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| **INSTITUTIONAL RISK ASSESSMENT FOR MANAGING WORK-RELATED STRESS & PROMOTING STAFF WELL-BEING** | | | | | |
| **Introduction.** The purpose of this risk assessment is to identify actions taken by the School as an institution to avoid, mitigate or manage factors that could contribute to work-related stress. This risk assessment uses the HSE’s definition of “work-related stress” – *“the adverse reaction people have to* *excessive pressures or other demands placed on them*”.  Column A identifies the potential stressor or organisational factor.  Column B sets out the control measures i.e. policies, procedures and arrangements to manage the work-related stressor.  Whilst Column C identifies the Lead Officer or Department responsible for developing, maintaining and monitoring the control measure, **it is the responsibility of Senior managers and line-managers reporting to them to implement the control measures in their respective areas of control.**  Column D gives an indication of the School’s performance in relation to the University Sector benchmark using the HSE stress indicator questionnaire using the feedback from the last Staff Survey conducted in 2009. | | | | | |
| **Persons at risk**: All staff – | | | | | |
| **POTENTIAL HARM**: Mental or physical ill health if subject to excessive and sustained pressure. | | | | | |
| **A. - Potential stressors / factors contributing to work-related stress as set out in the HSE Stress management standards** | **B. – Control measures in place at institutional level** | **C. – Lead officer or department** | | **D. – Feedback in the 2009 Staff survey to the HSE stress indicator questionnaire. (see appendix 1)** | |
| **Demands** – such as workload, work patterns and working hours and work environment.  Capability / skills gap. | Role evaluation - agreed job descriptions conforming to HERA. | Relevant line manager supported by HR Partner | | Feedback to questions relating to DEMANDS indicated that the School performance was generally **below** the University Sector benchmark. | |
| Workload monitoring for non-academic staff in annual Performance Development Reviews (PDR) and regular 1 to 1 supervision. During these sessions staff can raise concerns with their line-manager. | Relevant line manager supported by HR Partner | |
| Training & Development Programmes  Training & Development online system | HR (OLL), APDD, H&S | |
| Flexible working policies & work-life balance arrangements | HR | |
| Capability – managing performance procedures, toolkits for managers | HR | |
| Risk assessments for shift & night work  On line assessments for DSE | Health & Safety | |
| SDP process to identify & plan resource requirements | Heads of Service | |
| Estates helpdesk to notify working environment concerns | Estates Division | |
| Workplace audits to assess compliance with Workplace regulations | Relevant manager supported by H & S | |
| Annual leave allocation and sabbaticals | HR | |
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| **Control** – staff having input into how their work is organised | Operation of Staff Consultative Council | Governance section PCPD | | Feedback to questions relating to CONTROL indicated that the School’s performance was generally **below** the University Sector benchmark. | |
| Consultation with Trade Union - JNCC & JNIC | HR supported by Legal & Compliance | |
| Operation of HSC | Health & Safety | |
| Consultation on HERA job descriptions | Relevant line manager | |
| Bright Ideas scheme | Governance section PCPD | |
| PDR process (for non-academic staff) | Relevant line manager supported by HR Partner | |
| Team meetings | Relevant line manager supported by HR Partner | |
| Guidelines for managers - Knowledge, Skills & behaviours | HR (OLL) | |
| Staff satisfaction surveys | HR | |
| 1 to 1 supervision sessions | Relevant line manager | |
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| **Support** – such as the encouragement, support, and resources provided by the organisation i.e. the School, line managers, senior management and colleagues. | Employee well-being policy | H & S, HR | | Feedback to questions relating to SUPPORT indicated that the School’s performance was generally **above** the University Sector benchmark. | |
| Staff Counselling service | HR, Counselling service | |
| 1 to 1 supervision and PDR process | Relevant line manager supported by HR Partner | |
| Occupational health provision | HR | |
| Training & Development activities | OLL, APDD, H & S, ITS | |
| Flexible working policies | HR | |
| Academic Career Development Scheme | Relevant Head of Dept supported by APDD & HR | |
| Learn for You Scheme | HR (OLL) | |
| Staff networks – e.g. mental health support group, disabled staff network, SPECTRUM, EMBRACE | Chairs of groups | |
| Mentoring & coaching | HR | |
| Managing Disability Toolkit | HR | |
| Capability health procedure and toolkits | HR | |
| Nursing mothers room | H & S | |
| Regular team meetings | Relevant line manager supported by HR Partner | |
| Incentives offered for undertaking H & S roles e.g. first-aiders , evacuation volunteers | H & S | |
| Pay & Reward procedures | HR | |
| Leave & Special leave arrangements | HR | |
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| **Relationships** – measures to build positive relationships, to resolve conflicts and deal with unacceptable behaviour such as bullying, harassment. | Knowledge, Skills & Behaviours for managers (KSB) | HR (OLL) | Feedback to questions relating to RELATIONSHIPS indicated that the School’s performance was generally **above** the University Sector benchmark | |
| Anti-Harassment & bullying procedures | HR |
| Grievance procedure | HR |
| Team building events | Heads of Service/Heads of Dept supported by OLL |
| Away days | Heads of Service/Heads of Dept. |
| Conflict management – mediation – external mediators employed by HR | HR |
| Managing Positive working relationships toolkit for managers | HR |
| Equality & Diversity initiatives – Single Equality Scheme | Diversity Adviser (PCPD), HR |
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| **Role** – such as whether people have clear and agreed job descriptions and understand their role in the organisation, ensuring that they do not have conflicting roles. | PDR process | Relevant line manager supported by HR Partner | Feedback to questions relating to ROLE indicated that the School’s performance was generally **above** the University Sector benchmark | |
| Role evaluation – agreed job descriptions conforming to HERA | HR |
| Recruitment procedures | HR |
| Strategic, Operational and Departmental plans | Heads of Service |
| Team meetings | Relevant manager supported by HR Partner |
| Working procedures and arrangements | Relevant line manager |
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| **Change** – how organisational changes and restructuring is managed and communicated to staff. | Managing change training programme | HR | Feedback to questions relating to CHANGE indicated that the School’s performance was **above** the University Sector benchmark | |
| Staff Briefings - Secretary & Director | Governance section PCPD |
| Director’s termly newsletter | Governance section PCPD |
| Staff newsletter | Press Office |
| Exit interviews | HR |
| Team meetings | Relevant line manager supported by HR Partner |

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| **Feedback to HSE stress indicator questions.** | | | |  |
| **HSE GEN BM** | **HSE UNI BM** | **LSE** | **HSE Question Text** | **STRESSOR** |
| **46.1** | **53.4** | **57.2** | **I have sufficient opportunities to question managers about change at work** | **change** |
| **28.6** | **29.4** | **38.8** | **Staff are always consulted about change at work** | **change** |
| **32.5** | **34.6** | **53.5** | **When changes are made at work, I am clear how they will work out in practice** | **change** |
| **55.5** | **78.9** | **77.2** | **I can decide when to take a break** | **control** |
| **47.0** | **63.7** | **59.9** | **I have a say in my own work speed** | **control** |
| **57.8** | **76.4** | **75.5** | **I have a choice in deciding how I do my work** | **control** |
| **28.0** | **45.4** | **49.1** | **I have a choice in what I do at work** | **control** |
| **70.1** | **87.0** | **86.9** | **I have some say over the way I work** | **control** |
| **52.3** | **70.8** | **72.8** | **My working time can be flexible** | **control** |
| **28.3** | **28.9** | **22.0** | **Different groups at work demand things from me that are hard to combine \*** | **demands** |
| **23.0** | **14.2** | **16.1** | **I have unachievable deadlines \*** | **demands** |
| **30.5** | **28.5** | **26.7** | **I have to neglect some tasks because I have too much work to do \*** | **demands** |
| **28.9** | **18.4** | **14.8** | **I am unable to take sufficient breaks \*** | **demands** |
| **23.8** | **21.2** | **23.9** | **I am pressured to work long hours \*** | **demands** |
| **40.1** | **37.2** | **47.1** | **I have to work very fast \*** | **demands** |
| **25.7** | **18.7** | **18.9** | **I have unrealistic time pressures \*** | **demands** |
| **35.7** | **40.7** | **54.6** | **I am given supportive feedback on the work I do** | **manager support** |
| **59.7** | **57.9** | **64.8** | **I can rely on my manager to help me with a work problem** | **manager support** |
| **69.6** | **69.0** | **72.7** | **I can talk to my line manager about something that has upset or annoyed me at work** | **manager support** |
| **40.6** | **39.7** | **43.6** | **I am supported through emotionally demanding work** | **manager support** |
| **56.7** | **58.4** | **69.7** | **My line manager encourages me at work** | **manager support** |
| **62.5** | **58.9** | **51.0** | **If work gets difficult, my colleagues will help me** | **peer support** |
| **74.4** | **74.6** | **76.4** | **I get help and support I need from my colleagues** | **peer support** |
| **71.4** | **73.3** | **73.8** | **My colleagues are willing to listen to my work-related problems** | **peer support** |
| **20.2** | **4.3** | **1.9** | **I am subject to personal harassment in the form of unkind words or behaviour \*** | **relationships** |
| **21.4** | **15.5** | **14.2** | **There is friction or anger between colleagues \*** | **relationships** |
| **17.7** | **2.8** | **2.2** | **I am subject to bullying at work \*** | **relationships** |
| **64.6** | **66.1** | **78.9** | **I receive the respect at work I deserve from my colleagues** | **relationships** |
| **28.7** | **20.1** | **19.2** | **Relationships at work are strained \*** | **relationships** |
| **84.5** | **79.7** | **82.1** | **I am clear what is expected of me at work** | **Role** |
| **92.0** | **91.3** | **94.2** | **I know how to go about getting my job done** | **role** |
| **53.9** | **58.3** | **55.9** | **I have to work very intensively \*** | **role** |
| **83.9** | **80.7** | **82.6** | **I am clear what my duties and responsibilities are** | **role** |
| **72.1** | **65.9** | **64.5** | **I am clear about the goals and objectives for my department** | **role** |
|  |  | \* = Negatively phrased question so higher the score worse the performance | |  |
| Green = above Universities benchmark, amber = just below, red = significantly below. | | | |  |