***Master School/Departmental Stress and Wellbeing Risk Assessment***

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| **School/Department:** | | **University Stress Risk Assessment for School/Department Application** | | | | **Risk Assessment Ref:** |  |
| **Activity Title:** | | **School/Department Stress Risk Assessment** | | | | | |
| **Activity Outline:** This template supports production of a school or departmental work-related stress and wellbeing risk assessment. It can also be used for separate workgroup ‘teams’ where additional risks have been identified outside of those in the overall school or department. In such cases, one stress risk assessment per specific group should be completed by the Line Manager or designated Risk Assessment Lead.   * **Stress Indicator Tool Survey:** In preparation for the evaluation of this stress risk assessment, specific information gathered from the University wide assessment about your school or department can be requested from the Health and Safety Advisor as a starting point. * **Risk Evaluation:** Stress is complex and impacts on people in different ways with differing levels of stress tolerance. Evaluation in this assessment is designed to focus on **‘*what are we doing now, and what else do we need to do,’*** *and* does not require evaluation using risk matrix scoring or H/M/L values. * **Organisational Measures (right column):** You can choose to directly adopt the broad organisational measures into your school/department; however, it is important to decide how these can be **‘proactively’** applied locally with consideration of the work environment and dynamics of your school, departments and teams. * **School/Departmental Control Measures:** To assist in identifying additional proactive control measures, primarily refer to the template overarching measures, **Managers Guidance document, HSE’s** [**Talking Toolkit for Education**](https://www.hse.gov.uk/stress/assets/docs/talking-toolkit-education.pdf) **and** [**Line Manager Competency Indicator Tool Kit**](https://www.hse.gov.uk/stress/mcit.htm). Reviewing template questions in the school/departmental control measuressection should help you decide if what you’re already doing is effective or if additional ‘action’ is required. * **Reasonably practicable:** measures should be ‘reasonably practicable’ and proportionally balanced against departmental/school aims, available resources and practical means to carry them out. * **Action Plan:** Where additional actions and measures have been identified from risk assessment, these must be recorded and tracked until completion in the ‘**risk assessment action plan’** at the bottom of this form. The risk assessment must be monitored and subject to annual review. | | | | | | | |
| **The following data and evidence sources should be considered to inform the evaluation of your assessment:**   * Staff survey results (Engagement, Wellbeing, Stress or other relevant University or school/departmental surveys) * Sickness absence data * Staff turnover rates * Exit interviews * Referrals to Occupational Health * Information from existing staff forums/meetings/staff individual discussions * Significant pressure points within academic year * Significant changes to teams | | | | | | | |
| **Risk Assessor (**has reviewed master template and specifically adapted for this school/departmental assessment**)**  **Name:** | | | **Signature:** | | | **Date:** | |
| **Lead Person / Line Manager Approval**  **Name:** | | | **Signature:** | | | **Date:** | |
| **Review Date:** |  | | **Related procedure references or links:** | | * [Stress and Wellbeing PS and COP](https://www.hope.ac.uk/media/gateway/staffgateway/governance/healthandsafetydocuments/LHU%20Stress%20and%20Wellbeing%20PS%20and%20COP%202024.pdf), * [LHU Managers Guide to RA Production](https://www.hope.ac.uk/media/gateway/staffgateway/governance/healthandsafetydocuments/Managers%20Guide%20to%20School%20and%20Departmental%20Stress%20Risk%20Assessment.pdf), * [HSE' Talking Tool Kit](https://www.hse.gov.uk/stress/assets/docs/stress-talking-toolkit.pdf) * [[Line Manager Competency Indicator Tool Kit](https://www.hse.gov.uk/stress/mcit.htm)](https://www.hse.gov.uk/stress/mcit.htm) | | |
| **Stress Risk Factors** | | **Management Standards to be achieved and existing University Policy and procedures (**how are you applying these measures locally?) | | **School/Department Control Measures (At Organisational level for local adaption)**  After local consultation, provide details of your local control measures in response to the questions below. If nothing is being done or considered insufficient, then action will be required. | | | **Tick where action required. Add to action plan** |
| **Demands** | | | | | | | |
| **Workload**  *demands in relation to the agreed hours of work are not adequate or achievable* | | * Standard: Staff are provided with adequate and achievable demands in relation to the agreed hours of work. Skills and abilities are matched to job roles. Staff concerns about their work environment are addressed.   [University Strategic Plan](https://www.hope.ac.uk/strategicplan/) to set out the University’s values, promote wellbeing, equality, inclusivity, respect and diversity, while underpinning everything we do.  [People Services Webpage](https://www.hope.ac.uk/gateway/staff/personnel/)  Providing access to People Services and HRM’s and supporting information for stress and wellbeing. Stress and Wellbeing PS and COP and guidance should be effectively communicated to staff.  Staff supported by Line Managers in prioritising work tasks and anticipated workloads to manage expected periods of work intensity.  [Workload Model Framework](https://www.hope.ac.uk/gateway/staff/personnel/workloadmodel/) is in place for academic staff, with defined KPI reported to committees. Staff should be continuously aware of their SAM hours. Workload model review, tracking of staff hours reported to People Services for review and analysis.  Professional Services - The acceptable workload standard would be for staff to work their daily allocated hours with excessive hours mostly avoided. Realistic work deadlines should be in place with the ability for main workloads to roll over until the following day or week and further as necessary until acceptable/comfortable workload standards resume.  Flexible and agile working options are established.  [University Staff Development](https://www.hope.ac.uk/gateway/staff/staffdevelopment/)  incorporating regular conversation and feedback with line managers.  [Staff Development](https://www.hope.ac.uk/gateway/staff/staffdevelopment/)  staff training, coaching and adequate supervision for staff.  Availability in 24-25 of ‘HSE’s Management Standards’ half day training.  Leadership development and training support from People Services, with leadership training to take place for managers at all levels during 24-25.  [Dignity at Work Policy](https://www.hope.ac.uk/media/gateway/staffgateway/personneldocuments/Harassment%20and%20Sexual%20Misconduct%20%C3%A2%20Dignity%20at%20Work%20and%20Study%20Policy%20.pdf) sets standards of behaviour and informs staff of what is acceptable behaviour at work.  Bullying and harassment at work reporting portal (***to be added***) to set out a zero tolerance to bullying and harassment with a clear reporting procedure.  [University Health and Work Information](https://www.hope.ac.uk/gateway/staff/personnel/healthandwork/), information on support available to staff and their physical working environment.  University security staff, workplace security and workplace violence risk assessments applied where necessary.  Practised emergency plan procedures and security/emergency information is provided to all staff.  [Actions to keep safe on campus information](https://www.hope.ac.uk/media/gateway/staffgateway/governance/healthandsafetydocuments/Incident_Guidance_130924.pdf) and [Stay Safe Principles](https://www.hope.ac.uk/gateway/staff/governance/healthandsafety/staysafeprinciples/)  Incident reporting procedures are in place for workplace threats and violence, with all incidents reported to H&S for investigation. | | How do you organise staff roles with equitable, achievable, and realistic work demands in mind?How do you ensure adequate staff resources in your school/department to meet job demands?While acknowledging that some job roles require it, how do you ensure that staff are not spread too thinly or present a single point of failure? | | |  |
| **Competency**  *where skills and abilities are not matched to the job demands* | | How do you match demands to staff skills and abilities?Do you provide guidance to help staff prioritise tasks and workload? | | |  |
| **Working Patterns**  *Tight or unrealistic deadlines, or excessive hours expected* | | Do you talk to staff and incorporate discussions into meetings to plan for upcoming deadlines, workload intensity, and excessive demands?How do you ensure repetitive and monotonous work is minimal? | | |  |
| **Physical environment or violence**  *and concerns not addressed* | | How do you ensure that the physical work environment is comfortable for staff?How do you ensure that staff are safe from exposure to safety hazards, the threat of physical violence, or verbal abuse at work? | | |  |
| **Stress Risk Factors** | | **Management Standards to be achieved and existing University Policy and procedure (**how are you applying these measures locally?) | | **School/Department Control Measures (At Organisational level for local adaption)**  After local consultation, provide concise details of your control measures in response to the questions below. If nothing is being done or considered insufficient, then action will be required. | | | **Tick where action required.**  **Add to action plan** |
| **Control** | | | | | | | |
| **Inappropriate pace of work**  *Lack of control of pace of work, e.g. sufficient breaks can be taken* | | * Standard: Staff have a say and control over their pace of work (where possible), are consulted on work patterns, are encouraged to use their skills and develop new skills to support their job. Individual concerns are responded to effectively.   [People Services Webpage](https://www.hope.ac.uk/gateway/staff/personnel/) Providing access to HRM’s and supporting information for stress and wellbeing  Awareness and compliance with university policy and guidance for effective control (e.g., flexible / agile working policy to support a work life balance and childcare support, Performance at Work)  Learning and career development opportunities available for all staff.  Resilience training available for all staff from People Services.  Professional development meetings and 1-1 conversations with Line Managers and opportunity to explore whether staff are subject to excessive pressures.  Regular team meetings with staff encouraged to participate in decision making.  Flexible and agile working options for staff.  Effective academic planning and timetabling.  [Employee Relations Information](https://www.hope.ac.uk/gateway/staff/personnel/employeerelations/) Working in partnership with Trade Unions, staff committees and staff forums. | | **How do you ensure staff have reasonable control over their pace of work?**  **How do you ensure staff have reasonable control over their work pattern and ability to take breaks, particularly during intensive periods of working?** | | |  |
| **Work Skills**  *Lack of encouragement to use and develop skills and initiative in work* | | **How do you encourage staff to use their existing skills and initiative to do their work?**  **How do you ensure staff are encouraged to develop new skills to help them work effectively and undertake new and challenging work?** | | |  |
| **Work Patterns**  *Poor consultation over work patterns* | | **How do you ensure staff have a reasonable say about how their work is organised and undertaken?** | | |  |

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| **Support** | | | | | |
| **Colleagues**  *Inadequate support from colleagues* | Standard: Managers are encouraged to support their staff, with systems in place to enable and encourage colleagues to support each other. Staff know what support and job resources are available and how to access it. Staff receive regular and constructive feedback.  Regular team meetings with stress/wellbeing and colleague support a standing agenda item.  [Wellbeing Champions Network](https://www.google.com/url?client=internal-element-cse&cx=008811769411239284689:ifvar2lvrdw&q=https://www.hope.ac.uk/gateway/staff/personnel/sixwaystowellbeing/staffwellbeingchampionsnetwork/&sa=U&ved=2ahUKEwiR87yRlqaHAxVMQfEDHXpnD0kQFnoECAUQAQ&usg=AOvVaw3Qt4EL5Puqs67Y3VYUig8m&fexp=72519171,72519168) – People within the University with specific wellbeing remit and supportive people staff can go to for wellbeing support.  Awareness and compliance with university policy and guidance (e.g., Sickness Absence Policy, Leave Policy, Agile Working Policy).  Available range of support, resilience training, cognitive self-help and advice from People Services - [Six Ways to Wellbeing](https://www.hope.ac.uk/gateway/staff/personnel/sixwaystowellbeing/)  [Supporting Your Mental Health](https://www.hope.ac.uk/gateway/staff/personnel/sixwaystowellbeing/supportingyourmentalhealth/) Staff resources and help to support stress and mental health.  Leadership Training and Coaching, supporting leaders and improving management skills at all levels in 24-25.  Staff induction provides information on support services.  Individual staff displaying signs of stress are subject to specific individual stress risk assessment with Line Managers and HRM collaboration and support.  Occupational Health Services and Employee Assistance Programme available to all staff via People Services. University counselling service available to all staff.  [University Strategic Plan](https://www.hope.ac.uk/strategicplan/) - outlining leadership commitment to wellbeing.  Network of Mental Health First Aiders to support and sign post colleagues.  Online mental health service- ‘[Togetherall](https://www.hope.ac.uk/gateway/staff/personnel/sixwaystowellbeing/supportingyourmentalhealth/)’  Regular communications to all staff on support services available and range of staff network services available.  Managers and ‘all staff’ Stress at Work Training available and refreshed via staff development.  Performance development conversations and line manager 1-1’s incorporating regular conversation and feedback with staff.  Regular team meetings with stress and wellbeing an agenda item.  [Liverpool Hope UCU contact information](https://www.ucu.org.uk/yourcontacts?action=search&q=NW056)  [Liverpool Hope Unison contact information](https://branches.unison.org.uk/branch/liverpool-and-hope-universities/)  People Services Policy on staff appraisal is available as guidance for Managers. | **How do you ensure that staff can provide support to their colleagues if required?**  **Do you seek examples of how staff would like to have support from colleagues, and can these be adopted?** | | |  |
| **Line Managers**  *Inadequate support from managers* | **Are regular team, school/departmental meetings held?**  **Are work-related stress and emerging pressures discussed during meetings?**  **Do you seek examples of how staff would like support from managers? can these be adopted?**  **How do you ensure staff know how to access managerial support?**  **How do you ensure staff are encouraged to seek support at an early stage?**  **How do you ensure staff are supported when undertaking new tasks?** | | |  |
| **Support available and accessible.**  *Individuals unaware of support available or how to access it* | **Do staff know what support is available to them?**  **Do staff know how to access resources required to do their job?**  **Do you ensure that there is access to Trade Unions with information readily available about how to join and or contact local representatives?**  **How do you provide information about other support e.g., occupational health, relevant policies and staff benefits?** | | |  |
| **Feedback**  *Regular and constructive feedback not received* | **Do staff have the opportunity for regular meetings with their line managers?**  **How do you ensure that all staff have staff development conversations?**  **Do staff have opportunity to discuss stress and wellbeing in group meetings?** | | |  |
| **Stress Risk Factors** | **Management Standards to be achieved and existing University Policy and procedure (**how are you applying these measures locally?) | | **School/Department Control Measures (At Organisational level for local adaption)**  After local consultation, provide concise details of your control measures in response to the questions below. If nothing is being done or considered insufficient, then action will be required. | | **Tick where action required.**  **Add to action plan** |
| **Relationships** | | | | | |
| **Behaviours at work**  *Unacceptable behaviours, conflict among colleagues and low morale in the school/department* | Standard: Staff indicate that they are not subject to unacceptable behaviours with systems in place to respond to individual concerns. Positive behaviours are sought to avoid conflict and ensure fairness. Policies and procedures are in place to prevent or resolve unacceptable behaviour. Staff are encouraged to report unacceptable behaviour, and managers are encouraged to deal with it effectively.  Staff and line manager awareness and compliance with university policy and guidance that effect relationships. [People Services Webpage](https://www.hope.ac.uk/gateway/staff/personnel/) e.g., grievance procedure, staff complaints procedures and access to HRM’s to discuss arising issues.  [Dignity at Work Policy](https://www.hope.ac.uk/media/gateway/staffgateway/peopleservicesdocuments/Harassment%20and%20Sexual%20Misconduct%20%C3%A2%20Dignity%20at%20Work%20and%20Study%20Policy%20.pdf) - Information on how all staff should treat each other, sexual harassment, harassment and bullying definitions and information. All staff should be aware of these standards and adhere to this when communicating with each other.  Effective communication within teams, performance review, 1-1 with Line Managers and team meetings where honest and open communication is encouraged.  Encouragement and opportunities are taken for staff to socialise together.  [University Mission and Values](https://www.hope.ac.uk/aboutus/thehopestory/ourmissionandvalues/) setting reference towards a positive organisational culture.  Robust application and staff awareness of the [Sexual Misconduct Policy](https://www.hope.ac.uk/media/gateway/staffgateway/personneldocuments/Policy%20and%20Process%20for%20Handling%20Sexual%20Misconduct.pdf).  [Sexual Misconduct and Harassment Reporting Portal](https://www.hope.ac.uk/gateway/students/studentlife/reportanincident/sexualmisconduct/) for reporting and investigation of incidents.  Bullying and workplace harassment reporting portal with staff aware on non-acceptance of bullying and harassment within the University. ACAS definition is known to staff. Mandatory Equality and Diversity Training in place at the University.  [Guidance on Conflict Resolution and Grievance](https://www.hope.ac.uk/gateway/staff/personnel/employeerelations/)  [University Strategic Plan](https://www.hope.ac.uk/strategicplan/) to support staff wellbeing, culture and objectives.  [Wellbeing Champions Network](https://www.google.com/url?client=internal-element-cse&cx=008811769411239284689:ifvar2lvrdw&q=https://www.hope.ac.uk/gateway/staff/personnel/sixwaystowellbeing/staffwellbeingchampionsnetwork/&sa=U&ved=2ahUKEwiR87yRlqaHAxVMQfEDHXpnD0kQFnoECAUQAQ&usg=AOvVaw3Qt4EL5Puqs67Y3VYUig8m&fexp=72519171,72519168) for staff wellbeing support and wellbeing initiatives. | | | **How do you promote positive working to avoid conflict and low morale?**  **Do staff feel able to report their concerns to line managers and colleagues?**  **Are colleagues aware of what is considered unacceptable behaviour at work?**  **Are opportunities, space and time provided for teams to discuss relationships with colleagues away from normal work activity?** |  |
| **Sharing of Information**  *Poor team collaboration and support* | **How are individuals able to work together to build positive relationships?**  **How do you create a culture of trust among staff?**  **How do you celebrate collective success with your staff?** |  |

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| **Stress Risk Factors** | **Management Standards to be achieved and existing University Policy and procedure (**how are you applying these measures locally?) | **School/Department Control Measures (At Organisational level for local adaption for this specific risk assessment)**  After local consultation, provide concise details of your control measures in response to the questions below. If nothing is being done or considered insufficient, then action will be required. | **Tick where action required.**  **Add to action plan** |
| **Role** | | | |
| **Conflicting requirements.**  *Conflicting requirements placed on staff. Staff duties not as job description* | Standard: Staff understand their role and job responsibilities from adequate information and communications. So far as possible, requirements placed on staff are compatible and clear. Systems are in place to enable staff to raise concerns about any uncertainties or conflicts they have in their role and responsibilities.  Job descriptions are well planned, unambiguous and clear. Any changes in job descriptions are communicated.  Thorough induction is in place and signed by all new starters. Any conflict to this measure to be address with Line Managers and Heads.  People Services job description templates are properly considered and clear.  A range of training and coaching is available from Learning and Development to support staff in their roles.  School, department and team objectives are communicated to help clarify individual and school/departmental roles.  [University Strategic Plan](https://www.hope.ac.uk/strategicplan/) to support staff wellbeing and provide clear objectives. | **How are any conflicting demands placed on staff properly considered?**  **How are job descriptions revised where necessary to ensure duties and priorities are clear?**  **How are specific standards of performance for work and individual tasks reviewed?** |  |
| **Job role and responsibilities.**  *Roles and responsibilities not understood* | **What local induction processes are in place?**  **How are job descriptions communicated to staff to ensure their understanding?**  **How are individual or team targets and objectives shared to help clarify roles?** |  |
| **Role Requirements**  *Unclear requirements placed upon staff* | **How do you ensure staff have a clear plan of work?**  **How are school/departmental meetings used to enable members to clarify their role and discuss any role conflict?** |  |
| **Stress Risk Factors** | **Management Standards to be achieved and existing University Policy and procedure (**how are you applying these measures locally?) | **School/Department Control Measures (At Organisational level for local adaption)**  After local consultation, provide concise details of your control measures in response to the questions below. If nothing is being done or considered insufficient, then action will be required. | **Tick where action required.**  **Add to action plan** |
| **Change** | | | |
| **Information**  *Information and reasons for change are not well understood* | Standard: Staff are provided with timely information to enable them to understand reasons for proposed changes, with adequate consultation and opportunity for staff to influence proposals. Staff are aware of the probable impact of any changes to their jobs and are given training to support any changes as necessary. Staff are aware of timetables for change and have access to relevant support during change.  Change management processes must be subject to detailed planning and structure involving staff, with adequate timescales and effective communication to all relevant staff with information on direct impact of change.  Review procedures in place on how change will impact on departmental and individual objectives and workloads.  University change communication procedures are in place with staff able to ask questions.  Positive working relationships and communication with Trade Unions and staff representatives on the specific change process. | **How do you ensure that staff understand the reasons for change?**  **How are changes communicated to staff?** |  |
| **Consultation**  *Consultation on change and opportunities for staff to influence proposals is insufficient* | **How are staff consulted as part of the change process?**  **How are unions involved as part of discussions around change?**  **What methods do you provide to enable staff to comment and ask questions before, during and after the change, e.g., for staff who want to raise their concerns either individually or collectively?** |  |
| **Impact of change**  *Impact of changes to job roles and work environment is not well understood* | **How do you ensure that staff understand the likely impact of change on their work?**  **What support is available to staff throughout the change process?** |  |
| **Timescales**  *Timescale for change is not clear* | **How do you ensure timescales for change are communicated and understood?** |  |

**Risk Assessment Action Plan**

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| **Management Standard *(e.g. Demands, Control, Support, Relationships, Role and Change)*** | **Action, control measure or practical solution as identified from risk assessment** | **Action owner** | **Action timescale/by when** | **Date action completed** |
| State the management standard. | Add any specific measure adaption, or new measures beyond the organisational level control measures. (**direct adoption of organisational control measures do not need to be listed as an action**) | State who will own the action. | Set a specific date/goal, or will this be an ongoing requirement? | State the date of completion or ‘ongoing’. |
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