, involve them in the process. If the individual is only indirectly affected by the change, ensure they receive regular and clear communications. Agree communication methods and ensure the employee is aware how they can raise any concerns. Could any support or training be offered to support the employee during the change process? Review work plans and objectives after the change to ensure these are valid and clear.</p>		
Actions planned		
Action to address risk	By whom	When

Manager's signature: _____ Date: _____ Date of review of ISRA _____
 Checked by: _____ Date: _____ Copy given to employee on: _____
 (Employee Relations Consultant /Health & Safety Officer)

MANAGEMENT OF STRESS IN SOAS

There are 6 HSE stress management standards covering key areas. Please see below for information on each standard and possible control measures to help achieve best practice. Please note that the suggested control measures are only intended as a guide and are not exhaustive.

Management standard 1- Demands

The standard is that:	What should be happening:	Possible management control measures:
Employees indicate that they are able to cope with the demands of their jobs; and systems are in place locally to respond to any individual concerns	<ul style="list-style-type: none"> • SOAS provides employees with adequate and achievable demands in relation to the agreed hours of work. • People's skills and abilities are matched to the job demands. • Jobs are designed to be within the capabilities of employees, appropriate to the grade and specialism. • Employees' concerns about their work environment are addressed. 	<ul style="list-style-type: none"> • One to one meetings in place where outcomes are agreed and recorded. Guidance over prioritisation of tasks. • Staff review process in place and actioned. • Team meetings held regularly. • Risk assessments for work activities are in place and reviewed annually and when required. • Staff training / coaching / supervision in place to ensure that staff are competent in their role. • Up to date risk assessments for building and work environment as necessary. Physical adjustments to ensure hazards properly controlled.

Management standard 2 - Control

The standard is that:	What should be happening:	Possible management control measures:
Employees indicate that they are able to have a say about the way they do their work; and systems are in place locally to respond to any individual concerns.	<ul style="list-style-type: none"> • Where possible, employees have control over their pace of work. • Employees are encouraged to use their skills and initiative to do their work. • Where possible, employees are encouraged to develop new skills to help them undertake new 	<ul style="list-style-type: none"> • One to one meetings to clarify individual workloads and agree timetables. • Appropriate communication mechanisms in place for both the individual and team. • SDR process in place and actioned. • Employees are encouraged to use their skills and

	<p>and challenging pieces of work.</p> <ul style="list-style-type: none"> • SOAS encourages employees to develop their skills. • Employees have a say over when breaks can be taken. • Employees are consulted over their work patterns. 	<p>initiative to the maximum.</p> <ul style="list-style-type: none"> • Where possible and appropriate, employees are encouraged to develop new skills to help them undertake new and challenging pieces of work. • Flexible working patterns considered where possible.
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Management standard 3 - Support

The standard is that:	What should be happening:	Possible management control measures:
<p>Employees indicate that they receive adequate information and support from their colleagues and superiors; and systems are in place locally to respond to any individual concerns.</p>	<ul style="list-style-type: none"> • SOAS 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. 	<ul style="list-style-type: none"> • Ensure appropriate communication mechanisms are in place and operating effectively (individual one to ones and staff review process and group team meetings). • Reference to appropriate existing policies and procedures within the School. • Training available via the Staff Learning & Development team for managers and individuals. • Staff are reminded regularly what support is available and how and when to access it (e.g. Counselling, Employee Support Programme, Occupational Health Service). • Managers encouraged to provide regular and constructive feedback on pieces of work.

Management standard 4 - Relationships

The standard is that:	What should be happening:	Possible management control measures:
<p>Employees indicate that they are not subjected to unacceptable behaviours, e.g. bullying at work; and systems are in place locally</p>	<ul style="list-style-type: none"> • SOAS promotes positive behaviours at work to avoid conflict and ensure fairness. • Employees share 	<ul style="list-style-type: none"> • Ensure appropriate communication mechanisms are in place and operating effectively (individual one to ones and

<p>to respond to any individual concerns.</p>	<p>information relevant to their work.</p> <ul style="list-style-type: none"> • SOAS has agreed policies and procedures to prevent or resolve unacceptable behaviour. • Systems are in place to enable and encourage managers to deal with unacceptable behaviour. • Systems are in place to enable and encourage employees to report unacceptable behaviour. 	<p>team meetings).</p> <ul style="list-style-type: none"> • Acceptable standards of behaviour at work are set out and promoted; • Agreed policies and procedures are in place to prevent or resolve unacceptable behaviour; • Managers lead by example. Management training available through the Staff Learning & Development team. • Team away days and socials organised, where appropriate. • Equality and Diversity Training completed by all members of staff as part of their induction and reviewed as appropriate.
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Management standard 5 - Role

The standard is that:	What should be happening:	Possible management control measures:
<p>Employees indicate that they understand their role and responsibilities; and systems are in place locally to respond to any individual concerns.</p>	<ul style="list-style-type: none"> • SOAS ensures that, as far as possible, the different requirements it places upon employees are compatible. • SOAS provides information to enable employees to understand their role and responsibilities. • SOAS ensures that, as far as possible, the requirements it places upon employees are clear. • Systems are in place to enable employees to raise concerns about any uncertainties or conflicts they have in their role and responsibilities. 	<ul style="list-style-type: none"> • Ensure appropriate communication mechanisms are in place and operating effectively (individual one to ones, staff reviews and team meetings). • Induction and SOAS Staff Orientation process in place that is completed by the individual. • Clear team structures in place with reporting lines clearly set out. • Mechanisms in place to update any job description when appointing a new member of staff to that role or when there are significant changes to the role.

Management standard 6 - Change

The standard is that:	What should be happening:	Possible management control measures:
<p>Employees indicate that the organisation engages them frequently when undergoing an organisational change; and systems are in place locally to respond to any individual concerns.</p>	<ul style="list-style-type: none"> • SOAS provides employees with timely information to enable them to understand the reasons for and implications of proposed changes. • SOAS 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. 	<ul style="list-style-type: none"> • Ensure appropriate communication mechanisms are in place and operating effectively (individual one to ones, team meetings). • Staff training as necessary. • Ensure adequate employee consultation on changes (reasons, benefits and timescales) and staff provided with opportunities to contribute to the proposals. • Trade Union representatives and staff representatives consulted on possible change. • Employees reminded by their line managers on how to access relevant support during the period of change.

Reasonable Adjustments Flowchart for Current Employee

Appendix 3



