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Approved by:

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Director of "IMS" Private School, Limassol

**Strategy for professional development of employees
and steps to introduce ISO 45003:2021**

*“Occupational health and safety management — Psychological health and
safety at work — Guidelines for managing psychosocial risks”*

Healthy at
school

The strategy was created under project 2022-1-BG01-KA220-SCH-000085347 "Healthyatschool.
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basedontheapproveddocument "Strategyforthedevelopmentof "HristoBotev" PrimarySchool,
Varnafortheperiod 2021 - 2025" andcurrentindividualneedsofemployees

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I. MISSION, VISION AND VALUES OF THE ORGANIZATION

Mission

IMS Private School is a secondary school offering a programme with no educational precedent, the *Upper High School Programme*, under the official recognition of the Ministry of Education and Culture, which has endorsed it as a secondary school under its authority. The mission of the organization is to provide young students with the necessary skills that will enable them to fulfill their academic careers and become independent adults. Specializing in education, IMS strives to be a pillar of knowledge by incorporating new innovative techniques into teaching that ensure the academic success of our students.

Vision

Upper High School Programme is a morning school curriculum, initiated in 2014, for students aiming at top universities. IMS educators have been working towards a new type of school for many years. Tapping into their experience, they shaped a school geared for university preparation; redesigned, innovated and taken a totally fresh approach that veers far away from the dated methods still widely in use by other educational institutions; restructured the GCSE and A level subject syllabi to a new kind of learning intended to inspire and motivate.

IMS's novel morning school programme, *Upper high School Programme*, offers complete freedom in subject choice and is based on aptitude, so that a student's abilities are not thwarted by age restrictions. IMS has already seen several students enrol at the age of 13 to begin studies at top ranking universities at the age of 16. Within these three-year period students of IMS find themselves possessing a strong educational background of many GCSE awards and at least four A Level awards.

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Unique features of this programme are:

- Duration of three years, devoting one year to GCSE and two to A Level.
- In addition to the school leaving certificate, a student who completes this three-year programme receives the IMS Diploma, a superior qualification recording the performance of the student in 5 components (4 A Level subjects, with overall school performance being the fifth). The IMS Diploma is a very strong qualification for admission in one of the leading universities of the world.
- Free choice of subjects allowing students to select any subject combination. Class size ranging from 12 down to 1 student with an average of 6, enabling the teacher to closely follow each individual student's progress.
- Focusing on the talents of students individually, so as to fully exploit their abilities and secure the best university education they can get.
- Providing valuable guidance to students on their subject choices and career options.
- Close collaboration with the IMS Research and Development Centre to involve IMS students in educational exchanges and research, thus providing valuable experience for their future professional development.
- Expert teachers specialising in teaching GCSE and A Level maximise productivity during the lesson.
- A fresh teaching style focusing on critical thinking instead of memorising.
- Carefully selecting students aiming at quality university education and treating them like adults.
- Excellent communication between teachers, students and parents.
- A convenient daily schedule starting at 9:00 with 60 minute periods.

Use of the latest educational technology in premises of modern and top rated facilities

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- **THE IMS APPROACH**

Accelerated 3-year programme

Students gain a year in their studies. Saving time increases motivation, drive and accelerates academic achievement. Reducing time does not mean sacrificing depth of study. Year 1 is devoted to GCSE (minimum six awards) and years 2 and 3 to A Level (AS and A2 respectively). The accelerated programme leads to four A Level awards, which exceeds the qualification requirement of British universities, providing an advantage to IMS students.

Unlimited subject choice

IMS students can choose any subject combination from a broad range of subjects. There are no restrictions that have to do with timetabling or with numbers of students choosing a particular subject. Even if only one student chooses a certain subject we are committed to offering it! Our aim is that every student makes the choice that best suits his abilities and career goals.

Extremely small teaching groups

It is one of our main concerns in developing a modern academic programme, to limit the numbers of students in our teaching groups between 1 and 12. This enables the teacher to focus on the needs of each individual student and provide the best possible support. It also helps establishing a close and friendly interactive relationship between students and teachers that is extremely beneficial in promoting academic excellence.

Quality in teaching

Expert teachers employ teaching methods that focus on the essence of concepts and not the rote acquisition of knowledge. Students are well prepared to cope with the challenges they will face at university by covering material in depth beyond the scope

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of the A Level syllabus. They are in addition given every support to do well in national and international academic Olympiads.

Use of touch-screen devices

Our educational programme is largely based on the use of devices (laptops or tablets) with a touch screen that accepts an electronic pen. This allows us to work paperless and progress much faster and more productively. During class time our students also see on their screens what the teacher projects on the interactive board and thus need to take no notes, devoting the whole of their time to understanding the material taught. This also allows the teacher to deliver a lot more material during a teaching period. After school students need to submit their work to the teacher through the online platform we use, allowing the teacher to assess their work, provide feedback, make corrections, spot their weak points and even mark their work. The teacher has therefore a detailed picture of the performance of the student throughout the year on a daily basis and students feel the need to be more organised in their work.

Treating students like adults

Students work best when surrounded by like-minded peers and at IMS they find themselves surrounded by people sharing similar interests and goals. Establishing clear aims in conjunction with specialised teaching creates a mature educational environment in which a school uniform is needless, as it is at university.

No age requirement

The IMS programme is based on aptitude. We believe that a student's abilities should not be thwarted by age restrictions and accept qualified students of a range of ages to follow our programme.

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Since its establishment as a morning school in 2014, IMS Private School, has been oriented towards excellence in education and has established a wealth of educational processes, which have made us a highly specialized organization in the following indicative fields of expertise:

- **Innovation in educational method**

Focuses on the guided free selection of subjects for each student in the framework of their desired career development. This offers students the chance to act in a definitive way in the educational pathways that fulfil their skills and their ambitions and form the parameters for their most advanced participation in creative processes. The choice of a free individual processor is adapted on each student's capabilities and personal conviction in what concerns their own "interpretation" of a life cycle in terms of their career development and incentives along with their inherent and acquired skills.

- **Excellence in Teaching**

The School 's educational system supports the creative thinking and learning in teaching modules by applying complimentary areas of knowledge to specific subjects, such as Physics, Chemistry and Mathematics in order to establish further inspiration for a comprehensive learning. This is combined with the introduction of experimental learning by studying the practical aspect of science in applied research.

- Applies new directions leading to new state of the art class material as new approaches and teaching methods as well, oriented to all groups of students.

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- **Research & Innovation**

In 2015, IMS Private School established the IMS – Research & Development centre, a non profit Organisation with a view to scientific and innovative excellence. Its main task is to develop research activity and prepare the school for participating and submitting research proposals. The dept consists of people having extended experience in preparing proposals and implementing EU projects. Their circle of activity covers a range of fields such as Education, Environmental Science and Technology, Ecology, Chemical Engineering, Business Management, IT, business and environmental solutions, and Transfer of Technology.

- **Entrepreneurship**

Focuses on the development of an Academia - Industry portfolio that consists the basic parameter for the establishment of a career development and planning centre. Along with IMS R&D endorsed on the development of new counselling modules to assist students through experimental learning.

- **Employment and social inclusion**

As part of its innovative research activity and its attempt to improve students' career profile and potential employability. In close cooperation and interaction with *IMS R&D* endorsed on the implementation of certain principles and goals that support the definition of the educational identity in relation with the development of students personality and their participation in labour market and in the society in general.

- **Start-ups**

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Start-up assistance and guidance to students supporting the entrepreneurial spirit in youth.

IMS total number of students is 260. Students with different nationalities (Cypriots, Polish, Russian, Lebanese, Latvian, British, Canadian, Greek, Chinese, Lithuanian, Ukrainian, French, and German) give IMS a notable diverse background that is beneficial to all students as it facilitates cultural learning and exposes students to different languages.

Values

At IMS Private School, we are committed to fulfilling the core values that shape and guide our actions and overall approach. These values are the main pillars of our operation for education and leadership and guide the behavior of all our staff. The school's core values include the following and embrace all critical areas of our operations:

- **Integrity:** Cultivating a culture of transparency and integrity in our actions and conduct.
- **Innovation:** Striving for improvement while developing new approaches in learning.
- **Parent/Student satisfaction:** We are committed to provide our students with the highest quality of education.
- **Equity:** Promoting fairness and equal opportunities to all.
- **Inclusivity :** Every student has a right to participate
- **Collaboration:** Working together to create a successful educational experience.
- **Professionalism:** The guiding force of all our staff, to work with respect and dignity, with diligence and enthusiasm, and with skill and mastery of process.

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II. EXTRACURRICULAR ACTIVITIES

A broad spectrum of extracurricular activities is offered to satisfy the enrichment activities requirement of the IMS Diploma. These can be categorized in three main areas, each area followed by an indicative sample of activities.

Personal Development

- Art School Society
- Cyprus and International Academic Olympiads
- ECDL
- Formula 1 Club
- Learning a foreign language
- Photography
- School chess championship
- School football championship
- School volleyball championship

Community Participation

- Debate club
- Duke of Edinburgh Award Scheme
- Fundraising
- Voluntary work in animal sanctuaries
- School newspaper

Work Related Learning

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- Summer Work Experience Period
- Junior Achievement Competition

III. SWOT ANALYSIS

Strengths	Weaknesses	Opportunities	Threats
High-quality education	tuition fees	Growing demand for private education	Competition from other schools
Experienced and qualified Teachers	Reliance on tuition as the main revenue source	Potential for expansion	Changing government regulations
Excellent academic track record	Limited space/premises	Collaboration with local businesses	Disconnect between family and school
Modern facilities and technology	Limited geographical reach	Diverse student body	Legal and compliance challenges
Strong parent and community support		Online education opportunities	Health-related disruptions (e.g., pandemics)
Effective Community Outreach		Educational technology advancements	Economic downturn affecting enrollment
Well-defined mission and values		Strategic partnerships with local organizations	Economic Recession affecting wellbeing
Innovation in Teaching		Government grants for educational initiatives	
Customized learning approaches		EU Funded research	
Engaging extracurricular programs			

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IV. STRATEGIC PRIORITY AREAS AND OBJECTIVES (SHORT-TERM AND LONG TERM)

IMS Private School, a leader in innovative teaching solutions acknowledges the importance of a healthy workplace by supporting and promoting mental health and wellbeing of all staff which can ultimately have a positive impact on work/performance/health. Mental health plays a crucial role in the daily functions of people as well as their thoughts and actions, and ultimately their level of self-confidence.

Therefore, this strategic plan outlines the vision of the school regarding health and wellbeing at school and is supported by a detailed action plan that highlights the steps and tasks that the school will undertake in order to reach this goal and promote wellbeing and mental health among students and teachers. The school's Mental health and Wellbeing Action Plan for the coming academic years is presented below in the form of tables and outlines the key actions that will be carried out during the school year in order to promote wellbeing at school to both teachers and students. The overall goal is to create a culture among students and staff that promotes mental health and wellbeing in the school and raise awareness of the importance of living well and being happy.

The board of directors is responsible for the approval of this strategic action plan and the implementation of appropriate policies that support the health and wellbeing of all students and staff. The commitment and daily involvement of employees is vital to the success of this action plan and everyone is encouraged to contribute to, and participate in, wellbeing initiatives, plans and targets, and to ask for help and support when they require it.

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Initiatives	Success Criteria	Evaluation
<ul style="list-style-type: none"> - Assess the level of understanding of students in relation to Mental Health and Wellbeing. - Plan effectively for prevention and change – e.g. identify the students who may need targeted support. - Plan strategic days to highlight MH (e.g. Children’s Mental Health Day). - Inform parents about the Mental Health and Wellbeing strategy of the school and how they can seek help and support - Engage parents in discussion about their child’s mental wellbeing to have a clear understanding - Create a dedicated section on the school website about Mental Health and Wellbeing with relevant information 	<ul style="list-style-type: none"> - Visible impact on the behavior of students and elimination of obstacles related to leaning and risk factors such as mental health - Expected progress for students who had difficulties with Mental Health - Improved attendance and engagement of students who received support - Reduced number of reported incidents that impact the mental health of students - Improvement of the relation between school/parents and a common understanding how to promote mental health and wellbeing 	<ul style="list-style-type: none"> -Insight and analysis of the attitudes of students -Prioritize areas that need improvement -Monitor website and keep it updated. -Feedback and assessment of impact from parents in various forms

Mental Health and Wellbeing Action Plan 2024

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for support and help		
<p>- Introduce 'Methodology for Mental Health and Wellbeing at school'</p> <p>The purpose of the methodology is to provide students with valuable knowledge regarding mental health, wellbeing, and how to observe signs of declining mental health.</p> <p>The training action will present the methodology and the aim is to help students understand that they can seek or provide help when necessary as well as sensitize students on the topic of wellbeing.</p> <p>Students will be taught various skills and qualities and will be able to recognize emotional discomfort and be empathetic to other students who might be struggling.</p>	<p>All students of school will be introduced to the methodology for improving mental health and wellbeing.</p> <p>Students develop skills for emotional support and wellbeing.</p> <p>-Improved Behavior -Management of Emotions -Increased Self Esteem -Resilience Building</p> <p>Students demonstrate clear understanding of what Mental health means and how to improve wellbeing.</p>	<p>-Assessment of impact of the methodology on students</p> <p>Was there a change in their understanding of Mental Health?</p> <p>Was the methodology successful and did achieve its goals?</p>
<p>- Healthy Eating Habits</p> <p>Students will be introduced to the benefits of a good diet and how certain foods can have a negative impact on their psyche.</p>	<p>Students develop awareness of the relation between food and mental health.</p> <p>Students make better food choices.</p>	<p>Are students more mindful of what they eat?</p>
<p>-Physical activity and Exercise program</p> <p>Students will be introduced to the benefits of physical activity and exercise and think of ways on how they can be active during the day</p> <p>Raise the awareness of students on the impact of exercise in mental health from a psychosomatic</p>	<p>Students develop awareness of the relation between physical activity and mental health</p> <p>Students start implementing their</p>	<p>Assessment of impact on students</p> <p>Are students more active?</p>

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<p>standpoint.</p> <p>Learn to create an exercise chart with simple activities that promote wellbeing and good health</p>	<p>exercise chart</p>		<p>Are there realistic goals in their exercise chart?</p>
<p>- "Say No to Tobacco and Drugs" program</p> <p>Orientation of students into the dangers of substance abuse and drug addiction</p> <p>Workshop on the effects of substances on the body and mind</p> <p>Visit a drug rehabilitation center where students can see and hear the personal stories of drug users</p>	<p>Increased awareness and understanding of students on the dangers of drugs and substance abuse</p> <p>-Decrease in the number of reported tobacco use incidents at school</p>		<p>-Monitoring of implementation of activities</p> <p>Do students understand how detrimental to their health can substance abuse be?</p> <p>Students create campaign posters for "Say No to Tobacco and Drugs" program</p>

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Initiatives	Success Criteria	Evaluation
<ul style="list-style-type: none"> - Introduce “Mental Health Ambassador” at school. - Targeted workshop on workplace health and wellbeing. - Plan strategic days to highlight mental health - Staff questionnaire on workplace wellbeing and ideas for future actions. 	<ul style="list-style-type: none"> - Increased awareness about mental health and how to secure a healthy workplace. - Improvement of the relation between staff/management and a common understanding how to promote mental health and wellbeing 	<p>-Monitoring of the impact on the attitudes of staff.</p> <p>Happier Staff.</p>
<ul style="list-style-type: none"> - Workload rationing and division of tasks <p>Make sure teachers and related staff are not overworked and have a fair share of duties at school.</p>	<p>-Management and staff discuss and agree on a fair schedule and work load appropriation.</p> <p>Happier staff</p>	<p>-Assessment of impact of the methodology on students</p> <p>Was there a change in their understanding of Mental Health?</p> <p>Was the methodology successful and did achieve its goals?</p>
<ul style="list-style-type: none"> - Introduce ‘Methodology for Mental Health and Wellbeing at school’ 	<p>All teachers and staff of the school will be introduced to the methodology for improving mental health and wellbeing.</p>	<p>15</p> <p>-Assessment of impact of the methodology on teachers and staff.</p>

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<p>The purpose of the methodology is to provide teachers and staff with valuable knowledge regarding mental health, wellbeing in the workplace, and how to observe signs of declining mental health.</p> <p>The training action will present the methodology and the aim is to help the staff of the school understand that they can seek or provide help when necessary as well as sensitize students on the topic of wellbeing.</p> <p>Teachers will be taught various skills and qualities and will be able to recognize emotional discomfort for themselves but also for their students.</p>	<p>Teachers develop skills for emotional support and wellbeing.</p> <ul style="list-style-type: none"> -Improved Behavior -Management of Emotions -Increased Self Esteem -Resilience Building <p>Teachers demonstrate clear understanding of what Mental health means and how to improve wellbeing.</p>	<p>Was there a change in their understanding of Mental Health?</p> <p>Was the methodology successful and did achieve its goals?</p>
<p>-Physical activity and Wellbeing program</p> <p>Teachers will be introduced to the benefits of physical activity and exercise and think of ways on how they can be active during the day</p> <p>Introduce socialization sessions for teachers.</p> <p>Provide “wellbeing days” for staff.</p>	<p>Teachers develop awareness of the relation between physical activity and mental health.</p> <p>Teachers become role models and promote physical activity in school.</p> <p>Healthy and happy staff.</p>	<p>Assessment of impact on teachers and staff</p> <p>Are teachers more active?</p>
<ul style="list-style-type: none"> - Personal safety and injury prevention <p>Orientation of teachers into the dangers of workplace related hazards</p> <p>Invite local experts for a presentation and discussion on how to keep the workplace safe.</p>	<p>Increased awareness and understanding of teachers about hazardous environments.</p> <p>Decrease of reported accidents and injuries at school</p>	<ul style="list-style-type: none"> - Monitoring of implementation of activities <p>Do teachers understand the dangers of workplace hazards?</p>

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V. EXPECTED RESULTS

Through the development and implementation of the “Mental Health and Wellbeing action plan”, the school aims to introduce a culture of wellbeing at school and promote practices that will help students and teachers cope with daily stress and negative behaviors.

As such, the expected results of the implementation of the action plan are:

- Increased productivity and higher level of education.
- Reduced amount of absentee days.
- Staff achieves a more balanced approach when it comes to work and life.
- Attract more qualified staff that will further promote the action plan.
- Mental health and wellbeing culture in the school.
- Strengthening of the relationship between students and teachers.
- Established channels of communication between parents/staff/students
- A healthy environment where everyone can express their thoughts and feelings.
- Established mechanisms of support to help students and staff cope.
- Happier students, teachers and parents!

It is anticipated that the implementation of the action plan will have significant impact not only on the academic performance of students and teachers, but most importantly their emotional wellbeing and overall health. It will also help shape the identity of the school as a safe and healthy workplace where students and teachers can thrive and will help establish an environment where mental health is paramount for the overall wellbeing of everyone at school.

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VI. TIMELINE AND ESTIMATED BUDGET FOR IMPLEMENTATION

The proposed strategy and action plan on mental health and wellbeing is expected to commence during the academic year of 2024 and onwards. The plan will be evaluated periodically and amendments will be made based on feedback and assessment. Milestones will be observed and everyone will be encouraged to participate in the planned activities during the year. For the activities that incur expenditures, the school will make use of its own budget through the tuition fees raised. In addition, the school will also utilize the Erasmus program of the European Union to further develop action that support the mental health and wellbeing at European school through EU funded actions.

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VII. POSSIBLE RISKS AND PREVENTIVE STEPS (ACCORDING TO ISO 45003-2021)

This strategy has been developed in alignment with the ISO 45003 standard “Occupational health and safety management – Psychological health and safety at work – Guidelines for the management of psychosocial risks” which lays the foundation for managing psychosocial risks at the workplace.

These guidelines are the main pillar of the action plan that has been developed by our organization and takes into account the current state of affairs in Cyprus in relation to mental health and wellbeing at school.

The whole-school approach combines education and school management. Pupils and staff work together to make the school a safe and healthy place to work and learn through:

- Risk education and OSH management, e.g. involving pupils in hazard spotting
- Health education and promotion, e.g. healthy schools initiatives
- Promoting dignity and respect for all, e.g. anti-bullying campaigns
- Caring for the environment, e.g. reusing and recycling

Protecting our employees from workplace health and safety hazards is a key element in achieving sustainable working conditions for all workers. It helps reduce workplace health risks and improve occupational health and safety (OHS) standards.

Psychosocial risks and resulting consequences for mental and physical health are among the most challenging issues in occupational safety and health (OSH). Besides their detrimental effect on individual health, psychosocial risks can also negatively impact the efficiency of organizations as well as national economies.

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Stress, anxiety and depression make up the second most common work-related health problem affecting European workers. Raising mental health aspects and mentioning challenges in the workplace is still attached to the fear of stigma. Nevertheless, the proportion of workers who report facing risk factors that can adversely affect their mental health is nearly 45%. However, when viewed as an organizational issue rather than an individual fault, psychosocial risks can be tackled in the same structured and organized way as other OSH risks. (EASHW)

Psychosocial risks arise from poor work design, organization and management, as well as from poor social context of work, and they may result in negative psychological, physical and social outcomes. Some examples of working conditions leading to psychosocial risks are:

- excessive workloads;
- conflicting demands and lack of role clarity;
- lack of involvement in making decisions that affect the worker;
- lack of influence over the way the job is done;
- poorly managed organizational change;
- job insecurity;
- ineffective communication;
- lack of support from management or colleagues;
- psychological and sexual harassment; and
- demanding customers, patients, pupils, etc.

When considering the job demands, it is important not to confuse psychosocial risk factors such as excessive workload with conditions where, although work tasks are stimulating and sometimes challenging, there is a supportive work environment in

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which workers have enough autonomy and they are well trained and motivated to perform to the best of their ability. A good psychosocial environment enhances good performance and personal development as well as workers' mental and physical wellbeing.

Workers experience stress when the overall demands of their job are excessive and greater than their capacity to cope with them. In addition to associated mental health problems such as burnout, anxiety, depression and even suicidal intentions, workers suffering from prolonged stress can go on to develop serious physical health problems such as cardiovascular disease or musculoskeletal disorders.

For the organisation, the negative effects include poor overall business performance, increased absenteeism and presenteeism (workers turning up for work when sick and unable to function effectively), and higher turnover as well as increased accident and injury rates. Absences related to mental health tend to be longer than those arising from other causes and work-related risk factors are an important element contributing to increased rates of early retirement. Estimates of the cost to businesses and society are significant and run into billions of euro at a national level.(EASHW)

PREVENTION OF RISKS

European Union policy recognizes that mental health must be addressed in a comprehensive way across all policy areas, including mental health at work.

With the right approach, psychosocial risks can be prevented or successfully managed, regardless of business size or type.

Managing work-related psychosocial risks is not just a moral obligation and a good investment for employers, it is a legal imperative set out in Framework Directive 89/391/EEC, supported by the social partners' framework agreements on work-related stress and harassment and violence at work.

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Employers have a legal responsibility to ensure that workplace risks are properly assessed and controlled. Involving workers in this process is essential to ensure better and more effective identification and management of the risks. Workers and their representatives have the best understanding of the problems that can occur in their workplace, and involving them has been shown to be a success factor when combating psychosocial risks at work. (EASHW)

Effective prevention of psychosocial risks contributes to building a healthy, challenging but supportive work environment that motivates our employees and encourages them to develop and achieve results according to their maximum abilities.

The recommendations for preventing and dealing with risks are divided into two parts:

- Internal - using, changing and mobilizing one's own attitudes, resources, competences, personal characteristics that can prevent or control stress;
- External – ways of coping through the resources of the environment (leaders, organizational culture and policies, colleagues, close ones, psychologists, etc.).

The risk assessment phase — carrying out a review of the psychosocial work environment — is crucial, because it is during this phase that you identify what needs to change. By conducting this assessment, you are also fulfilling the legal requirement to assess the risks workers are exposed to at work. At this stage, you will: 1. Identify psychosocial risks in your workplace 2. Set priorities — what issues should be addressed first? During the review, you should identify the positive aspects of your workplace ('strengths'), as well as the problems ('stressors'), as this will provide you with a comprehensive view of the conditions for your workers. This can also help in finding effective solutions to the problems. For example, if workers feel that they are left alone when facing difficult issues at work, but at the same time the relationships between workers are assessed as very good, it then becomes clear that the root of the

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problem is less likely to be that workers are unwilling to help each other and more likely to be workoverload and time pressure experienced by everyone

IDENTIFYING STRESSORS AND STRENGTHS

Psychosocial aspects of work are interrelated, so it is very important to look at the work environment as a whole. One method that can be used to identify stressors and strengths is to hold a workshop to create a visual map of the psychosocial work environment. If possible, everyone should be involved in this exercise, including both workers and managers. Feel free to adapt it as you see fit for your company (or indeed to develop your own map). Another option is to draw a similar 'map' on a flipchart that can be used at future meetings with workers. You will also need two different colours of Post-it notes (e.g. red and green). The visual map works best with around 10 people. In companies with more than 10 people, you should consider running several workshops over a few weeks. Ideally people who work together, for example in units or work groups, should attend the same workshop.

Explore working conditions

First, you or the person appointed to lead the exercise prints, photocopies or draws a large version of the visual map available in Annex 1 and posts it up in a meeting room. Then, during the workshop, the group discusses each aspect of the psychosocial work environment. For example, do workers receive sufficient support? What about the allocation of roles and responsibilities, does everyone know what is expected of them? Do different people within the organisation have different views on who should do what? Someone should be appointed to facilitate the discussion. First, the facilitator should encourage workers to discuss stressors. They (or the facilitator) should note down on red Post-its the stressors identified (e.g. 'Unclear role: workers receive conflicting requests from different people'). Then the exercise should be repeated for strengths in this area, and they should be noted on green Post-its (e.g. 'Clear division

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of tasks: everyone knows what their responsibilities are'). Before the discussion moves on to the next aspect, the Post-its should be stuck to the relevant area of the map.

Good questions to ask when trying to identify stressors are:

- What are the things about work that make you feel tired and worn out at the end of the day?
- What are the things that annoy you and make you feel agitated?
- Does anything make you dread coming to work in the morning? Good questions to ask when trying to identify strengths are:
 - What makes you want to come to work in the morning?
 - What engages you with your work and what are the things about your work that make you proud?
 - What are the things about work that make it meaningful?

If it is difficult to find a time when everyone can meet, another option is to have a map available in a communal area; the exercise can be explained by email or in team meetings and employees can stick the red and green Post-its to the map over, for example, a two-week period, whenever it suits them. Discuss the results Once the map is finished, the group should try to look at the overall picture of the various psychosocial aspects of work. A discussion may help bring important issues to the fore. Make notes Make a list of both sets of items (stressors and strengths). You will need it to agree further action. It is enough to name a problem or an aspect of work that is appreciated; there is no need for long explanations.

PSYCHOSOCIAL RISKS AND RECOMMENDATIONS FOR THEIR PREVENTION (according to ISO):

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This helps pupils and students to more effectively develop their knowledge and abilities on hazard identification and risk control. It also develops their skills regarding responsibility and participation in general. For schools, the involvement of pupils and students in the risk management of their own environment helps schools to comply with their duties regarding OSH management, within the school as a whole, or with regard to specific risks such as violence against staff. This can range from simple hazard spotting and making proposals, to involving pupils/students in school/college safety committees. Training and involving teachers in occupational safety and health in schools helps to give them the knowledge and confidence to teach risk education to pupils. Leadership from the head, showing commitment to a safe and healthy school environment, is important both for teachers and pupils. On the contrary, if risk education takes place within a dilapidated school or a bullying atmosphere for staff or pupils, then lessons will not be transferred out of the classroom, and a culture of safety will not be developed in the next generation of workers. Sometimes a stepwise approach is best and interventions must be tailored to the context of the school. Experiences gained from tackling one issue, such as violence committed against staff or other pupils by pupils, can be transferred to broader projects. While schools may and do take their own initiatives, external support in terms of programmes, resources and guidance is important to help schools that wish to get started. OSH authorities can use their activities to support the implementation of occupational safety and health legislation in schools as an effective means to promote risk education in schools at the same time, by integrating it into these OSH enforcement and support activities. As in all areas of OSH, success is most likely where staff, head teachers and, in this instance, pupils and parents are involved in developing and implementing solutions. Furthermore, active participation of workers is a key component of a good workplace safety culture. Positive attitudes and experiences towards participation and engagement in OSH can be developed in schools through actively involving pupils in appropriate ways in safety management in their schools.(EASHW)

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