**STRESS RISK ASSESSMENT FORM Department:**



**Subject of risk assessment: TEAM / INDIVIDUAL**

**If team, number of employees:**

**If individual, name of employee:**

**Reason or trigger for Risk Assessment**

**Current Control Measures, if any**

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| **STRESSOR TO CONSIDER:** | | | | | | | | |  |  |
| **A. Are there perceived Demands? What are they?** | **Problems Identified by employee** | **Suggested Controls** | | | **Priority H M L** | **Action** | | | **By Whom** | **Date to be completed** |
| **Work Overload**   * Employee experiencing excessive workloads * Employee working under excessive pressure * Regularly working long hours * Not taking rest breaks or regular A/L * Staff shortage * other |  | * Has the employee prioritised their work tasks? * Can the job be done differently? * Is the employee taking breaks and regular annual leave breaks? * Is work taken home on a regular basis? * Is the employee constantly communication during off-duty time e.g. email, text, phone * Time management training | | |  |  | | |  |  |
| **Skill Mix**   * Inappropriately qualified for the job * Over promotion * Skills not recognized * Promotion prospects not fulfilled * other |  | * Is the employee .matched to the job? * Look at skills alongside tasks * Provide training if employee needs more * Review and consider skill criteria, job descriptions, training and supervision * Career planning discussion. Is this the right job for the employee? * Consider PDP | | |  |  | | |  |  |
| **Work underload**   * Boring or repetitive work * Too little to do * Other |  | * Job enrichment / job rotation / role review * Consider changing the way jobs are done by moving people between jobs, giving employees more responsibility, increasing the scope of the job, increasing the variety of tasks, giving the employee more responsibility for others in the team | | |  |  | | |  |  |
| **Resources**   * Inadequate resources for the task * Other |  | * Look at the requirements for any project / task * Equipment * Staffing/Buddying up * Priorities * Consider any deadlines and expectations for completion of work * Review workload and demands regularly and as part of performance management and clearly define any deadlines * Support employee in planning work. Try to establish what aspects of the job they find challenging. Is the employee managing their diary? * Redistribute work or set different work priorities if possible * Consider short term adjustments * Check management skills and assess training needs | | |  |  | | |  |  |
| **B. Control** | **Problems Identified** | **Suggested Controls** | | | **Priority H M L** | **Action** | | | **By Whom** | **Date to be completed** |
| **The Physical Environment**   * Poor temperature control * Noise * Lack of facilities for rest breaks * Poor lighting * Poor ventilation * Badly placed or designed workstations * Other |  | * Control any workplace hazards * Undertake risk assessments of workplace and significant tasks * Employee complete workstation assessment * Seek help where necessary from H&S | | |  |  | | |  |  |
| **The Psychological Environment**   * Threat of aggression or violence * Verbal abuse * Poor management practices * Other |  | * Report Violence * Investigate complaints * Monitor absence levels and trends * Look at risks which apply specifically to the employee e.g. lone working | | |  |  | | |  |  |
| **Lack of Control**   * Not being able to balance the demands of work and life outside work * Other |  | * Encourage a healthy work-life balance – Link to Public health for lifestyle advice e.g. smoking cessation, weight management, exercise * Ensure breaks and A/L taken at regular intervals. Use breaks to walk, get fresh air * Develop a communications protocol to ensure employee has a means of telling you when they are not coping so you can act quickly e.g. regular 1-1 meetings | | |  |  | | |  |  |
| **Inflexible work regime**   * Rigid work patterns and breaks * Fixed deadlines occurring at different times of the year * Other |  | Consider varying working conditions and flexible working hours e.g. working from home only where it fits with needs of the business.Consult with the employee to allow them to influence the way their job is done. Identify the real deadlines and priorities? Can the employee take some ownership and manage their time? | | |  |  | | |  |  |
| **Deadlines and Expectations**   * Conflicting work demands * Other |  | * Set realistic deadlines for tasks and make the expectations clear at the outset * Take into account people are different and try to allocate work so that everyone is working in a way that helps them work best, take account of home obligations and make the best use of the employee’s skills * Be clear about the tasks expected of the employee | | |  |  | | |  |  |
| **C. Support** | **Problems Identified** | **Suggested Controls** | | | **Priority H M L** | **Action** | | | **By Whom** | **Date to be completed** |
| **HR/OH/Other**   * Return to work system * Sickness and absence management * Managerial support through emotionally demanding work * Other |  | * Policies and systems in place, monitored and consistently applied e.g. sickness absence * Record trends and changes * Check management skills and access training needs * Ensure employees have the support they require and access to specialist advice from HR or OH * Consider counselling service | | |  |  | | |  |  |
| **Initial Support for New/Younger staff**   * Inductions * Other |  | * Ensure there is an induction program for staff who are new, transferring or being promoted or returning to work after a long absence including maternity leaver’s. * Special attention for young people as required * Provide a Buddy/Mentor * OH/HR support * Equality Act adjustments in place, reviewed and checked | | |  |  | | |  |  |
| **D. Relationships** | **Problems Identified** | **Suggested Controls** | | | **Priority H M L** | **Action** | | | **By Whom** | **Date to be completed** |
| **Break down in relationships**   * Poor relationships with others * Staff complaints or rising absence trends * Other |  | * Investigate contributing factors * Provide training in interpersonal skills, non-discriminatory rules and workplace conduct standards * Discuss the problem openly with employees * Consider mediation * Follow complaint procedures * Check management skills and assess training needs | | |  |  | | |  |  |
| **Workplace Bullying (Perceived)**   * Bullying or confrontational communication styles * Other |  | * Encourage constructive and positive communications between employees * Managers should discuss and address bullying and / or confrontational communication styles with the employees involved * Consider training and policy guidance * Consider the grievance process | | |  |  | | |  |  |
| **Workplace Harassment (Perceived)**   * Racial or sexual harassment * Other |  | * Provide and communicate Bullying & Harassment policy * Grievance procedure if appropriate * Practice by example and make it clear what behaviours are not acceptable | | |  |  | | |  |  |
| **Perceived lack of support**   * Lack of support or fear culture within from management and co-workers * Other |  | * Support & encourage employees, protect them from reprisals * Allocate a mentor or a buddy * Refer for counselling/mediation * Investigate and take action as soon as possible | | |  |  | | |  |  |
| **Accountability**   * Clear lines of accountability and responsibility * Other |  | * Ensure good communication systems are in place * Set management standards to ensure best practice in: clarity of job function, responsibility for employee management and wellbeing * Clear communication to assure i their concerns will be dealt with and handled sensitively and at the appropriate level. | | |  |  | | |  |  |
| **Communication**   * Lack of communication and consultation * Other |  | * Communicate clear business objectives * Ensure transparent and regular communication and employee involvement, particularly during periods of change or high pressure * Consider a weekly “huddle” meeting to discuss workplace issues * Allocate a mentor or a buddy | | |  |  | | |  |  |
| **Recognition**   * A culture of blame when things go wrong, denial of potential problems * Failure to recognize success * Other |  | * Be honest, set a good example and listen to and respect others * Acknowledge and reward successes | | |  |  | | |  |  |
| * A culture that considers stress as a sign of weakness |  | * Make yourself available to the employee, try to have an open door policy so problems so as to try to resolve them quickly that you are aware of potential | | |  |  | | |  |  |
| **Busy Times**   * An expectation that employees will regularly work beyond contracted hours or take work home |  | * Avoid working excessively long hours on a regular basis * Lead by example * Assess training needs * Schedule work in a way that allows some recovery time after unavoidably busy periods | | |  |  | | |  |  |
| **F. Change** | **Problems Identified** | **Suggested Controls** | | | **Priority H M L** | **Action** | | | **By Whom** | **Date to be completed** |
| **Restructure**   * Fears about job security / grading * Poor communication – uncertainty about what is happening * Not enough time allowed to implement change * Inexperience / fear of new technology * Lack of skills for new tasks * Not enough resource allocated for change process * Other personal fears * Fear of relocation * Other |  | * Provide effective support for staff throughout the process - consider counselling support, other support networks through HR or L&D courses which may be of benefit * Make sure the employee knows how to get information to keep themselves up to date on change developments in the organisation. * Consult with staff likely to be involved in change -fear and uncertainty can lead to increased anxiety, unfounded gossip, poor employment relationships and increased absence – ensure information is provided as it becomes available and is accurate. * Getting together as a team can help people to feel less isolated with their concerns * Ensure effective two-way communication throughout the process – knowing exactly what can help employees feel less anxious about change * Consider training needs – do employees have the tools and skills to effect change? * Consider changes in teams or work environment – a small change e.g. a different positioning of desks can have a major impact on communication and work relationships to help people not to feel isolated | | |  |  | | |  |  |
| **ASSESSMENT CARRIED OUT BY:** | |  | | |  |  | | |  |  |
| **Name:** | | **Job title:** | | | | **Date:** | | |  |  |
| **Date for review (**should be at three months and six months and more if necessary**):** | | | | | | | | |  |  |
| **OH / Counselling Referral Required: Y/N** | | | **Type of Referral:** | | | | | | | |