Risk Assessment – Stress at Work

School	Spa Education Trust		Date	September 2025
Review	September 2026			
Purpose of assessment	**To identify any potential stresses and the strategies in place to provide a range of support.** *Note: If a member of staff advises that they are suffering from stress or has a period of ill health absence due to stress, then an 'individual' stress risk assessment must be carried out.*			
Reason for assessment	To identify the potential for stress to staff whilst carrying out their duties,	**Staff at risk**		Teaching staff, support staff, non-class based staff

Areas of potential stress related risk	Existing Control Measures	Risk Level *(Very High, High, Medium, Low)*	Further Actions √/**X** *(If √ See Actions)*
Role – role ambiguity and/or role conflict			
• Are staff clear about what is expected within their role? • Do they understand their duties and responsibilities? • Do they know how to go about getting their job done? • Do they know the goals and objectives for the department?	• All staff have a clear job description • Goals and objectives for the individual are defined and communicated • New staff complete a 6 week induction to the school and role • Regular clear feedback on performance is provided • Regular training on all aspects of roles • Teaching is supported through written schemes of work	**Low**	√

	• Expectations for classroom management are published and reviewed regularly (e.g. outstanding teaching criteria, ASD handbook, staff handbook) • Best practice support includes paired observations, informal observations and support plans include observing peers • Support from AHT / SMT • Morning briefings and end of day de-briefs allow time for discussion and regular information sharing • Permanent staff have mid-year reviews • A staff handbook and a staff code of conduct are updated and shared each year with all staff		
Control – control in task design, consultation/ participation in decision making			
• Do staff have a say in how they do and plan their work? • Can they set their own work speed? • Can they decide when to take a break? • Are staff consulted over their work patterns?	• Calendar of events is published each term, including deadlines, to allow teachers to manage workload • Teachers have flexibility to teach schemes as best works for their class, use of PPA is not prescribed and is protected and always returned if lost. • PPA is provided in blocks and teachers have the flexibility of being able to take this time at home following consultation with all teachers • AHTs review with TAs breaks and clubs duties and accommodate requests where possible • Enrichment ideas are encouraged and facilitated • Staffing decisions are discussed, where practical	**Medium**	X
Demands – work load, competing deadlines, lone working, the physical environment, exposure to behaviours that challenge behaviour, pace of work			
• Are the deadlines achievable? • Can the work be completed within the time allocated? • Is the work boring, monotonous or unchallenging? • Is the work environment adequate? • Does the role involve excessive physical demands that are of concern e.g. heavy lifting, standing for long periods of time? • Does the role involve lone working or exposure to aggression?	• Staff are supported in prioritising tasks and cutting out unnecessary work and bureaucracy • Calendar, including upcoming deadlines, are published and shared • Specific training on jobs such as Reports are provided with clear deadlines provided well in advance • Adequate resources are provided • Regular training through Monday training program, morning briefings, induction and AHT support. • Staff are supported when undertaking new/ unfamiliar tasks • Regular meetings are held to review workload • Cover is arranged during periods of staff absence	**Medium**	√

	- Effective procedures are in place to safeguard those engaged in lone working. - Jobs are rotated, where possible - AHT support teachers in first instance and support plan is implemented. - Lone working is covered in the staff code of conduct and is actively discouraged. - All staff are trained in behaviour support and a member of SMT will always attend a class debrief if significant incident has occurred - SMT alerted if a member of staff requires first aid - All staff receive health and safety training - Premises staff are always onsite and are responsible for the moving of heavy items.		
Relationships: communication, challenging behaviour, staff conduct, conflict, recognition and reward			
- Are staff subject to personal harassment in the form of unkind words or behaviour? - Are relationships at work strained? - Is there friction between colleagues? - Are staff subject to bullying?	- Honest and open communication is encouraged within the team - There are regular opportunities for social interactions - The staff room is available to all staff. There are other spaces available if required. - A staff workroom is available to allow staff to have quiet space to work in. The staff room is available for staff to relax without interrupting the work of others - All staff are aware that inappropriate behaviour will not be tolerated - Policies and procedures are in place and implemented within the school e.g. Code of Conduct, Grievance Policy, Staff Handbook - Staff are encouraged to report any unacceptable behaviours - morning briefing meetings are regularly used to thank staff for specific aspects of the work	**Low**	√
Support – training, support and/or feedback, constructive advice			

• If work gets difficult are colleagues/manager available to help and support? • Are staff given supportive feedback on the work they do? • Are staff adequately trained?	• Staff are aware of how to obtain help and support both from line managers and from external agencies such as Education Support • Classes meet as teams each afternoon and TAs are paid for this time • Teamwork is encouraged and highly valued • Staff experiencing problems at work or home are supported with sensitivity • Staff are adequately trained to undertake the core functions of their job – weekly training for teachers, induction programs in place and regular training for teaching assistants, ongoing training for non-teaching staff matched to role • Policies and procedures are in place to support staff • Return to work meetings follow any absence to aid in identifying those in additional need of support • Occupational Health Reports are commissioned for those with ongoing health needs • Individual staff risk assessments, including pregnancy risk assessments are completed and reviewed regularly • Mid-year reviews for staff aid in identification of those in need of support • Teachers in need of support are identified by their AHT and support is put in place. For those who require it, a support plan is written to ensure support is delivered and the effectiveness of this support is measured. • Wellbeing committee is active and supported • The fitness suite at Spa Bermondsey is available for staff use before and after school and Yoga classes are held after school each week • SMT always attend staff de-brief if significant incident has occurred • SMT alerted if member of staff has received first aid	**Medium**	**X**
Change: change management, communication and consultation			
• Are staff consulted / updated about changes at work that affect them? • Are staff clear about how changes will affect them in practice and the time-scales for change?	• Clear and appropriate communication on proposed changes are undertaken • The reasons for change and the likely timescales are communicated	**Medium**	**X**

• Is there adequate consultation about workplace issues / changes?	• Half termly calendars, including training calendars are published with events highlighted in advance • Risk assessments are in place for potential changes – e.g. building works, timetables for special events • Staff absence is covered • Morning briefings ensure staff are informed of upcoming and any immediate change • Mid-year reviews are held for all staff for staff to raise any concerns including changes they would like • The wellbeing committee meet with SMT once a term to feedback any issues; meetings can be held more frequently if requested by SMT. • Staff consultations are held about larger changes – e.g. timetable change to allow PPA in blocks, staff workroom location etc.		
Other Issues			
• Are there any other issues / stressors that need to be taken account of? e.g. difficulties at home, unexpected life changes?	• Individuals are supported, where possible through their line management, or through referral to the employee assistance programme or alternative external support body such as Education Support • AHTs offer support and guidance and support programs are implemented by SMT • Absence Management meetings are held for those who have hit absence triggers and who may need additional support • Individual Stress Risk assessments are in place for those for whom this has been recommended by occupational health. • IT support for those WFH will be implemented including access to school specific programs (e.g. InPrint)		

Action Plan
(Additional Control Measures Required/Recommended Actions)

Stressors	Recommended Actions (with target date and person responsible identified)
Role – role ambiguity and/or role conflict	Review workload across Trust to reduce duplication and ensure effective ways of working are in place across the trust (SL, and GQ – ongoing)
Demands – work load/, managing deadlines	Review curriculum frameworks to clarify assessment processes Review responsibilities for termly planners and calendars
Support – training, support and/or feedback	