



The John Moore Primary School
&
Little Foxes Playgroup

Stress Management

Risk Assessment

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Review Cycle:	Annually		
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1 Introduction

The John Moore Primary School and Little Foxes Playgroup's Governing Body and Headteacher recognise and accept their responsibilities under law and also under Gloucestershire County Council delegation for local management of schools.

As responsible employers and/or persons in control of premises, the requirement to provide a safe and healthy working environment for all employees and others affected by its activities is acknowledged.

This Risk Assessment should be read in conjunction with the Main School Risk Assessment.

It is written with reference to Gloucestershire County Council SHE Guidance Note on Stress.

2 Risk Assessment

Hazards	Who is at risk?	What are you already doing?	Is enough to manage the risks?	What further action is necessary?
Culture - Poor culture/ poor communication/ no policy	Staff	<ul style="list-style-type: none"> • School/Playgroup shows interest in the welfare and wellbeing of staff • Problems are addressed promptly • Good communication between Headteacher and Staff • Staff are consulted about decisions that may affect them • School/Playgroup promotes staff thoughts on how to better culture within the school/playgroup • Staff have a clear and shared understanding of what is trying to be achieved at all times • Group meetings to co-ordinate activities • Disproportionate working hours are discouraged 	Yes	None
Demands - Unclear priorities/ inadequate training/ poor environment/ disproportionate working hours/ disrespect etc	Staff	<ul style="list-style-type: none"> • School/Playgroup has clear priorities known to staff • Work activity is aligned to priorities • Staff are provided with training to carry out their job role • School/Playgroup provides a stable and secure environment • Disproportionate working hours are discouraged • Person specifications are drawn up for posts with a list of essential criteria and desirable criteria in an effort to match skills and abilities to the job • Headteacher and governors support at interview stages • School/Playgroup provides a good physical environment to work in • Staff are treated with decency and respect 	Yes	None
Control - Inadequate training/ poor communication/ no policy	Staff	<ul style="list-style-type: none"> • Staff consulted about potential changes within their role including decision making • Appropriate training is provided for staff taking on new roles • Staff encouraged to voice concerns and suggestions • Staff are involved in the decision making process • Performance appropriately monitored and managed • Staff encouraged to share ideas and initiatives 	Yes	None

Hazards	Who is at risk?	What are you already doing?	Is enough to manage the risks?	What further action is necessary?
Relationships - Poor training/ no policy/ poor communication/ disrespect/ inappropriate behaviour	Staff	<ul style="list-style-type: none"> • Policies in place to encourage and promote sharing of concerns with adequate levels of support for Teachers and Headteacher this includes training to ensure staff are able to confront difficult situations • On-going review of roles and responsibilities backed up by policies and procedures • Performance management opportunities for employees to discuss issues and raise concerns • Recognition by Headteacher which in turn creates a positive culture • Senior leadership teams promote open door policies at all times • Staff are expected to treat one another with dignity and respect and encouraged to create a friendly, caring atmosphere • Policies and procedures in place for staff experiencing harassment, bullying or victimization • Policies in place for staff experiencing unfair discrimination • Inappropriate behavior is identified and effectively dealt with • Managers support and value their staff and staff value and support one-another • Staff work as a team and 'pull together' 	Yes	None
Change - Poor communication/ poor training	Staff	<ul style="list-style-type: none"> • Regular meetings are carried out and staff input is encouraged to ensure that staff feel part of the process • All staff are aware of developments and changes through clear and appropriate communication • Staff encouraged to articulate their suggestions, comments and questions regarding change that affects them • Training and help are offered to staff to enable them to cope with change • The effects of change are closely monitored so that where necessary adjustments can be made • Staff are aware of and supportive of any changes 	Yes	None
Role - Inadequate job descriptions/ poor prioritisation of work/ poor	Staff	<ul style="list-style-type: none"> • Job descriptions adequately reflect role and responsibilities • Staff are clear about their roles and responsibilities • Staff are encouraged to manage and prioritise workloads • Training and CPD opportunities promoted and encouraged 	Yes	None

Hazards	Who is at risk?	What are you already doing?	Is enough to manage the risks?	What further action is necessary?
communication/ poor recruitment procedures/ unreasonable workloads		<ul style="list-style-type: none"> All staff aware of key objectives within school development plan and holistic approaches taken to ensure they are met Staff are not expected to take on unreasonable level of extra tasks Effective recruitment procedures are in place 		
Support - Little or no support/poor policies and procedures/ no policies or procedures in place/ staff undervalued/ little or no feedback	Staff	<ul style="list-style-type: none"> Policy and risk assessment takes into account and also highlights what support is available for staff e.g. Occupational health School procedures following GCC guidance are adhered to which include compassionate, maternity, annual, paternity, carers and sabbatical leave etc Senior leadership promotes family friendly working Adequate health and safety information Training and support Staff supported by line manager/ Headteacher etc Headteacher and staff supported by Governors Staff valued as individuals Staff receive feedback about performance which enables learning and development 	Yes	None
Wellbeing and work life balance - Poor work life balance/ poor procedures	Staff	<ul style="list-style-type: none"> School procedures following GCC guidance are adhered to which include compassionate, maternity, annual, paternity leave, carers and sabbatical etc 	Yes	None