



### Risk Assessment – Stress at Work

<b>School</b>	Spa Education Trust			<b>Date</b>	September 2023
<b>Site</b>	Spa School Bermondsey				
<b>Purpose of assessment</b>	<p><b>To identify any potential stresses and the strategies in place to provide a range of support.</b>  <i>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.</i></p>				
<b>Completed by</b>	Georgina Quigley	<b>Date</b>	August 2023	<b>Review date</b>	August 2024
<b>Reason for assessment</b>	To identify the potential for stress to staff whilst carrying out their duties, or following a period of intensive activity or change within the school, with the potential for ill health leading to absence from work.		<b>Staff at risk</b>	Teaching staff, support staff, non-class based staff	

<b>Areas of potential stress related risk</b>	<b>Existing Control Measures</b>	<b>Risk Level</b> (Very High, High, Medium, Low)	<b>Further Actions</b> √/X (If √ See Actions)
<b>Role – role ambiguity and/or role conflict</b>			
<ul style="list-style-type: none"> <li>Are staff clear about what is expected within their role?</li> <li>Do they understand their duties and responsibilities?</li> <li>Do they know how to go about getting their job done?</li> <li>Do they know the goals and objectives for the department?</li> </ul>	<ul style="list-style-type: none"> <li>All staff have a clear job description</li> <li>Goals and objectives for the individual are defined and communicated</li> <li>New staff complete a 6 week induction to the school and role</li> </ul>	<b>Low</b>	√

	<ul style="list-style-type: none"> <li>• Regular clear feedback on performance is provided</li> <li>• Regular training on all aspects of roles</li> <li>• Teaching is supported through written schemes of work</li> <li>• Expectations for classroom management are published and reviewed regularly (e.g. outstanding teaching criteria, ASD handbook, staff handbook)</li> <li>• Best practice support includes paired observations, informal observations and support plans include observing peers</li> <li>• Support from AHT / SMT</li> <li>• Morning briefings and end of day de-briefs allow time for discussion and regular information sharing</li> </ul>		
<b>Control – control in task design, consultation/ participation in decision making</b>			
<ul style="list-style-type: none"> <li>• Do staff have a say in how they do and plan their work?</li> <li>• Can they set their own work speed?</li> <li>• Can they decide when to take a break?</li> <li>• Are staff consulted over their work patterns?</li> </ul>	<ul style="list-style-type: none"> <li>• Calendar of events is published each term, including deadlines, to allow teachers to manage workload</li> <li>• Teachers have flexibility to teach schemes as best works for their class, use of PPA is not proscribed and is protected and always returned if lost.</li> <li>• AHTs review with TAs breaks and clubs duties and accommodate requests where possible</li> <li>• Enrichment ideas are encouraged and facilitated</li> <li>• Staffing decisions are discussed, where practical</li> </ul>	<b>Medium</b>	<b>X</b>
<b>Demands – work load, competing deadlines, lone working, the physical environment, exposure to challenging behaviour, pace of work</b>			
<ul style="list-style-type: none"> <li>• Are the deadlines achievable?</li> <li>• Can the work be completed within the time allocated?</li> <li>• Is the work boring, monotonous or unchallenging?</li> <li>• Is the work environment adequate?</li> <li>• Does the role involve excessive physical demands that are of concern e.g. heavy lifting, standing for long periods of time?</li> <li>• Does the role involve lone working or exposure to aggression?</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are supported in prioritising tasks and cutting out unnecessary work and bureaucracy</li> <li>• Calendar, including upcoming deadlines, are published and shared</li> <li>• Specific training on jobs such as Reports are provided with clear deadlines provided well in advance</li> <li>• Adequate resources are provided</li> <li>• Regular training through Monday training program, morning briefings, induction and AHT support.</li> <li>• Staff are supported when undertaking new/unfamiliar tasks</li> <li>• Regular meetings are held to review workload</li> <li>• Cover is arranged during periods of staff absence</li> <li>• Effective procedures are in place to safeguard those engaged in lone working.</li> <li>• Jobs are rotated, where possible</li> </ul>	<b>Medium</b>	√

	<ul style="list-style-type: none"> <li>• AHT support teachers in first instance and support plan is implemented.</li> <li>• All staff are trained in behaviour management and a member of SMT will always attend a class debrief if significant incident has occurred</li> <li>• SMT alerted if a member of staff requires first aid</li> </ul>		
<b>Relationships: communication, challenging behaviour, staff conduct, conflict, recognition and reward</b>			
<ul style="list-style-type: none"> <li>• Are staff subject to personal harassment in the form of unkind words or behaviour?</li> <li>• Are relationships at work strained?</li> <li>• Is there friction between colleagues?</li> <li>• Are staff subject to bullying?</li> </ul>	<ul style="list-style-type: none"> <li>• Honest and open communication is encouraged within the team</li> <li>• Staff who work in isolation are supported</li> <li>• There are regular opportunities for social interactions</li> <li>• The staff room is available to all staff and staff can take breaks in the KS3 Hub and in the Family Centre (when not in use)</li> <li>• All staff are aware that inappropriate behaviour will not be tolerated.</li> <li>• Policies and procedures are in place and implemented within the school e.g. Code of Conduct, Grievance Policy, Staff Handbook</li> <li>• Staff are encouraged to report any unacceptable behaviours</li> <li>• Thank you Thursdays encourage staff praise and recognition of excellent work</li> </ul>	<b>Low</b>	√
<b>Support – training, support and/or feedback, constructive advice</b>			
<ul style="list-style-type: none"> <li>• If work gets difficult are colleagues/manager available to help and support?</li> <li>• Are staff given supportive feedback on the work they do?</li> <li>• Are staff adequately trained?</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are aware of how to obtain help and support both from line managers and from external agencies such as Education Support</li> <li>• Classes meet as teams each afternoon</li> <li>• Teamwork is encouraged</li> <li>• Staff experiencing problems at work or home are supported with sensitivity</li> <li>• 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</li> <li>• Policies and procedures are in place to support staff</li> <li>• Return to work meetings follow any absence to aid in identifying those in additional need of support</li> </ul>	<b>Medium</b>	<b>X</b>

	<ul style="list-style-type: none"> <li>• Occupational Health Reports are commissioned for those with ongoing health needs</li> <li>• Individual staff risk assessments, including pregnancy risk assessments are completed and reviewed regularly</li> <li>• Mid-year reviews for teachers aid in identification of those in need of support</li> <li>• Wellbeing committee is active and supported</li> <li>• The fitness suite is available for staff use before and after school</li> <li>• SMT always attend staff de-brief if significant incident has occurred</li> <li>• SMT alerted if member of staff has received first aid</li> </ul>		
<b>Change: change management, communication and consultation</b>			
<ul style="list-style-type: none"> <li>• Are staff consulted / updated about changes at work that affect them?</li> <li>• Are staff clear about how changes will affect them in practice and the time-scales for change?</li> <li>• Is there adequate consultation about workplace issues / changes?</li> </ul>	<ul style="list-style-type: none"> <li>• Clear and appropriate communication on proposed changes are undertaken</li> <li>• The reasons for change and the likely timescales are communicated</li> <li>• Half termly calendars, including training calendars are published with events highlighted in advance</li> <li>• Risk assessments are in place for potential changes – e.g. building works, timetables for special events</li> <li>• Staff absence is covered</li> <li>• Morning briefings ensure staff are informed of upcoming and any immediate change</li> </ul>	<b>Medium</b>	<b>X</b>
<b>Other Issues</b>			
<ul style="list-style-type: none"> <li>• Are there any other issues / stressors that need to be taken account of? e.g. difficulties at home, unexpected life changes?</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• AHTs offer support and guidance and support programs are implemented by SMT</li> </ul>		

<b>Action Plan</b>
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<b>(Additional Control Measures Required/Recommended Actions)</b>	
<b>Stressors</b>	<b>Recommended Actions (with target date and person responsible identified)</b>
<b>Role – role ambiguity and/or role conflict</b>	Review workload to remove possible duplication of Family Liaison Officer, AHT and Office by ensuring training for all on use of CPOMS and clear communication procedures with families (KE Sept 2023)
<b>Demands – work load/, managing deadlines</b>	Review assessment deadlines to reduce convergence of data deadlines at the same time (KE Sept 2023) Review Summer term workload distribution including observations, reports and accreditation (GQ Autumn 1 2023) Review training and guidance for report writing (KE Autumn 2 2023)
<b>Relationships: recognition and reward</b>	Encourage widening of Wellbeing Committee to increase capacity for more events Introduce mid-year review for support staff (GQ March 23)