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| Organisational Stress Risk Assessment | | |
| **Task/Activity:** Organisational risk assessment for psychosocial hazards – mental health / stress / wellbeing within the School/Trust/University/College | | |
| **Location/Dept:** All \*\*\* Academy Schools and Central Services | **Date Assessed:** | **Issue Number:** 1 |
| **Assessed by:** As least two persons – ideally three | **Review Date:** | **Reference Number:** |

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| Board level acceptance: Chair of the Trustees/Board: | Date: |

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| Risk assessment cascaded to employees via \*\*\* | Date: |
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| **Activity/Task** | **Hazard/Risk** | **Persons at Risk** | **Controls in Place** | **Severity (1-5)** | **Likelihood (1-5)** | **Risk Rating** | **Additional Control Measures Required** | **Severity (1-5)** | **Likelihood (1-5)** | **Risk Rating** |
| **Demand**  Are there excessive job demands?Workload (covering Principals, Headteachers, classroom teachers, SENCo etc.); work patterns; work environment;  Ofsted/Estyn/Education Scotland/ISI inspections; long working hours; too many after-work meetings; unrealistic lesson planning requirements; overly bureaucratic requirements. | Psychosocial-related illness (lack of concentration (indecisiveness); panic attacks; sleep loss; physical aches and pains (overwhelmed, muscle tension, headaches, chest pains); anxiety; depression; burnout; low confidence; self-harm; cardiovascular disease; musculoskeletal disorders; diabetes; suicidal thinking or behaviour; absence from work; poor performance. | All staff | * Regular meetings with employees, both team meetings and one-to-one management to discuss and anticipate workload. * Skills and abilities are correctly matched to job (Job Description and Person Specification). * HR, Heads and SLT monitor sickness absence data and staff turnover rates, flagging issues of concern. * Work environment concerns (e.g. temperature, ventilation, noise) are taken seriously and investigated. * Employees have access to line management through an ‘open door’ policy. * Development opportunities exist through a budgeted training plan. * All staff have a clear job description. * Work structure is clearly defined. * Goals and objectives for the individual and department are defined and communicated. * New staff are given a thorough induction to the School/Trust/ College/University and department. |  |  |  | * Greater consideration of the workload impact of each new initiative before it is introduced. * Adoption of a clear mental health / stress / wellbeing strategy linked to the HSE management standards. * Review marking policies for School/Trust/College/University. * Introducing a system of supervision and direct access to Personal and Professional Supervision pilot. * Known weakness in Private Finance Initiative (PFI) controlled buildings in ability to swiftly respond to issues. Regular meetings are held with providers to flag issues of concern. * Review of continuity plans in line with mental health / stress / wellbeing to ensure continuity of operation. |  |  |  |

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| **Control**  How much say a person has in the way they do their work – lack of opportunities to express ideas and points of view; lack of encouragement to use own skill and initiative. |  |  | * Staff are encouraged to have a say in the way their work is organised and how work is planned, e.g. through one-to-ones, performance reviews, project meetings, team meetings, etc. * Staff are empowered to exert autonomy within their role, where possible. * Staff are encouraged to develop their work skills. |  |  |  | * Utilise the Employee Engagement Hub to improve the feedback from staff to School/Trust/College/University level. * Due to the nature of the timetable, little control is afforded once the timetable is set; increase the consultation phase of the yearly timetabling exercise. * Advertised volunteer positions within the School/Trust/College/University. |  |  |  |
| **Support**  Includes the encouragement and resources provided – lack of communication or too much communication; lack of appropriate training; lack of support in dealing with bureaucratic paperwork. | * Employees are supported through policies and procedures. * Grievance policy and procedures (code of conduct) is in place. * Regular team meetings / one-to-ones to discuss issues. * Employees receive regular constructive feedback as part of their Performance Development Review (PDR). * Staff experiencing problems at work or home are dealt with sensitively – one-to-one stress risk assessments are carried out with HR. * Staff are adequately trained to undertake the core functions of their job. * Mentoring and coaching available if required for specific skills gaps where necessary. * \*\*\* have an Employee Assistance Programme (EAP) which can be self-referred and which includes counselling (up to \*\*\* sessions). * CPD policy is in place. * Support staff in place. |  |  |  | * Annual refresher on access to EAP to be built into induction. New employee ‘pack’ to include EAP. * Implement Draft Training and Development Framework. * Trial of MypersonalTherapy linked to Wellbeing Framework. * IT infrastructure is being reviewed to reduce the volume of emails being sent. Communication plans are to be returned to HR. * Individual stress risk assessments completed between line manager and employee (as defined in policies) and where required. * Mental Health Recovery Plans to be put in place (where required). * Chaplaincy services available where required. * Mental Health First Needs Assessment to be completed to consider the number of Mental Health First Aiders (MHFA) required. * Wellness Action Plans (WAP) to be completed with staff. * Staff survey/audit conducted every \*\*\*. * Return to work interview conducted between line manager and employee. * HSE stress talking toolkit – education used. * Focused campaigns/initiatives on Psychosocial issues. * Steering group to be established to monitor Psychosocial issues. |  |  |  |
| **Relationships**  Promoting positive working to avoid conflict and dealing with unacceptable behaviour – dealing with disruptive/violent students, pupils, parents. | * The School/Trust/College/University promotes positive working. * Policies and procedures are in place and implemented within the School/Trust/College/University, e.g. Mental Health First Aid; Stress and Wellbeing; Annual Leave; Behaviour; Equality; Working Hours (Flexible Working); Bullying & Harassment, Menopause, Dignity at Work, Code of Conduct, etc. and accessible to staff. * Managers are encouraged to deal with, and staff are encouraged to report, unacceptable behaviour. Whistleblowing Policy in place and known by staff. * Staff are recognised and rewarded when they have done a job well. * Workforce survey specifically asks employees’ opinions on unacceptable behaviours – all departments received a satisfactory rating. |  |  |  | * Provide Mental Health / Stress / Wellbeing Awareness in Education; Conflict Resolution; Bullying & Harassment, Drug & Alcohol; Interpersonal Relationship; Emotional Resilience Awareness and Mindfulness; Stress Awareness; and Unconscious Bias training to help staff and managers deal with challenging situations. |  |  |  |
| **Role**  Whether people understand their role and the School/Trust/College/University ensures there are not conflicting roles – not feeling valued. | * All staff have a clear Job Description. * Work structure is clearly defined. * Goals and objectives for the individual and department are defined and communicated. * New staff are given a thorough induction to the School/Trust/College/University and department.   . |  |  |  | * HR team to monitor. |  |  |  |
| **Change**  How organisational change (large or small) is managed and communicated. | * Staff made aware of why change is happening and key steps for change. * Realistic timetable set out for change. * Individuals directly affected are involved in the change process. * Regular communication and consultation with all those affected. * 'Open door' policy to help individuals who have concerns. * Training provided for new/changed roles. |  |  |  | * HR team to monitor. |  |  |  |
| **Undetected/poorly managed stress**  Failure to recognise signs, leading to more serious ill health. Repeated ill health through poor management. |  |  | * Sickness absence data monitored at School/Trust/College/University level. * Advice from HR and/or Occupational Health sought. * Absence management processes highlight stress-related sickness and escalate management of this. Remedial action taken as appropriate. * All staff encouraged to proactively raise issues/concerns with their manager. * Staff awareness of available support if required, e.g. Occupational Health, GP, etc. * Exit Interviews are carried out. * Staff survey conducted \*\*\* and refreshed every \*\*\* months. * Return to work interviews conducted and monitored by HR. |  |  |  | * Culture of acceptance of high levels of stress within teaching – School/Trust/College/University level response to tackle this tolerance as part of the Wellbeing Framework. * Consideration of implementing ISO 45003 standard. |  |  |  |

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| Risk/Priority Indicator Key |

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| **Severity (Consequence)** |  | **RISK RATING PRIORITY INICATOR MATRIX** | | | | | | |
| 1. Negligible (delay only, headaches, migraines) |  | LIKELIHOOD | 5 | 5 | 10 | 15 | 20 | 25 |
| 2. Slight (minor injury / damage / interruption, loss of concentration, poor decision making) |  | 4 | 4 | 8 | 12 | 16 | 20 |
| 3. Moderate (lost time injury, illness, damage, lost business, short-term sickness absence, adverse effect on pupil/student outcomes) |  | 3 | 3 | 6 | 9 | 12 | 15 |
| 4. High (major injury/damage, lost time interruption, disablement, poor publicity, long-term sickness absence, adverse effect on pupil/student outcomes) |  | 2 | 2 | 4 | 6 | 8 | 10 |
| 5. Very High (fatality / school closure, adverse effect on pupil/student outcomes) |  | 1 | 1 | 2 | 3 | 4 | 5 |
|  |  |  | | 1 | 2 | 3 | 4 | 5 |
| **Likelihood** |  | SEVERITY (CONSEQUENCE) | | | | |
| 1. Improbable / very unlikely |  |  |  |  |  |  |  |  |
| 2. Unlikely |  | **Summary** | | **Suggested Timeframe** | | | | |
| 3. Even chance / may happen |  | 12-25 | High | As soon as possible | | | | |
| 4. Likely |  | 6-10 | Medium | Within the next three to six months | | | | |
| 5. Almost certain / imminent |  | 1-5 | Low | Whenever viable to do so | | | | |