



**THE TRUE LEARNING PARTNERSHIP  
WORK RELATED STRESS POLICY  
November 2019**

<b>Committee Responsible:</b>	
<b>Lead Officer:</b>	
<b>Date of Review:</b>	
<b>Date to be Reviewed:</b>	

## **Contents**

1.0	Guiding Principles	Page 3
2.0	Statement of Intent	Page 3
3.0	Definition of Stress	Page 3
4.0	Effects on the Individual	Page 4
5.0	Self-Management	Page 5
6.0	Employee Wellbeing	Page 7
7.0	Individual Responsibilities	Page 7
8.0	Why Assess the Risks?	Page 10
9.0	Management of Individuals Experience of Stress Related Ill Health	Page 10
10.0	Personal or Home Life Issues	Page 12
	Appendix One: Stress Risk Assessment Process	
	Page 13	
	Appendix Two: Stress Risk Assessment Template	
	Page 15	

## **1.0 GUIDING PRINCIPLES**

- 1.1 The TRUE Learning Partnership places a high value on maintaining a healthy, safe and supportive working environment that maintains and promotes the health, wellbeing and mental health of all its employees.
- 1.2 The TRUE Learning Partnership is committed to improving the organisational environment through effective and sensitive management, enabling individuals to cope successfully with the demands and pressures of work.
- 1.3 This policy should be read in conjunction with the Sickness Absence Policy.

## **2.0 STATEMENT OF INTENT**

- 2.1 The TRUE Learning Partnership acknowledges the potential impact that work has on an individual's physical and mental health, and that there is a moral and legal duty for taking steps to promote employee well-being as far as reasonably practicable.
- 2.2 The TRUE Learning Partnership is committed to fostering a culture of co-operation, trust and mutual respect, where all individuals are treated with dignity, and can work at their optimum level.
- 2.3 The TRUE Learning Partnership recognises that work-related stress has a negative impact on employee's well-being, and that it can take many forms and so needs to be carefully analysed and addressed.
- 2.4 The Stress policy expands upon the School's Health & Safety policy, setting out how the school will promote the well-being of the employee by:
  - Creating a working environment where potential work-related stressors as far as practicable are avoided, minimised or mitigated through good management practices, effective Human Resources policies and staff development.
  - Increasing managers' and employees' awareness of the causes and effects of stress.
  - Developing a culture that is open and supportive of people experiencing stress or other forms of mental ill-health.
  - Developing the competence of managers through the Knowledge, Skills and Behaviours framework, so that they manage staff effectively and fairly.
  - Engaging with staff to create constructive and effective working partnerships both within teams and across the School.
  - Encouraging staff to take responsibility for their own work and effectiveness as a means of reducing their own stress and that of their colleagues.

## **3.0 DEFINITION OF STRESS**

- 3.1 There is no universal definition of stress. However the Health and Safety Executive define stress as "the adverse reaction people have to excessive pressure or other types of demand placed on them". This makes an important distinction between pressure, which can be a positive state if managed correctly, and stress which can be detrimental to health.

3.2 Stress itself is not an illness – it is a state. If stress becomes excessive and prolonged however, mental and physical illness may develop. Stress affects different people in different ways and what one person finds stressful can be normal to another.

3.3 Some individuals will recognise or acknowledge that their health is affected and will seek help; others will not recognise or acknowledge that they are stressed although it may be apparent to their manager or colleagues.

#### 4.0 EFFECTS ON THE INDIVIDUAL

4.1 In the short term, the employee may cope well as s/he tries to adjust or find methods of coping with the demands. Over a longer period of time, as the individual’s body and mind are subjected to a perceived prolonged threat or attack, a variety of symptoms related to ill health could occur and these may be followed by serious stress-related illness.

4.2 It is usually recognised that stress can affect the body in three different ways, physically, behaviourally and emotionally. Individuals can suffer from one, or a combination of these symptoms, for either short or long term periods.

Physical symptoms include:	Behavioural symptoms include:	Emotional symptoms include:
<ul style="list-style-type: none"> <li>● Backache</li> <li>● Fatigue</li> <li>● Blurred vision</li> <li>● Dizziness</li> <li>● Muscle tension</li> <li>● Skin rashes</li> <li>● Breathing difficulties</li> <li>● Headaches</li> <li>● Raised heart rate</li> <li>● Chest pains</li> <li>● Changes in menstrual patterns</li> <li>● Sweating palms, dry mouth, nervous twitches</li> </ul>	<ul style="list-style-type: none"> <li>● Absenteeism</li> <li>● Erratic moods</li> <li>● Apathy</li> <li>● Difficulty concentrating or remembering</li> <li>● Increased use of alcohol/tobacco</li> <li>● Increased use of tranquillisers</li> <li>● Indecision</li> <li>● Unusually emotive or impulsive</li> <li>● Accidents</li> <li>● Loss of appetite</li> <li>● Making more errors</li> <li>● Loss of creativity</li> <li>● Evading duties or responsibilities</li> <li>● Complaining</li> </ul>	<ul style="list-style-type: none"> <li>● Anxiety</li> <li>● Irritability</li> <li>● Low self-esteem and confidence</li> <li>● Depression</li> <li>● Loss of libido</li> <li>● Guilt and sadness</li> <li>● Fear and panic</li> <li>● Poor sleep</li> <li>● Aggression</li> <li>● Inappropriate behaviour</li> <li>● Withdrawn from social contacts</li> <li>● Mood swings</li> </ul>

POSSIBLE CAUSES OF STRESS	
WORK RELATED	NON-WORK RELATED
<ul style="list-style-type: none"> <li>• Responsibility.</li> <li>• Work Load</li> <li>• Conflict/Relationships with Colleagues.</li> <li>• Career Development.</li> <li>• Job Threat/Security.</li> <li>• Organisational Culture.</li> <li>• Organisational Structure.</li> <li>• Organisational Change.</li> <li>• Job Change/Redeployment.</li> <li>• Morale.</li> <li>• Autonomy over work.</li> <li>• Participation.</li> <li>• Harassment and Bullying.</li> <li>• Violence/Verbal Abuse</li> <li>• Ambiguity of job role.</li> <li>• Shift Work.</li> <li>• Poor Working Environment.</li> <li>• Excessive Working Hours.</li> <li>• Lone Working.</li> <li>• Discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Stability.</li> <li>• Caring Responsibilities.</li> <li>• Death of Close Relative/Partner/Friend.</li> <li>• Relationship Breakdown.</li> <li>• Moving House.</li> <li>• Family Problems.</li> <li>• Alcohol or Substance Misuse.</li> <li>• Domestic Violence.</li> </ul>

## 5.0 SELF-MANAGEMENT

The TRUE Learning Partnership is committed to offering support and guidance (see Section 6). However, in many cases, self management strategies could be adopted to help manage stress.

5.1 Practical guidance of staff to alleviate the negative side of stress:

### 5.1.1 Concretely identify the problem or problems

- Many people recommend the idea of listing all of your troubles, then dividing them into those over which you have some control, and those you don't. Ignore those you can't control and instead working on practical solutions to those over which you have some influence can reduce feelings of stress.

### 5.1.2 Change your thinking

- Some of the most productive and rewarding stress relief techniques involve adjusting the way we think about our situations. Small shifts in perspective can quickly free up creative energy and increase our options. Occupational Health Counselling options should be explored and the counsellors at Teacher Support Line are trained to help you to take a fresh look at your situation.

### 5.1.3 Keep fit

- A key component of any approach involves making a change; doing something different. This often involves doing something physical, although not necessarily taking up jogging or going to the gym. Even just a quick 20-minute walk can help.

- In the slightly longer term, you could examine your eating habits and diet. Changing to a healthy diet is a good thing in general but there are, for some people, advantages in learning to take the time to prepare and cook fresh food. It can be a relaxing activity in itself. Skipping breakfast and eating on the run or in a rush does nothing to support a body suffering from stress and can also contribute to symptoms.
- At times of distress sugar, alcohol or caffeine can over stimulate and produce highs and lows that can lead to deeper distress, especially in excess.

#### 5.1.4 Relaxation

- Do something that forces you to think about something other than work – something that needs your active involvement.

#### 5.1.5 Rest

- Sleep is very important. There are, as with learning to relax, a number of guides available.

#### 5.1.6 Your doctor

- If you have any concerns about the degree to which you feel stressed, visit your doctor.

#### 5.1.7 Your colleagues, your settings and your professional associations

- If the cause of stress lies in organisational issues, you will need to address them in an organisational context. This is where the support of colleagues becomes invaluable. Talk to them about your issues – they may have new ideas or even just shared experiences which may help half the problem. Talk to managers or the School's HR Officer about concerns and seek help or advice. Voice fears about job security or changes in job structure etc. Tell managers if jobs are:
  - Overloaded – too much to do, not enough time
  - Underloaded – not enough to do, repetitive etc.
- Prioritising your workload dealing with the high priority jobs first and completing them will create a sense of achievement and boost your morale. Matching your workload and pacing your abilities and training will make your successes sustainable – don't be afraid to delegate or ask for assistance.
- Should you experience feelings of frustration or anger in the workplace try a range of techniques to avoid expressing them – taking deep breaths or breathing in through your nose and out through your mouth; standing back and counting to ten etc. and consciously trying to maintain a sense of humour can keep things in perspective and can all help. Speak to the School's HR Officer about any such episodes of anger or frustration you may feel or witness.
- There may be outside personal pressures to add to those at work. Developing a personal action plan to tackle both issues could be very beneficial. You may also feel it appropriate to refer to your professional association who generally have considerable experience in handling these issues.
- For further information, visit websites such as:
  - [www.hse.gov.uk/stress](http://www.hse.gov.uk/stress)
  - [www.isma.org.uk](http://www.isma.org.uk)
  - [www.stressmanagement.co.uk](http://www.stressmanagement.co.uk)
  - [www.managingstress.com](http://www.managingstress.com)
  - [www.nhs.uk/reducestress](http://www.nhs.uk/reducestress)

## **6.0 EMPLOYEE WELLBEING**

6.1 The TRUE Learning Partnership recognises that good management is important to make employees feel valued and well-informed.

6.2 Whilst managers/Heads of Department/members of the SLT must take a lead, employees have a responsibility to speak out if experiencing problems at work which may affect performance. The earlier that problems or potential problems are identified, the better.

### **6.3 Responsibilities**

6.3.1 Managers/Head of Department/members of the SLT are responsible for:

- Taking complaints regarding employee stress levels seriously
- Upholding confidentiality
- Looking out for potential issues and incidents in their teams/departments and dealing with them appropriately

6.3.2 Employees are responsible for:

- Taking complaints regarding employee stress levels seriously

### **6.4 Prevention**

6.4.1 Employees are encouraged to take responsibility for their own physical and mental wellbeing. The TRUE Learning Partnership offers a range of measures, including practices in addition to the Health & Safety Policy to prevent or identify potential problems. These include:

- Pre-placement health questionnaire
- Workplace desk assessments
- Employee Assistance Programme

6.4.2 Poor communication can lead to anxiety and uncertainty, and The TRUE Learning Partnership is continually striving to improve internal communication, to keep the School well informed on issues that may affect employees.

### **6.5 Management**

6.5.1 There are measures in place to monitor the overall 'health' of the School. Employee sickness levels are monitored across the school and reported on regularly.

## **7.0 INDIVIDUAL RESPONSIBILITIES**

### **7.1 The TRUE Learning Partnership Trustees/Governors and Local Governing Body Members**

7.1.1 Trustees/Governors will ensure that there is Health and Safety policy in place to address the management of well-being on the workplace

7.1.2 Trustees/Governors will ensure effective risk assessments have been carried out, are monitored regularly and any recommendations are adequately resource and implemented

7.1.3 Trustees/Governors will deal with the well-being of staff during the aftermath of a critical incident

## 7.2 **Headteacher and SLT**

7.2.1 To support steps taken to develop a culture of co-operation, trust and mutual respect within the School.

7.2.2 To keep up to date with best practice for managing health and stress in the workplace

7.2.4 To ensure information is provided to staff about stress-related illnesses, how to manage their own stress and their obligations to inform managers about risks at work

7.2.5 To ensure feedback and wider concerns about risks to health from stress at work reaches the Governors and to consider the examination of stress as a possible factor in relation to frequent or long-term absenteeism for members of staff

7.2.6 To encourage initiatives and events that promote health and well-being.

## 7.3 **Line Management/Head of Department**

7.3.1 Treat individuals reporting to them with consideration and dignity, and will promote a culture of mutual respect in the teams they manage. They will not permit unacceptable behaviour and will take decisive action when issues are brought to their attention.

7.3.2 To report any concerns to appropriate senior personnel or the HR Officer while maintaining any obligations to confidentiality

7.3.3 Line Managers/Heads of Department play a vital role in the identification and management of physical and mental stress within The TRUE Learning Partnership. They are likely to see the problems first hand, will be in the best position to notice changes in staff behaviour that may indicate a stress-related problem and will often be the first point of contact when an individual feels stressed.

7.3.4 Line Managers/Heads of Department also need to consider how their own behaviour can affect the mental health of staff and where possible, to help alleviate any problem.

7.3.5 Take action in the interests of all their colleagues where performance by a member of staff may cause stress to their colleagues.

## 7.4 **Employees**

7.4.1 Have the responsibility of informing The TRUE Learning Partnership if they feel the pressure of the job they hold is putting them or anyone else at risk of ill health

7.4.2 The TRUE Learning Partnership employees should feel able to suggest ways in which work might be organised to alleviate health issues

7.4.3 To inform the HR Officer or member of the SLT if they are suffering from a medical condition that appears to be long-term, and is affecting their ability to carry out day to day tasks, including memory and learning

7.4.4 Discuss any reasonable adjustments that could be made to assist them in performing their role

7.4.5 To accept opportunities for counselling when recommended

7.4.6 Contact the Employee Assistance Programme, either voluntarily or when advised

## 7.5 **HR and Personnel Lead**

7.5.1 Provide advice to managers of staff and employees on best practice in relation to human resource management, developing policies and procedures as required.

7.5.2 Ensure there are arrangements in place to support individuals experiencing stress, referring them to the School's Occupational Health advisers where appropriate via the Personnel Officer.

7.5.3 Ensure there are arrangements in place to support managers experiencing problems with employee performance.

7.5.4 Seek the views of employees on the effectiveness of the School's Work Related Stress policy using staff surveys and other appropriate questionnaires.

## 7.6 **Health & Safety Lead**

7.6.1 Ensure that the Stress Policy is kept under review and updated as appropriate, under the remit of the Human & Physical Resources Committee.

7.6.2 Develop an institution level risk assessment based on the Health and Safety Executive's "Management Standards for Work-related Stress".

7.6.3 Co-ordinate appropriate training and briefings to increase awareness of the causes and effects of work-related stress among managers and other employees.

7.6.4 Assist and support managers to undertake local stress risk assessments where required.

## 8.0 **WHY ASSESS THE RISKS?**

8.1 Under the Health and Safety at Work Act 1974 employers have a general duty to ensure, so far as is reasonably practicable, the health of their employees at work. This includes taking steps to make sure they do not suffer stress-related illness as a result of their work.

8.2 The stress risk assessment process is outlined in detail through appendix one

8.3 The TRUE Learning Partnership has the legal requirement:

- Under the Management of Health and Safety at Work Regulations to assess the risk of stress-related ill health arising from work activities
- Under the Health and Safety at Work Act to take measures to control that risk
- Under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)

8.3.1 The Health and Safety Executive expects organisations to carry out a suitable and sufficient risk assessment for stress, and to take action to tackle any problems identified by that risk assessment.

8.4 There is also a long established “common law” duty of care owed by employers to employees not to subject them to unnecessary risk. An employer will be liable in negligence for an employee’s stress related illness provided:

- It was reasonably foreseeable that the employee would suffer mental or physical illness
- They failed to take reasonable steps to eliminate or reduce the risk of the employee illness
- The failure caused the ill-health

## **9.0 MANAGEMENT OF INDIVIDUALS’ EXPERIENCE OF STRESS RELATED ILL HEALTH**

9.1 Cases will usually be identified from one or more of the following:

- Changes of the behaviour or attitude of an individual as observed by management and/or colleagues
- A medical certificate specifying work-related stress
- An industrial injury form
- A report from Occupational Health
- Self-identification perhaps during appraisal

9.2 Not all staff suffering from work-related stress will be absent from work and often when a person is under extreme stress they fail to recognise the symptoms – but others may. The sooner the need for support can be identified, the better. It is also important to be aware that stress may not be work related.

### **9.3 Initial action**

9.3.1 As soon as there is reason to believe an individual is suffering from work-related stress, managers should refer the individual to an Occupational Health professional to organise initial contact. In the first instance make contact with the Trust’s Personnel Officer who will initiate contact between Occupational Health and the member of staff.

9.3.2 If the individual is unaware of concerns, there should be a brief informal meeting between them and their direct manager/member of SLT where the concerns can be outlined. They should then be invited to attend a further meeting whereby they will be entitled to be accompanied to discuss the way forward. It should be made clear that there is concern for their health and that support can be provided.

9.3.3 Where it is clear that the member of staff is aware of the issue, an informal meeting should be arranged as soon as possible to clarify the support to be provided or which already exists.

### **9.4 Meeting with the individual**

9.4.1 Where it becomes clear that a member of staff appears to be suffering from stress, arrangement must be made to informally discuss the difficulties they are experiencing. It must be emphasised that such a meeting is voluntary and strictly confidential with a view only to supporting them.

9.4.2 If there is any reluctance to speak directly to their own Line Manager/member of SLT or Personnel Officer for whatever reason, arrangements must be in place for individuals to speak in confidence to a 'safe person' who could be another member of the SLT or even a Governor. Staff will not be pressured into blindly following any procedure without any consideration for how they are feeling.

9.4.3 The objective of the meet is to determine whether there is an underlying work-related cause for the stress and whether The TRUE Learning Partnership can take action to support the individual and help reduce the stress they are experiencing.

## 9.5 **Underlying issues**

9.5.1 The aim of an informal meet is to identify any underlying issues causing the stress and whether any of those issues are work-related. Where necessary a written risk assessment will be undertaken and ways of assisting the individual to minimise their levels of stress explored.

9.5.2 If the underlying issues are solely related to an individual's home or social life then ways in which the individual feels the School can assist and support them must be discussed. It may be that all or the majority of the stress the individual is experiencing is due to outside pressures that are not work-related. It is important to distinguish between the pressures which managers can assist with directly and the personal, social or domestic pressures which they may be able to influence indirectly.

9.5.3 If a member of staff is suffering from stress due to a non-work related issue, but are unwilling to share concerns, managers should respect that, but offer support and suggest others who may be able to help such as their professional association representative, HR Officer, occupational health professional, GP, a colleague or a friend.

9.5.4 If they are able to share their concerns, it is important that managers listen and offer appropriate advice or direction. Adjustments may be possible to the individual's working life in the short term so that they can spend more time resolving personal issues. Please refer to the School's HR officer for further advice.

9.5.5 In addition, certain kinds of positions, by their nature, place heavy emotional demands on staff, which, if not properly addressed can result in harmful levels of stress.

9.5.6 Typical interventions or support that could be offered as indirect assistance in such cases include:

- Offering special leave
- Adjusting working hours on a temporary basis
- Allowing for time off work
- Referring to employee counselling
- Networking support from colleagues/friends
- Referral to the Citizens Advice Bureau or other appropriate organisation

9.5.7 In each instance, please seek advice from the Trusts Personnel Officer or the Director of Health and Wellbeing.

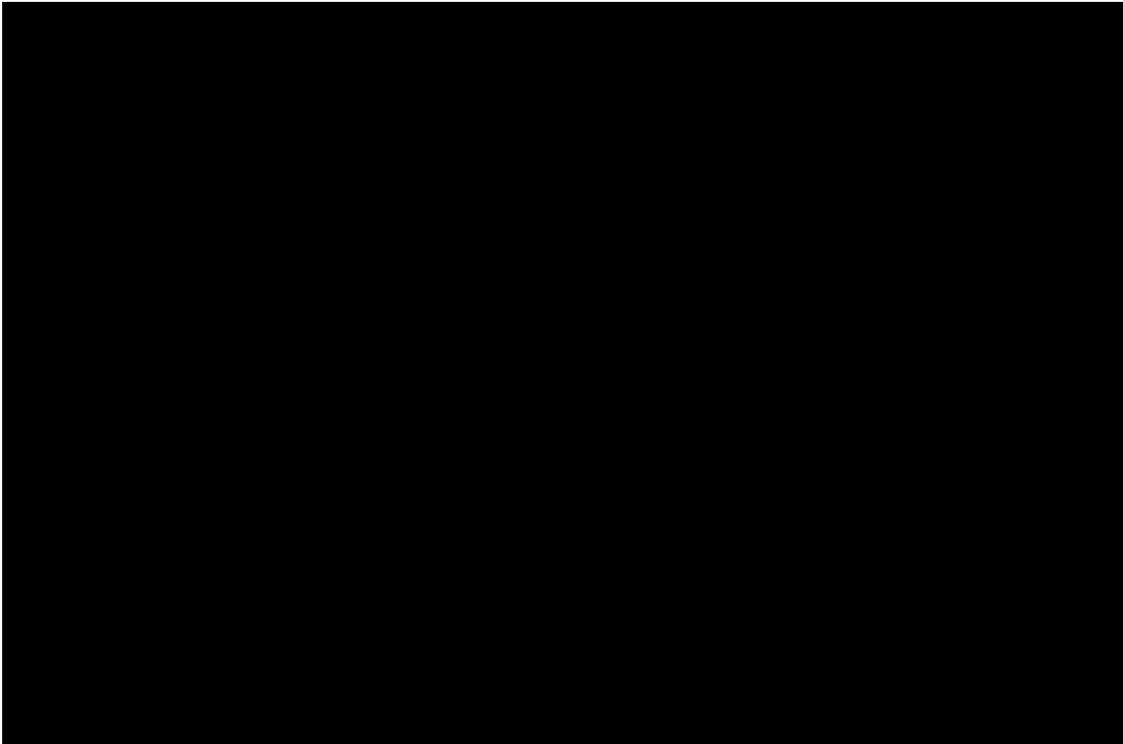
## 9.6 **Monitoring and reviewing individual cases**

- 9.6.1 Depending on the severity of the case there may be a number of reviews along the pathway to a full return to work. A full review of progress would take place at the end of an agreed period. Where there has been an absence from work, the review will be an agreed period following the full-time return to work.
- 9.6.2 The review meeting should consider whether action taken has been helpful. Further action may be necessary and will vary dependent on circumstances. Medical advice may be received to the effect that the employee should not return to their present job. In these circumstances, the employee should be advised of the implications of the medical advice and possible options.
- 9.7 **Action in cases of the Headteacher suffering work-related stress**
- 9.7.1 As with other staff, the Headteacher may show signs of stress. If the Headteacher recognises that they are stressed they should initially seek support from the Chair of Governors.
- 9.7.2 If members of staff have reason to believe that the Headteacher is suffering from stress, they should report concerns to a member of the SLT or the Chair of Governors as soon as they arise.

## **REVIEW**

Date of Policy: November 2019  
Review date: The Policy will be reviewed in 3 years unless operating experience and/ or changes in legislation require an earlier review

## Appendix One: Stress Risk Assessment Process



### Risk Assessment

#### Step 1 – Identify the stress risk factors

The TRUE Learning Partnership is committed to identifying what it is about the work that has the potential to cause a stress-related illness. This will be achieved through the use of:

- Wellbeing surveys
- Open communication with staff
- Analysis of absence rates

There are six areas of work that can have a negative impact on employee health if not properly managed:

- **Demands** – includes workload, work patterns and the work environment
- **Control** – how much say a person has in the way they do their work
- **Support** – includes the encouragement, resources provided by the School, line management and colleagues
- **Role** – whether staff fully understand their role within the School
- **Change** – how school change is managed and communicated to staff
- **Relationships** – promoting positive working to avoid conflict and dealing with unacceptable behaviour

### Step 2 - Decide who might be harmed and how

The TRUE Learning Partnership is committed to identifying who is at risk by considering the staff affected, how long they are exposed to the stressful situations and any particularly vulnerable workers

### Step 3 – Evaluate the risks

The TRUE Learning Partnership will consider measures already in place. The first and most desirable control measure is to remove the source of stress altogether where possible. The next most effective measure is to find ways of reducing the amount of stress experienced by staff. Measures introduced to minimise the risk of stress will be reasonably practicable. Therefore the cost of putting in place the control measure will not exceed the benefit to be gained. After identification of the control measures has been achieved, the risk will be evaluated. An estimate will be made of:

- The likelihood that stress will occur, given the control measures in place, and
- The severity or consequences of harm which could occur

### Step 4 – Record the findings

The TRUE Learning Partnership is committed to recording the findings of any significant risk and to put in place new or additional control measures. The findings provide:

- Proof that the statutory duty for risk assessment has been carried out, and
- A basis for revision of the assessment

### Step 5 – Monitor and review

The effectiveness of measures to control stress and address stress related problems should be monitored. The TRUE Learning Partnership is committed to monitoring the actions within any plan to ensure they are having the desired effect in the appropriate timescale. This may be achieved by:

- The comparison of sickness and absence levels
- The comparison of accidents and near-misses
- The review of complaints and staff turnover

**Appendix Two: Stress Risk Assessment Documents**

**TEAM / INDIVIDUAL STRESS RISK ASSESSMENT**

This risk assessment should be completed by the Manager / Supervisor or another person who has a full knowledge of the Team or Individual's role. Employee(s) should be advised that they can be accompanied either by a Union Health & Safety Representative or another colleague.

<b>Directorate / Service:</b>	<b>Team / Employee's Name(s):</b>
<b>Manager / Supervisor's Name:</b>	<b>Team / Employee's Job Title:</b>
<b>Manager / Supervisor's Job Title:</b>	<b>Team / Employee's Service Area:</b>

<ul style="list-style-type: none"> <li>• Do you feel able to talk to me as your Manager / Supervisor?</li> </ul>	Yes / No
<ul style="list-style-type: none"> <li>• If 'No' then please talk to the HR &amp; Personnel Officer</li> </ul>	

	DEMANDS	YES	SOMETIMES	NO	N/A	BY WHOM	BY WHEN
1.	<b>Do you think your skills and abilities are matched to your job?</b>						
	Action / Control Measures / Comments / Done						
2.	<b>Is the allocation of your work monitored by your Manager?</b>						
	Action / Control Measures / Comments / Done						

	DEMANDS continued	YES	SOMETIMES	NO	N/A	BY WHOM	BY WHEN
3.	<b>Have you received relevant induction and job training for your current role?</b>						
	Action / Control Measures / Comments / Done						
4.	<b>Were your working hours agreed during your recruitment?</b>						

	Action / Control Measures / Comments / Done						
5.	<b>Do your working hours cause you a problem? For example: taking breaks; taking holidays; unrealistic time pressures etc</b>						
	Action / Control Measures / Comments / Done						
6.	<b>Do you understand the reasons for temporary increases / decreases in your work load?</b>						
	Action / Control Measures / Comments / Done						
7.	<b>Are you able to cope with any temporary increases in your work load?</b>						
	Action / Control Measures / Comments / Done						
8.	<b>Do you have to neglect some tasks because you have too much to do?</b>						
	Action / Control Measures / Comments / Done						

	<b>DEMANDS continued</b>	<b>YES</b>	<b>SOMETIMES</b>	<b>NO</b>	<b>N/A</b>	<b>BY WHOM</b>	<b>BY WHEN</b>
9.	<b>Do you have any problems with your working environment such as noise, vibration, ventilation, humidity etc?</b>						
	Action / Control Measures / Comments / Done						
10.	<b>Are there adequate resources for you to do your work?</b>						
	Action / Control Measures / Comments / Done						
11.	<b>Is there sufficient suitable equipment available for you to do your job?</b>						
	Action / Control Measures / Comments / Done						
12.	<b>If you have informed your employer that you have a disability, have adjustments been made as part to accommodate this? (this may have been during Induction)</b>						
	Action / Control Measures / Comments / Done						

	<b>CONTROL</b>	<b>YES</b>	<b>SOMETIMES</b>	<b>NO</b>	<b>N/A</b>	<b>BY WHOM</b>	<b>BY WHEN</b>
13.	<b>Do you have control over the pace of your work?</b>						
	Action / Control Measures / Comments / Done						

	<b>CONTROL continued</b>	<b>YES</b>	<b>SOMETIMES</b>	<b>NO</b>	<b>N/A</b>	<b>BY WHOM</b>	<b>BY WHEN</b>
14.	<b>Can you choose what you do at work?</b>						
	Action / Control Measures / Comments / Done						
15.	<b>Can you choose how you do your work?</b>						
	Action / Control Measures / Comments / Done						
16.	<b>Can you choose when you take a break?</b>						
	Action / Control Measures / Comments / Done						
17.	<b>Do you have control over the way you work?</b>						
	Action / Control Measures / Comments / Done						
18.	<b>Can you delegate tasks?</b>						
	Action / Control Measures / Comments / Done						
19.	<b>If you have an issue with the control of your work, are you able to talk to someone?</b>						
	Action / Control Measures / Comments / Done						

	<b>CONTROL continued</b>	<b>YES</b>	<b>SOMETIMES</b>	<b>NO</b>	<b>N/A</b>	<b>BY WHOM</b>	<b>BY WHEN</b>
20.	<b>If 'yes' to Q19, do you feel your concerns are listened to?</b>						
	Action / Control Measures / Comments / Done						

21.	<b>Are staff involved in identifying any stressors involved in their job?</b>						
	Action / Control Measures / Comments / Done						
	<b>RELATIONSHIPS</b>	<b>YES</b>	<b>SOMETIMES</b>	<b>NO</b>	<b>N/A</b>	<b>BY WHOM</b>	<b>BY WHEN</b>
22.	<b>Are you aware of the policy on Dignity at Work? Consider: bullying, harassment, conflicts etc</b>						
	Action / Control Measures / Comments / Done						
23.	<b>Do you feel you are being bullied?</b>						
	Action / Control Measures / Comments / Done						
24.	<b>Do you feel subject to harassment due to gender, race, colour religion, ethnic origin, sexual orientation or disability?</b>						
	Action / Control Measures / Comments / Done						
25.	<b>Do you feel supported at work? Consider activities such as lone working etc</b>						
	Action / Control Measures / Comments / Done						
	<b>RELATIONSHIPS continued</b>	<b>YES</b>	<b>SOMETIMES</b>	<b>NO</b>	<b>N/A</b>	<b>BY WHOM</b>	<b>BY WHEN</b>
26.	<b>Do you know how to report any unacceptable behaviour which you have received from colleagues / your Manager / customers / members of the public etc?</b>						
	Action / Control Measures / Comments / Done						
	<b>CHANGE</b>	<b>YES</b>	<b>SOMETIMES</b>	<b>NO</b>	<b>N/A</b>	<b>BY WHOM</b>	<b>BY WHEN</b>
27.	<b>Are you consulted and involved in changes that may affect you at work?</b>						
	Action / Control Measures / Comments / Done						
28.	<b>Are you kept informed during periods of change?</b>						
	Action / Control Measures / Comments / Done						
29.	<b>Do you know who to raise concerns about change?</b>						

	Action / Control Measures / Comments / Done						
	<b>ROLE</b>	<b>YES</b>	<b>SOMETIMES</b>	<b>NO</b>	<b>N/A</b>	<b>BY WHOM</b>	<b>BY WHEN</b>
30.	<b>Do you have the opportunity to meet your Manager / Supervisor regularly to discuss your role?</b>						
	Action / Control Measures / Comments / Done						
	<b>ROLE continued</b>	<b>YES</b>	<b>SOMETIMES</b>	<b>NO</b>	<b>N/A</b>	<b>BY WHOM</b>	<b>BY WHEN</b>
31.	<b>Do you have a clear job description?</b>						
	Action / Control Measures / Comments / Done						
32.	<b>Are you clear about what is expected of you at work?</b>						
	Action / Control Measures / Comments / Done						
33.	<b>Is the correct training available for all the jobs you do?</b>						
	Action / Control Measures / Comments / Done						
	<b>SUPPORT / TRAINING / OTHER FACTORS</b>	<b>YES</b>	<b>SOMETIMES</b>	<b>NO</b>	<b>N/A</b>	<b>BY WHOM</b>	<b>BY WHEN</b>
34.	<b>Are you aware of the support which Occupational Health can offer you?</b>						
	Action / Control Measures / Comments / Done						
35.	<b>Do you have the opportunity for training and / or career development?</b>						
	Action / Control Measures / Comments / Done						

	<b>SUPPORT / TRAINING / OTHER FACTORS continued</b>	<b>YES</b>	<b>SOMETIMES</b>	<b>NO</b>	<b>N/A</b>	<b>BY WHOM</b>	<b>BY WHEN</b>
36.	<b>Do you feel able to talk to me as your Manager / Supervisor if you have a problem at work?</b>						
	Action / Control Measures / Comments / Done						
37.	<b>How can we help you to alleviate the stress which you feel is caused by your work?</b>						

	Action / Control Measures / Comments / Done						
38.	<b>Are there any other workplace factors which you feel should be taken into account as part of this assessment?</b>						
	Action / Control Measures / Comments / Done						
39.	<b>Are there good communication channels set up so that staff are kept well informed?</b>						
	Action / Control Measures / Comments / Done						
40.	<b>Is there a feedback process in place for staff comments and / or complaints?</b>						
	Action / Control Measures / Comments / Done						
41.	<b>Do informal discussions between managers and staff take place e.g.: Team Meetings?</b>						
	Action / Control Measures / Comments / Done						
	<b>ADDITIONAL FACTORS RELEVANT TO THE INDIVIDUAL'S SITUATION</b>	<b>YES</b>	<b>SOMETIMES</b>	<b>NO</b>	<b>N/A</b>	<b>BY WHOM</b>	<b>BY WHEN</b>
42.	<b>Do you feel that ill health may be affecting your capacity to work?</b>						
	Action / Control Measures / Comments / Done						
43.	<b>Are you suffering now, or have you previously suffered, from a stress related illness?</b>						
	Action / Control Measures / Comments / Done						
44.	<b>Are there any current life events which you feel are affecting your ability to do your job?</b>						
	Action / Control Measures / Comments / Done						
45.	<b>What can you do to manage your stress?</b>						
	Action / Control Measures / Comments / Done						
46.	<b>What support do you need to help you to carry out these actions?</b>						

	Action / Control Measures / Comments / Done
--	---------------------------------------------

	<b>Final comments / observations from the Manager:</b>
	<b>Final comments / observations from the Individual:</b>

Within their area of ability / remit, the Manager is now responsible for addressing the action points discussed and noted above. This may include advising individual(s) to visit their GP and / or a referral to the Occupational Health Unit for an assessment.

<b>Signed (Individuals):</b>	<b>Date:</b>
<b>Signed (Manager):</b>	<b>Date:</b>

**ACTION PLAN**

NO.	ISSUE CAUSING STRESS	AGREED ACTION TO TAKE	BY WHOM	BY WHEN	COMPLETED

--	--	--	--	--	--