



Risk Assessment – Stress at Work

School	Spa Education Trust			Date	October 2025
Site	Spa School Bermondsey				
Purpose of assessment	To identify any potential stresses and the strategies in place to provide a range of support. <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>				
Completed by	Georgina Quigley	Date	August 2023	Review date	Last review date August 2024
Reason for assessment	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.			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	Low	✓

	• Regular, clear feedback on performance is provided at least twice a year • Regular training on all aspects of roles • Teaching is supported through written schemes of work • Expectations for classroom management are published and reviewed regularly (e.g. best practice teaching criteria, ASD handbook, staff handbook) • Best practice support includes paired observations, informal observations and support plans include observing peers • Support from SMT • Morning briefings and end of day de-briefs allow time for discussion and regular information sharing • All staff have annual training pertinent to their role including safeguarding for all staff onsite		
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 proscribed and is protected and always returned if lost. • Teachers can take PPA at home. Several spaces in school allocated for PPA including staffroom, staff work rooms • AHTs review with TAs breaks and Clubs duties and accommodate requests where possible • Staff can leave site for their breaks and a staffroom, staff hub and family centre provide staff break spaces. • Enrichment ideas are encouraged and facilitated • Staffing decisions are discussed, where practical • Premises staff have annual review mapped in advance in conjunction with Premises manager • Staff surveys are conducted each year to ensure all staff have opportunity to provide feedback • Where possible, staff feedback is gathered before changes are made to tasks	Medium	X
Demands – work load, competing deadlines, lone working, the physical environment, exposure to behaviours of distress, pace of work			
• Are the deadlines achievable?	• Staff are supported in prioritising tasks and cutting out		

• 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?	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 with subject and key stage budgets to buy resources as needed • Regular training through Monday training program, morning briefings, induction and SMT support. • Staff are supported when undertaking new/unfamiliar tasks • Workload is reviewed frequently and opportunities for Trust wide working and the removal of redundant tasks is reviewed regularly • Cover is arranged during periods of staff absence • Effective procedures are in place to safeguard those engaged in lone working. • Teaching assistant duties are rotated, where possible • SMT support teachers in first instance and support plan is implemented. • 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 •	Medium	✓
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 • Staff who work in isolation are supported • There are regular opportunities for social interactions • 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) • All staff are aware that inappropriate behaviour from colleagues will not be tolerated. • All pupil behaviour is monitored and analyzed. Pupils receive bespoke, often 1:1 support. Behaviours related to a protected characteristic are always reported as a safeguarding concern • Policies and procedures are in place and implemented	Low	✓

	within the school e.g. Code of Conduct, Grievance Policy, Staff Handbook • Staff are encouraged to report any unacceptable behaviours in line with our behavior policy and code of conduct • Thank you Thursdays encourage staff praise and recognition of excellent work		
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 after dismissal • Teamwork is encouraged • 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 • Staff have regular training on behaviour support and understanding autism • 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 all aid in identification of those in need of support • The fitness suite is available for staff use before and after school • SMT always attend staff de-brief if significant incident has occurred • SMT alerted if member of staff has received first aid • School enrol and actively promote Education Support and information is shared individually with staff as required	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? - Is there adequate consultation about workplace issues / changes?	- Clear and appropriate communication on proposed changes are undertaken - The reasons for change and the likely timescales are communicated - 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	Medium	X
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 line management, or through referral to the employee assistance programme Education Support - AHTs offer support and guidance and support programs are implemented by SMT		

Action Plan

(Additional Control Measures Required/Recommended Actions)

Stressors	Recommended Actions (with target date and person responsible identified)
Control - consultation	Ensure that all staff are able to take a break (as reported in staff survey Summer 2025)

Demands – work load/, managing deadlines	Review assessment deadlines in relation to accreditation and review number of accredited subjects teachers deliver (ND Summer 2026) Review use of AI within Earwig to potentially reduce workload (GQ Summer 2026)
Support - support	Schools Wellbeing Award to be worked towards starting September 2025 (ND Easter 2026)