



Spa Education Trust Risk Assessment – Stress at Work

Spa Education Trust			Date	September 2024	
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 2024	Review date	August 20245
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			
<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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	√

	<ul style="list-style-type: none"> • 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 		
Control – control in task design, consultation/ participation in decision making			
<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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 challenging behaviour, pace of work			
<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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 • Effective procedures are in place to safeguard those engaged in lone working. • Jobs are rotated, where possible 	Medium	√

	<ul style="list-style-type: none"> • 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 management 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 • Premises staff are always onsite and are responsible for the moving of heavy items. 		
Relationships: communication, challenging behaviour, staff conduct, conflict, recognition and reward			
<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Honest and open communication is encouraged within the team • 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) • 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 • Thank you Thursdays encourage staff praise and recognition of excellent work 	Low	√
Support – training, support and/or feedback, constructive advice			

<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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 • 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 at both sites 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 	<p>Medium</p>	<p>X</p>
<p>Change: change management, communication and consultation</p>			
<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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 	<p>Medium</p>	<p>X</p>

<ul style="list-style-type: none"> • Is there adequate consultation about workplace issues / changes? 	<ul style="list-style-type: none"> • 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			
<ul style="list-style-type: none"> • Are there any other issues / stressors that need to be taken account of? e.g. difficulties at home, unexpected life changes? 	<ul style="list-style-type: none"> • 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, EM and GQ – ongoing)

Demands – work load/, managing deadlines	<p>Review report configuration across the Trust to maximise use of Earwig and reduce workload for teachers and admin staff (SL, EM and GQ – Christmas 24)</p> <p>Review timings of key documents – e.g. schemes of work – to allow more time for moderation and feedback and reduce workload pinch point at end of terms (SL, EM and GQ – Christmas 24)</p>
Support – training, support and/or feedback	<p>Review impact of PPA blocks and options to WFH to ensure staff have what they need in order to use the time effectively (SL, EM and GQ – Christmas 24)</p>