

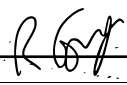
Down Ampney Primary School

Menopause Policy

Date last reviewed: 22 August 2022

Date of next review:

Signed by:



Headteacher

Date: February 2023


February 2023

Chair of governors

Date: Februaru 2023

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Statement of intent

This policy aims to raise awareness of menopause related issues at work and to assist managers in supporting individuals who are experiencing the menopause and their associated symptoms.

The school is committed to the wellbeing of all individuals and aims to create an environment where individuals feel confident enough to raise issues about their symptoms and ask for support at work, and where managers feel confident in holding relevant conversations and providing appropriate support.

This policy ensures that managers understand their responsibilities in relation to supporting individuals who are impacted by the menopause, to ensure that it is approached sensitively and meaningfully.

This policy applies to all individuals

1. Legal framework

While the menopause is not covered specifically under any legislation, no one should face a detriment based on their sex, age, or gender reassignment under the Equality Act 2010. This also includes disability discrimination, which may cover individuals who develop conditions related to the menopause. This policy will assist the Headteacher to manage situations that arise in line with their obligations under the legislation and the [Fairness and Diversity at Work Policy](#) located on Schoolsnet.

This policy has due regard to legislation including, but not limited to, the following:

- [Equality Act 2010, including Public Sector Equality Duty](#)
- [The Human Rights Act 1998](#)
- [General Data Protection Regulation Act 2018](#)
- [Health and Safety at Work etc. Act 1974](#)
- GCC Model Menopause Policy July 2022

This policy operates in conjunction with the following school policies and documents:

- Right to Request Flexible Working Policy

2. Introduction

There are significant benefits in supporting individuals who are experiencing the menopause and ensuring they feel able to discuss any concerns with their manager. This way we can proactively take any reasonable steps to ensure any individual needs are met. This will enable us to support the health and wellbeing of our teachers and support staff which will in turn help to retain and recruit talented individuals and reduce sickness absence rates.

The menopause is a natural stage of life experienced by half of the workforce at some point, and yet it can feel like a taboo subject. This means many individuals with menopausal symptoms, which can range from mild to severe, suffer in silence. We commit to ensuring that the menopause is not an awkward or embarrassing topic and that individuals do not feel that they need to press pause on their working life, or in some cases leave altogether. Often a few simple changes to an individual's working environment can make a world of difference – enabling someone experiencing menopausal symptoms to continue performing and contributing to their full potential. This may be explored through the Flexible Working Policy and through looking at reasonable adjustments.

3. Menopause and perimenopause: definition and symptoms

Menopause is a natural stage of life when an individual's oestrogen levels decline, and they stop having periods. As menopausal symptoms are typically experienced for several years, it is best described as a 'transition' rather than a one-off event. The 'perimenopause' is the phase leading up to the menopause when the hormone balance starts to change. This can begin many years before the menopause begins.

The menopause and perimenopause can cause a wide range of physical and psychological symptoms that can last for several years. Many individuals experience symptoms, but everyone is different; symptoms can fluctuate and be felt to varying degrees. Experiencing any of the typical symptoms can pose a challenge for people as they go about their daily lives, including being at work. Some of the symptoms of the menopause include:

- psychological issues such as mood changes, anxiety and depression, memory loss, brain fog, panic attacks, loss of confidence and reduced concentration
- hot flushes (brief and sudden surges of heat usually felt in the face, neck and chest), including night sweats
- sleep disturbance that can make people feel tired and irritable
- irregular periods and/or periods can become light or heavy
- muscle and joint stiffness, aches and pains
- recurrent urinary tract infections (UTIs) including cystitis
- headaches
- weight gain
- palpitations (heartbeats that become more noticeable)
- skin changes (dryness, acne, general itchiness)

4. Key principles

The key principles of the school's approach to menopause include:

- raising awareness of the menopause
- recognising the menopause as a health issue seeking to support individuals during the menopause and perimenopause
- equipping the Headteacher with the knowledge needed to support their individuals
- approaching menopause in an open way and listening sensitively about the effects it may cause
- encouraging individuals to discuss their needs in regard to menopause and work with the Headteacher if they feel able to do so
- accommodating reasonable adjustments to the working environment and/or working patterns where it is possible to do so
- providing advice which is available from Occupational Health for both the Headteacher and the individual, including health & wellbeing articles

5. Headteacher's responsibilities

Taking a proactive stance to supporting individuals through the menopause can ensure that individuals are able to ask for help and adjustments so they can continue to be successful in their roles and reduce absenteeism due to menopausal symptoms. This will also reassure individuals that you are a responsible employer committed to supporting their needs during this transitional stage of their lives. We would expect support to be given as part of the regular supervision and one to one's provided by the Headteacher. These points of contact are fundamental to supporting individual health and wellbeing, spotting early signs of ill health or distress, and initiating early intervention. The level of trust built

with individuals will determine the extent to which colleagues are able to discuss menopausal symptoms and any support or adjustments they need at work.

For the Headteacher, using this guide and familiarising themselves with the subject should help improve confidence in being open to discussing this with individuals, thus reassuring individuals that support will be provided. However, it should be noted that no individual is obliged to discuss their symptoms if they wish to keep the matter private.

The Headteacher is:

- the first point of contact if someone needs to discuss their health concerns or needs a change or adjustment to their work or working hours, to enable them to perform to their full potential
- responsible for implementing the people management policies and practices that can help someone experiencing the menopause to feel supported, and to be effective in their role
- responsible for managing absence and keeping in touch if someone is off work ill or because of their menopausal symptoms, as well as supporting an effective return to work
- responsible for managing in a supportive and confidential manner

6. Approaching conversations about menopause

Conversations about health and wellbeing of individuals should be a normal part of day-to-day management and this conversation is no different. If a manager has concerns, particularly if individuals are behaving differently, underperforming, or taking more sick leave, then this should be addressed as soon as possible.

Within the meeting:

- Allow the individual to decide how much information they wish to disclose.
- Do not make assumptions about someone's health condition or ask them a direct question as to whether they have menopause symptoms.
- If you have concerns about someone's well-being or performance, ask general, open questions such as, 'How are you doing at the moment?' or 'I've noticed you've been arriving late recently, and I wondered if you're okay?' and let the individual lead the conversation.
- Approach conversations with empathy and try to understand how the individual is feeling from their perspective.
- Hold the conversation in a private, confidential setting where the individual feels at ease.
- Explore with the individual what impact they feel that their symptoms have on their ability to undertake their role.
- Seek their views on what changes to working practices, premises, or auxiliary aids (such as a fan) would support them in undertaking their role.
- Give a full and fair consideration to all potential reasonable adjustments, (e.g., what action is required, by whom and within what timescale).
- A record should be maintained as to what reasonable adjustments were considered to support the individual and the reasons for any decisions taken.

If you are uncertain whether an adjustment is reasonable, seek advice from a HR Adviser via ContactUs on 01452 42 5888 and/or Occupational Health on 01452 425 073.

A risk assessment may also help to identify potential support or risks and ways in which they can be mitigated or removed.

7. Reasonable adjustments

The following list sets out some possible examples of reasonable adjustments which could be made to accommodate an individual's symptoms.

- consider the individual's needs with regards to location in the classroom, for instance if they need to be near to a window
- provide fans to maintain appropriate temperatures
- ensure toilet facilities are easily accessible
- provide access to a rest room, for example a quiet room
- adjustment to sickness triggers (with advice from Occupational Health)

8. Managing performance

In some situations, the symptoms of the menopause can result in poor performance or high levels of sickness which meet the triggers within GCC Performance and Sickness Absence Procedures. In these circumstances it is important that informal conversations have taken place and reasonable adjustments have been made where possible, with time allowed for the adjustments to take effect. If concerns remain and are having a continued detrimental impact on the school and output, then refer to the relevant policy and seek further guidance from HR and Occupational Health on next steps.

9. Occupational Health

For further advice on reasonable adjustments and specific advice on an individual's health, contact the Occupational Health Service on 01452 425073.

10. Monitoring and review

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The headteacher will review this policy on a biennial basis and will make any changes necessary. When statutory law changes the policy is held automatically to have been amended by that change and will be updated as soon as practically possible.

The next scheduled review date is August 2024

