

Policy for Managing Stress in the Workplace

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1

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Section 1 Procedure status

This is a policy that has been prepared to complement the Health and Safety Policy. It is supported by:

- Management of Stress in the Workplace – a Manager’s Guide
- Management of Stress in the Workplace – an Employee’s Guide

Section 2 Introduction

Poor mental health, including that attributable to work-related stress, is the primary cause of employee sickness absence in the UK.

The Health & Safety Executive (HSE) defines Work-related Stress as “*the adverse reaction people have to excessive pressures or other types of demand placed on them*” (see Section 4) However, HSE also makes a clear distinction between stress and pressure, recognising that pressure does not always lead to stress and is often motivational, providing the positive drive to achieve objectives at work.

Work-related stress is, nonetheless, the primary cause of occupational ill health, its physical, behavioural and psychological consequences accounting for around half of all days lost to work-related ill health. It results in decreased productivity and increased human error, with the potential for increased accidents at work. It is also, to some extent, a preventable cause of distress, suffering and, in some extreme cases, morbidity and mortality in the workforce.

Effective stress management, combining preventive measures with support for affected staff, can significantly improve an organisation’s performance through improved absence levels, helping it to reach its strategic goals. To reach the best results, however, the planned interventions need to be supported by efforts at all levels within the workplace.

To deal positively with stress in the workplace, we recognise the importance of the duties and responsibilities of the employer.

To provide a safe and healthy working environment.

To ensure the health, safety and welfare at work of all employees.

To ensure the working environment is safe and healthy with adequate welfare arrangements insofar as these might affect stress and wellbeing.

To keep under review the measures taken to ensure the effective management of the health and safety of employees in relation to stress and those activities that could adversely affect the health and safety, including mental health and wellbeing, of themselves and/or others.

We also recognise:

- The link between home and the workplace and creating balanced working lives
- That the causes of stress may often lie outside the workplace
- That we have a duty to identify particularly vulnerable groups and have appropriate measures in place for their support
- The potential negative effects on their work performance that employees on prescribed medication may experience

Costs to the individual due to stress, including work-related stress, are numerous and diverse. There is convincing evidence that prolonged stress has an impact on both physical and psychological aspects of health, as well as significantly altering behaviour.

The University recognises the important part it must play, as an employer, in ensuring that it does all that is reasonably practicable to protect the safety and both the physical and mental health of its employees at work. This is implicit in the Health, Safety & Wellbeing Policy.

Costs to the organisation from work-related stress alone include adverse impacts on:

Employee commitment

Staff performance/ productivity

Human error-related accidents

Staff turnover

Attendance

Recruitment and retention

Student satisfaction

Organisational image/ reputation

Potential litigation

There are also all the usual disadvantages associated with increased sickness absence, such as the increased pressure-induced demotivation of remaining work colleagues and detrimental effect on service quality.

The University of Glasgow values the health and wellbeing, including the mental health and well-being of all employees. We are therefore committed to a plan of action, which includes:

- Implementing procedures, processes and working practices designed to minimise the causes of stress and mitigating their effects
- Making assessments of and monitoring foreseeable significant stress-causing factors in relation to the University's operations, processes and business practices
- Assessing in each, how serious are the likely consequences of these factors on University staff
- Assessing the frequency and prevalence of each risk factor across the University
- Determining who would be affected in each case
- Assessing how many people would be affected and where this would occur
- In each case determining whether the effects are immediate or chronic
- In each case making a determination of what the law requires
- Defining processes and practices that recognise stress early
- Managing the return to work of those who have suffered mental or physical health problems associated with stress to make sure their skills are not lost.
- Increasing knowledge of the causes of stress in the organisation through a mixture of training and other suitable awareness raising measures, such as the information provided at **Appendix 1**.
- Taking action to tackle stress and helping staff to manage stress.
- Managing health problems associated with stress by:
 - Recognising stress early;
 - Managing stress appropriately;
 - Providing access to confidential counselling;
 - Providing advice and sources of help.

Section 3 Purpose of this Procedure

This policy aims to describe the value of maintaining a healthy and safe environment for all staff and acknowledge our duty of care with regard to both physical and mental health at work. We are committed to providing a supportive environment that maintains, fosters and actively promotes the health and wellbeing of employees. In order to achieve this, we aim to:

1. Ensure effective risk assessment for workplace stress to highlight the key causes of stress within the University of Glasgow
2. Identify potential solutions to reduce stress and optimise systems aimed at minimising risks arising from stress
3. Encourage staff wellbeing within the Organisation
4. Raise awareness of stress and support staff in building their capacity for coping with pressure and stress
5. Maximise individual performance and opportunities through supportive performance management systems
6. Provide a workplace where individuals experiencing stress can raise the issue with their line manager, confident that they will be addressed sympathetically, appropriately and in confidence
7. Ensure the application of effective and sensitive support systems for sickness absence as a result of stress
8. Provide assistance to employees experiencing stress
9. Ensure staff have the opportunity to experience a good balance between work and their other commitments
10. Recognise that all employees, line managers included, may be placed in stressful situations when dealing with difficult work relationships, including those between peers
11. Encourage staff to seek help at an early stage
12. Educate staff in techniques for coping with pressure and stress
13. Ensure that line managers receive additional help as appropriate to manage stressful situations
14. Make sure there is confidentiality for those who want help

Section 4 Definitions

| Term | Definition |
|-------------|---|
| Stress | <i>“the adverse reaction people have to excessive pressures or other types of demand placed on them”</i> Health & Safety Executive (HSE) HSG218 Managing the causes of work-related stress |

Section 5 Accountability, Responsibility and Compliance

The Principal remains responsible overall for the management of Health and Safety. In addition to the responsibilities laid down in the Health, Safety & Wellbeing Policy, there are further specific duties inherent within this procedure. These are detailed below

5.1 Principal

The Principal has overall responsibility for Health, Safety & Wellbeing and ensuring that suitable systems are in place for its management and monitoring.

5.2 Secretary of Court

The Secretary of Court is responsible, through the Director of Health, Safety & Wellbeing, for:-

Ensuring that there are policies and procedures in place, which describe the arrangements for assessing the risk of work-related stress arising out of Glasgow University work activities
 Ensuring that there are policies and procedures in place, which describe the arrangements for recognising and supporting employees who may be experiencing mental ill health, and for supporting their line managers.

Also

The Secretary of Court must also liaise with other members of the Senior Management Group to make the case for securing resources for implementing the Procedures.

5.3 Director of Health, Safety & Wellbeing

The Director of Health, Safety & Wellbeing is responsible for:-

Developing suitable policies and procedures which describe the arrangements for assessing the risk of work-related stress arising out of University of Glasgow work activities.

In association with other employee support services, developing suitable policies and procedures which describe the arrangements for recognising and supporting employees who may be experiencing mental ill health, and for supporting their line managers.

5.4 Heads of College, Heads of School, Directors of Research Institutes and Heads of Service

The implementation of this procedure within their College, School, Directorate or Service Area;

Ensuring that resources (personnel, resources and facilities) are allocated to ensure that legislative requirements for taking reasonably practicable steps towards protecting employees against the effects of work-related stress are satisfied.

Ensuring that if additional resources are required, a request is submitted to the appropriate University of Glasgow forum.

5.5 Line Managers (whether in Schools, Research Institutes or University Services)

Line Managers shall:

- Identify hazardous situations within their areas of responsibility that pose a risk of causing work-related stress in employees, through the process of general risk assessment, considering in turn each of the six factors used in the HSE Indicator Tool:
 - ✓ Demands
 - ✓ Control
 - ✓ Role
 - ✓ Support
 - ✓ Relationships
 - ✓ Change

As well as any other relevant factors they are aware of that could contribute to workplace stress, assessing how likely they each are to play a role in the activity under consideration. For each factor found to be relevant, there is a need to identify suitable mechanisms to either eliminate or control to minimise their impact on employees.

Guidance on the risk assessment process and a template Stress Risk Assessment can be found at Appendix 4

- Where stress is identified as a factor in the deterioration of staff morale, well-being or performance levels, give priority to identifying and then working to eliminate the causes of stress and ensuring, so far as is reasonably practicable, that staff are protected from working in a stress-inducing environment
- Include discussions of these situations with their teams and/or individual staff during the course of routine team meetings or one-to-one sessions to enable identification of situations where individual stress risk assessments, such as the one supplied at Appendix 3, or local use of the survey questionnaire at Appendix 2 may be helpful
- Contribute to and/or nominate designated employees to be involved in any more detailed risk assessments that are highlighted as necessary by:
 - The results of a staff survey as they relate to the local area

- An identifiable trend in local sickness absence due to work-related stress
- An individual or group of individuals raising concerns over work-related stress
- Occupational Health or another staff support service raising concerns over work-related stress
- Ensure employees with designated roles, such as that of risk assessment, receive any training identified as appropriate, by the University, for this purpose
- Support staff experiencing sickness absence in relation to work-related stress, in line with relevant existing HR policies on absence management
- Develop and review job descriptions and associated person specifications to help facilitate the selection of suitable candidates that meet the full range of skills and competencies necessary to fulfil the role in question

The HSE Management Standards highlight that for employees to feel supported, managers need to be approachable to their staff, encouraging them in their day-to-day work, and supporting those experiencing problems or working in emotionally demanding situations.

The types of support referred to might include any or a number of the following:

- Meeting with staff to discuss what they see to be the causes of their stress to see if changes to work patterns/ loads on a temporary or longer term basis that could reduce their stress. This might be in the course of a routine return to work interview or a more informal meeting or 'phone call with someone who is currently off work – contacting someone who is off work with work-related stress should always be conducted under the advice of HR and/or Occupational Health
- Referring the employee to Occupational Health for some advice on how best to manage the person's condition at work and on measures to help reduce stress for the individual
- Making sure, through consultation with HR and the Policy on Managing Sickness Absence, that the employee's absence is managed appropriately and sensitively
- Ensuring the employee is aware of the other support services available (see 6.2) and acting as an intermediary to those services if required
- Making sure the employee is aware of other policies that might be of help – such as those on Leave, Respect at Work etc.
- Keeping in touch with the employee to check on progress and effectiveness of any adjustments that have been made to support them

5.6 Health and Safety Representatives

Trade Union Representatives will represent the interests of all members of staff, meeting their obligations under the Safety Representatives and Safety Committees Regulations, and will:

- Work in co-operation with the University, and in particular with Health, Safety & Wellbeing, in managing issues relating to work-related stress;

Health and Safety Representatives are appointed Trades Union members who have been nominated by their union to represent other union members in matters relating to health and safety in the workplace in accordance with the Safety Representatives and Committees Regulations 1977. At the University, these Safety Representatives have agreed to also represent non-union members in this role. Accredited Trade Union Representatives are legally entitled to carry out their duties under the relevant legislation with the full assistance of the employer and without fear of victimisation or reprisal.

5.7 Employees

Employees have duties in their own right which are highlighted in the sections below.

5.7.1 Reporting Duties

Employees must report any concerns they may have over the mental wellbeing of themselves, or colleagues, to their line manager or one of the support services made available by the Organisation. Unless this happens, cases of work-related stress may go unnoticed or unrecognised and it may not be possible for the range of available support mechanisms to be put in place to support affected employees.

Should there be specific incidents thought to be related to work-related stress, they should be reported through the available incident reporting and recording systems.

5.7.2 Designated Duties

Some employees may have been designated a specific role(s) under this policy and its procedures, and are required to fulfil this, attending appropriate training as identified. This could include managerial duties, assisting with a local stress risk assessment etc.

5.7.3 Responsibilities towards fellow workers

Health and safety legislation requires us to have regard for the health and safety of fellow employees, and others we come into contact with in the course of our work activities.

The HSE Management Standards highlight that for employees to feel supported by their co-workers, their colleagues need to be approachable to discuss work problems, respectful of the values and feelings of other people, and supportive of each other during difficult periods.

5.7.4 Responsibilities towards themselves, and to cooperate with employers.

The relevant legislation also gives us all, as employees, the duty of care to ourselves whilst at work, in as much as it is within our own control. We also have responsibility to cooperate with our employer to enable them to meet their duties of care towards us.

In practical terms, this includes the reporting duties and designated duties mentioned above, but also requires us to work with the University to control risks in the workplace. With regard to stress, this could include helping with the risk assessment process, attending training courses as requested, as well as contributing to processes developed to help resolve identified issues relating to workplace stress.

These processes could be related to an individual, for example attending appointments at Occupational Health, or meetings with HR or line managers to discuss sickness absence related to stress in order to identify possible solutions. Wherever it is practical, the University will try to resolve issues within the employee's current role and workplace. Where adjustments to work activities/ patterns/ hours are suggested as a possible way forward, and where the line manager considers that such adjustments can be incorporated into the role in question, then the employee must give these suggested adjustments an opportunity to resolve the stress issue that has been raised. It is also important to recognise that adjustments suggested by an individual themselves, or by a support service like Occupational Health, just may not be practical, operationally, in the role in question - Line Managers have to consider not only the job that requires to be done but also the impact on other team members if the adjustments are put in place. If the adjustments cannot be accommodated in the role, then the University will consider other options, which may include, where possible, assisting the employee to redeploy to another role, in order to remove the issues that are causing stress. This is simply the University fulfilling its own duties to help reduce stress for an individual, so far as is reasonably practicable. However,

this can only be achieved if the employee is willing to engage in the process, give suggested options due consideration and try out suggested alternatives.

If employees choose not to engage with the support mechanisms and resolution processes the University has in place, then the University can only make decisions based on the information available to it. If, for example, an employee chooses not to attend at Occupational Health when offered an appointment, the University may have to take decisions in the absence of health based information, which could place the employee at a disadvantage. This could be of particular relevance if the employee is also involved in a procedure under another University policy, such as those on Capability or Competency.

We must also cooperate with processes designed to help the wider workforce, e.g. taking part in discussions and other events aimed at identifying and resolving the causes of stress within our immediate team, School, Service, College etc.

The University wishes to minimise work-related stress – but can only do it with the help of all its employees.

Section 6 Procedures

6.1. Risk Assessment

The Management of Health and Safety at Work Regulations 1999 require employers to assess health and safety risks, including stress, and to introduce suitable control measures based on such risk assessment. Priority will be given to assessing the causes of stress at work and introducing measures to reduce or, where reasonably practicable, prevent it

6.1.1. Organisational Risk Assessment

A key component of Organisational Risk assessment will be the use of the complete series of questions from the Health & Safety Executive Stress Management Standard questionnaire, now embedded in the regular staff survey. (**Appendix 2**)

This will be used to identify 'hot spots' where stress is identified as a particular issue within the organisation.

The information arising from the survey will be considered in conjunction with other organisational data, such as absence management statistics and occupational health activity statistics, to give a more detailed and informed picture of the incidence of work-related stress at the University of Glasgow and its causes.

6.1.2. Post Survey actions

The results of the survey element of the risk assessment will be analysed by appropriate staff support services staff, using the HSE Management Standard Indicator Tool software, to identify the primary causal factors associated with work-related stress in the particular subject area.

The Directors of Health, Safety & Wellbeing and HR will then work with and advise managers and staff on how to address the significant issues highlighted by the survey results. This will include engaging the assistance of staff support services, as appropriate, to facilitate exploration of and potential resolution to the specific local issues contributing to work-related stress.

Where common themes or trends are identified, the Directors of HR and HS&W will collaborate to advise the Senior Management Group on suitable resolutions to these corporate issues.

6.1.3 Local Risk Assessment

Responsibilities of Line Managers and Supervisors for local risk assessment are highlighted in section 5.5 above. Routine regular staff meetings and one-to-one sessions with employees should be used to discuss ongoing work activities to assess whether they currently have or are likely in the future to have the potential to cause stress.

Individual Stress issues may come to light at any time throughout the year and should be addressed by the Manager at the first appropriate opportunity. There is an example of a work-related stress hazard identification pro-forma at **Appendix 3**, which may be a helpful tool to use to agree suitable mechanisms to support the individual. Advice on such measures may require to be sought from Occupational Health and/or Human Resources.

In the course of ongoing performance management, the issue of workload and related stress may also come to light. If so, managers should use the opportunity to begin to discuss and address the matter with their member of staff. If an issue is raised during a Performance and Development Review meeting, they may decide to deal with the issue promptly, but separately and outside the formal review process.

6.2. Staff Support Services

There are a variety of services available to assist and support staff experiencing problems that are stress-related or otherwise impacting on their mental health or wellbeing. Details are given below.

6.2.1. Occupational Health and Psychological Services

Occupational Health provides a wide range of services that are available to employees through management-referral. These include consultations with the Clinical Occupational Health staff, health surveillance, and referral for psychiatric/ psychological support, delivered by Psychological Services Further details are available from the Occupational Health area of the Health, Safety & Wellbeing website.

6.2.2 Human Resources

6.2.2.1 Local HR Staff

College HR staff, along with those dedicated to supporting University Services, provide specialist advice and guidance to line managers and employees on this policy, as well as other relevant policies such as those on the Managing Sickness Absence and Dignity at Work. They assist in supporting individuals who have been off sick with stress and will advise on and monitor return to work plans in conjunction with line management. They will also assist in mediation with difficult working relationships, as well as arranging external mediators where appropriate.

6.2.2.2 Corporate HR

Corporate HR oversees the development and review of HR Policy, as well as organising the periodic Staff Surveys. The staff survey is one of the primary mechanisms used to monitor how we all feel about our experiences of working for the University. Amongst the fifty or so questions in the survey, is the 35 -question set designed by the Health & Safety Executive to measure and monitor work-related stress. The information from this part of the survey is used, with other data from a variety of sources, including sickness absence statistics, to review the University's organisational risk assessment for work-related stress. This is the main opportunity for staff to let the University know about what we like and don't like about working here, and whether we find the experience stressful. The more employees that take part, the more reliable and representative the findings are of the University as a whole. This

information is then used to help inform organisational plans around developing and supporting staff in order to reduce workplace stress.

6.2.2.3 Equality & Diversity

The Equality and Diversity Unit, through the Equality and Diversity Strategy Committee, leads the development and review of all policies relevant to equality and the implementation of the Equality Act 2010, including the Public Sector Equality Duty. The EDU supports employees and managers in implementing these policies and procedures across the University including monitoring staff diversity statistics and delivery of equality training.

6.2.3. Chaplaincy

The Chaplaincy Service is a non-denominational service, committed to offering support to staff and students and their relatives. Chaplains are available to people of all faiths (and to those of no faith) and can be contacted 24 hours a day, seven days a week.

The Chaplaincy Service provides a range of information, training and resources, further details of which are published in the Chaplaincy Service leaflets and on the Chaplaincy Service pages of the website.

6.2.4. External Support Service Providers

University of Glasgow may appoint, as appropriate, external service providers to assist in the support of staff experiencing stressful situations or mental ill health. This may take the form of, for instance, an externally provided employee assistance programme, including counselling services for employees and will be *strictly confidential* for the user. Contact information for such services can be found under Staff Counselling on the Occupational Health Unit website.

6.2.5. Safety & Environmental Protection Services (SEPS)

Safety and Environmental Protection Services provide a range of advisory services and information as well as training courses covering a variety of health and safety issues, including risk assessment.

The staff respond to requests for assistance following adverse events in order to provide support for employees and their managers in dealing with health and safety management issues. SEPS also operate proactively in carrying out inspections and audits of work to make sure that departments have appropriate safety procedures in place. SEPS can provide advice on the legal requirements concerning occupational health and safety at work.

6.2.6. Trades Union Health & Safety Representatives

Trades Union Health & Safety Representatives at the University of Glasgow are here to represent and where necessary advise and support all employees, whether union members or non-union members, on matters relating to health and safety in the workplace. It would naturally, however, be hoped that the majority of issues can be resolved locally through the normal management processes in most instances.

Section 7 Information, Instruction and Training

7.1 Chaplaincy

Chaplaincy organise a variety of courses including ones on recognising suicidal tendencies and potential interventions. Further information on these can be accessed through contacting the Chaplaincy service or through their website.

7.2 Safety & Environmental Protection Services (SEPS)

SEPS provide and arrange a variety of statutory, mandatory and advisory training. This includes training in health and safety management as well as risk assessment. In addition,

SEPS oversees the e-Induction training which includes a module on Stress at Work awareness. For further details contact the service at Pearce Lodge or visit the SEPS section of the Health, Safety & Wellbeing website.

7.3 Staff Development Service

SDS staff lead the Organisational Development Plan and associated training programmes and courses. These include Leadership Development courses, which aims to develop managers and academic leaders in their role, encouraging best practice and supporting the implementation of key University policies, including this one. Current Leadership Development courses include a module on Resilience which includes coping skills as well as the development and importance of emotional intelligence within a management role.

Section 8 Measuring Performance

It is essential that the contents of this procedure are monitored and accurately evaluated in order to ensure its continued effectiveness. This will be done partly through the audit programme delivered by SEPS but primarily through monitoring of sickness absence and occupational health data and regular surveys. The results of these monitoring processes will be submitted to the Health, Safety & Wellbeing Committee for consideration and review in partnership.

Section 9 Record Keeping

Any risk assessments carried out should be retained for a period of 10 years. Records may be electronic. Information concerning any significant risks identified and staff populations affected must be made available to staff, along with control measures in place to minimise these risks in accordance with the Management of Health & Safety at Work Regulations and in compliance with the Data Protection Act.

Section 10 Review of Procedure

This policy and associated procedures will be reviewed at least every two years, or in the event of any significant change which impacts on the validity of the document.

Appendix 1: Information on Stress Recognition

What is work-related stress?

Work-related stress is defined as ‘the adverse reaction people have to excessive pressures or other demands placed on them’. Work-related stress is not an illness in itself, but if it is prolonged or particularly intense it can lead to physical and/or mental ill health.

Stress is encountered both at work and outside it. Some people cope well, others less well with the same stressors depending on personalities and circumstances. Stressors at home can affect those encountered at work and vice versa.

Pressure is not the same as stress. A certain amount of pressure is stimulating and gives satisfaction. Problems arise when the pressure is too great, goes on for too long or comes from too many directions at once. This leads people to feel that they are losing control, which can lead to stress.

Possible sources of stress in the workplace

Work organisation and conditions:

| | |
|--|--|
| Continual changes in work | Over promotion |
| Lack of control over work | Complexity and demands of new work systems |
| Job insecurity | Low pay or low status |
| Unclear reporting lines | Lack of facilities for rest breaks |
| Long work hours | Lone working |
| Lack of participation in decision making | Excessive workload |
| Inadequate staffing | |
| Lack of recognition of promotion prospects | |

Work relationships

| | |
|------------------------------------|------------------------------------|
| Inconsistent management | Conflicting demands |
| Lack of support or assistance | Surveillance |
| Social isolation | Time pressures |
| Boring or repetitive work | Stakeholder complaints |
| Under-use of skills | Lack of appropriate training |
| Poor communication from management | Violence, actual or threatened |
| Bullying | Uncertainty about responsibilities |
| Harassment | Responsibility for others |

Physical conditions

Excessive noise
Poor lighting
Poor temperature control
Poor ventilation
Poor equipment
Poor workstation design
Exposure to adverse weather conditions
Exposure to fumes, chemicals or other unpleasant chemicals

The ability of staff to cope with pressure at work may be determined to a greater or lesser extent by the amount of pressure being experienced outside work, resulting from non-work pressures such as bereavement, family sickness, mental or other inter-personal problems. Although the University will have no control over these areas, we should try and understand the potential resultant impact on staff's work performance. If managers are aware that a member of staff is experiencing personal difficulties, he/she should encourage the staff member to seek support from the University Staff Counselling Service.

Signs and Symptoms of stress

The first signs that indicate employees may be suffering from excessive pressure or stress are changes in behaviour or appearance. A guide on the kinds of changes that may occur is given below.

Work performance

declining/inconsistent performance
uncharacteristic errors
loss of control over work
loss of motivation/commitment
indecision
lapses in memory
increased time at work
lack of holiday planning/usage

Regression

crying
arguments
undue sensitivity
irritability/moodiness
over-reaction to problems
personality clashes
sulking
immature behaviour

Withdrawal

arriving late to work
leaving early
extended lunches
absenteeism
resigned attitude
reduced social contact
elusiveness/evasiveness

Aggressive behaviour

malicious gossip
criticism of others
vandalism
shouting
bullying or harassment
poor employee relations
temper outbursts

Other behaviour

out of character behaviour
difficulty in relaxing
increased consumption of alcohol
increased smoking
lack of interest in appearance/hygiene
accidents at home or work
reckless driving
unnecessary risk taking

Physical signs

nervous stumbling speech
sweating
tiredness/lethargy
upset stomach/flatulence
tension headaches
hand tremor
rapid weight gain or loss
constantly feeling cold

Appendix 2: HSE Stress Indicator Tool Questionnaire

Instructions: It is recognised that working conditions affect worker well-being. Your responses to the questions below will help us determine our working conditions now, and enable us to monitor future improvements. In order for us to compare the current situation with past or future situations, it is important that your responses reflect your work in the last six months.

| | | Never | Seldom | Some-times | Often | Always |
|----|---|-------|--------|------------|-------|--------|
| 1 | I am clear what is expected of me at work | 1 | 2 | 3 | 4 | 5 |
| 2 | I can decide when to take a break | 1 | 2 | 3 | 4 | 5 |
| 3 | Different groups at work demand things from me that are hard to combine | 5 | 4 | 3 | 2 | 1 |
| 4 | I know how to go about getting my job done | 1 | 2 | 3 | 4 | 5 |
| 5 | I am subject to personal harassment in the form of unkind words or behaviour | 5 | 4 | 3 | 2 | 1 |
| 6 | I have unachievable deadlines | 5 | 4 | 3 | 2 | 1 |
| 7 | If work gets difficult, my colleagues will help me | 1 | 2 | 3 | 4 | 5 |
| 8 | I am given supportive feedback on the work I do | 1 | 2 | 3 | 4 | 5 |
| 9 | I have to work very intensively | 5 | 4 | 3 | 2 | 1 |
| 10 | I have a say in my own work speed | 1 | 2 | 3 | 4 | 5 |
| 11 | I am clear what my duties and responsibilities are | 1 | 2 | 3 | 4 | 5 |
| 12 | I have to neglect some tasks because I have too much to do | 5 | 4 | 3 | 2 | 1 |
| 13 | I am clear about the goals and objectives for my department | 1 | 2 | 3 | 4 | 5 |
| 14 | There is friction or anger between colleagues | 5 | 4 | 3 | 2 | 1 |
| 15 | I have a choice in deciding how I do my work | 1 | 2 | 3 | 4 | 5 |
| 16 | I am unable to take sufficient breaks | 5 | 4 | 3 | 2 | 1 |
| 17 | I understand how my work fits into the overall aim of the organisation | 1 | 2 | 3 | 4 | 5 |
| 18 | I am pressured to work long hours | 5 | 4 | 3 | 2 | 1 |
| 19 | I have a choice in deciding what I do at work | 1 | 2 | 3 | 4 | 5 |
| 20 | I have to work very fast | 5 | 4 | 3 | 2 | 1 |
| 21 | I am subject to bullying at work | 5 | 4 | 3 | 2 | 1 |
| 22 | I have unrealistic time pressures | 5 | 4 | 3 | 2 | 1 |
| 23 | I can rely on my line manager to help me out with a work problem | 1 | 2 | 3 | 4 | 5 |
| | | SD | D | N | A | SA |
| 24 | I get help and support I need from colleagues | 1 | 2 | 3 | 4 | 5 |
| 25 | I have some say over the way I work | 1 | 2 | 3 | 4 | 5 |
| 26 | I have sufficient opportunities to question managers about change at work | 1 | 2 | 3 | 4 | 5 |
| 27 | I receive the respect at work I deserve from my colleagues | 1 | 2 | 3 | 4 | 5 |
| 28 | Staff are always consulted about change at work | 1 | 2 | 3 | 4 | 5 |
| 29 | I can talk to my line manager about something that has upset or annoyed me about work | 1 | 2 | 3 | 4 | 5 |
| 30 | My working time can be flexible | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|--|---|---|---|---|---|
| 31 | My colleagues are willing to listen to my work-related problems | 1 | 2 | 3 | 4 | 5 |
| 32 | When changes are made at work, I am clear how they will work out in practice | 1 | 2 | 3 | 4 | 5 |
| 33 | I am supported through emotionally demanding work | 1 | 2 | 3 | 4 | 5 |
| 34 | Relationships at work are strained | 5 | 4 | 3 | 2 | 1 |
| 35 | My line manager encourages me at work | 1 | 2 | 3 | 4 | 5 |

Thank you for completing the questionnaire.

Appendix 3: Work Related Stress Hazard Identification Form

(for use in individual cases)

| | | | | | |
|--|--|------------|--|---------|--|
| Location | | Department | | Manager | |
| Name | | | | | |
| Role | | | | | |
| | | | | | |
| EXPOSURES (Workplace exposures recognised as a potential stressor) | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| CAPABILITY CONSTRAINTS (List constraints of time, staffing, qualification, work pattern, health) | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| KEY RELATIONSHIPS (List individuals or groups within or out-with the team, which team members must relate to at work) | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| Signed _____ Manager | | | | | |
| Signed _____ Staff Member | | | | | |

Appendix 4: Stress Risk Assessment Guidance

General Risk Assessment for Work-Related Stress

Application

The legal requirement to risk assess is a duty under the Management of Health and Safety in the Workplace Regulations and applies to all work activities. Risk assessments should be carried out whenever new work activities are introduced, and should be periodically be reviewed.

Review

Risk assessments require to be reviewed periodically and whenever there is a change to any aspect of the work activity which could significantly affect the health, safety or wellbeing of employees; or under any other circumstances where the existing risk assessment is thought to be no longer valid. The regular period of review should be decided locally and will depend on the level of risk and how susceptible to change the activity is.

Hazard Identification - Factors to be considered

When considering the likelihood that a work-activity could result in employees becoming stressed, it is necessary to first identify the potential hazards. The table below includes the factors identified by the Health & Safety Executive (HSE) as being most significant contributors to workplace stress, and also an eight factor - external factors that can impact on individual ability to cope with work pressures.

| Factor | Considerations |
|----------------------------|--|
| 1. Demands | High volume of work, competing priorities, unrealistic deadlines, intense periods of activity, requirement for very fast work, expectation of very long hours, high pressured environment |
| 2. Control | Level of control over pattern of work and breaks, inability to decide on work speed, priorities, access to flexible working |
| 3. Role | Clarity and understanding of role itself; how to carry it out; how it relates to immediate team, local school/research institute/ support service and the wider organisation's strategic plans |
| 4. Relationships | Inter-relationships with work colleagues, staff and manager(s); bullying; harassment; conflict; unkind behaviour |
| 5. Support from Managers | Support in dealing with work difficulties, accessibility, constructive feedback, praise for good work, encouragement |
| 6. Support from Colleagues | Support/ assistance in dealing with work difficulties, respect |
| 7. Change | Communication, consultation and management of change. |
| 8. External Factors | Mental health, other serious ill health, bereavement, dependant illness |

1. Demands

Consider both the variety and extremes of demands placed on employees involved in the work activity. Ask and answer the following questions

- Is there an extremely high volume of work?
- Is the workload consistent or does it have peaks and troughs of intensity?
- Does the work require intense concentration for most of the time?
- Does a high proportion of the work have to be completed very quickly?
- Are there elements of the work that have to be achieved to strict deadlines that may require working beyond normal working hours?
- Are there serious immediate consequences for the individual/ colleagues/ the wider unit if work is not completed accurately or on time?
- Is there an expectation/ culture that employees will work beyond their contracted hours?
- Is there any evidence that employees are responding to perceived expectations created by local culture rather than actual expectations?
- Does the work activity require employees to frequently deal with confrontational situations/ conversations, over the 'phone, by email or face-to-face?
- Does the physical environment itself cause additional pressure e.g. through distractions such as high noise levels?

2. Control

- To what extent does the individual manage their own workload?
- Can the individual prioritise their own workload?
- Can the individual determine the timing of their breaks?
- Can the work be delivered through flexible working hours?
- Can any element of the work be delivered through working from home?

3. Role

- Do all employees understand their role – this is particularly relevant following changes to the job description, a change to new post for an employee or organisational changes.
- Is there a generally good understanding by post holders of the way their role supports local and organisational objectives?

4. Relationships

- Is there any existing or previous history of strained working relationships amongst staff involved in the work activity? (This could either be between colleagues or between staff and their line managers or other staff with whom they are required to work closely.)
- Are any forthcoming changes likely to create the potential for friction between team members or between staff and others they work closely with?
- Have there been any recent formal or informal allegations from staff of perceived bullying or harassment?

5. Support from Managers

- Are there any managers who are lacking in leadership experience or new to the organisation?
- Have there been any recent formal or informal allegations from staff of perceived bullying or harassment, directed at their managers?
- Do time constraints make it difficult for leaders to prioritise the managerial element of their role?
- Is there any evidence to suggest managers are unfamiliar with key employee-focussed policies?
- Is sickness absence unusually high in certain work teams?
- Do staff find the work environment encouraging and supportive?

6. Support from Colleagues

- Have there been recent complaints from staff who feel colleagues don't "pull their weight"?
- Is there a tendency for employees to operate independently of colleagues, focusing on personal goals and targets rather than contributing to wider team/ school objectives?
- Have there been recent incidents or allegations of disrespectful behaviour between colleagues?

7. Change (local and wider organisational change)

- Is there soon proposed to be, or has there recently been any substantial local or organisational change that potentially impacts directly or indirectly on the role or morale of employees?
- Is such change currently viewed either apprehensively or negatively by a high proportion of employees?

8. External Factors for consideration

Whilst the predominant focus here is on work-related stressors, it is important to consider non-work issues that make individual employees more vulnerable. These could include, for instance:

- Previous history of mental health issues
- Bereavement
- Relationship difficulties
- Serious illness of individual or a dependant
- Severe financial difficulties

Clearly these may render an employee less able to cope with even routine work pressures. Obviously, they can only be taken into consideration if the employee chooses to make their employer aware of them; if they do, an individual risk assessment should be carried out.

Existing Control Measures

The following questions, under each of the HSE stress factors, are designed to help you identify what you may already have in place to control the level of risk posed by the potential hazards you identified above

1. Demands

- Are demands measured through personal work plans, workload models or similar mechanism?
- Are clearly prioritised objectives set through P&DR and reviewed on a regular basis in response to unexpected changes?
- Do Personal Development Plans identify any skills gaps for new work and address these through suitable training and support of employees?
- Do staff receive training in dealing with confrontational situations where they arise?
- Is workload manageability discussed regularly with employees? Do they include conflicting priorities management, and are adjustments made to priorities/ deadlines to allow for unplanned events that impact on the demands?
- Can additional resource be made available to help in times of particularly high seasonal demand, staff absences or new, unplanned for, work?
- Are measures in place for ensuring employees do not work excessive hours, do take regular breaks, and stay within the legal working boundaries established by the Working Time Regulations?

2. Control

- Do you operate any local flexible working options for employees to assist with work/life balance pressures?
- Are employees involved in designing workload models etc ?
- Are projects allocated to teams rather than individuals to enable them to contribute to the project design and management and task allocation processes?
- Are measures in place to empower employees to make decisions about how they work?

3. Role

- Are roles clearly described in the job descriptions?
- Are the job descriptions reviewed regularly and kept up to date and reflective of current circumstances?
- Are the Person Specifications suitable and sufficient?
- Do recruitment processes focus on suitability of candidates for *all* aspects of the post?
- Are all members of staff taken through an induction when taking up a new post?
- Do managers hold regular one-to-one meetings with staff to discuss work progress?

4. Relationships

- Is there a local policy or code on appropriate conduct?
- Are staff members made aware of the Dignity at Work Policy?
- Have all staff members completed the Equality & Diversity awareness e-training module?
- Are there social events to provide opportunities for staff to get together in a relaxed, informal environment?

5. Support from Managers

- Are staff members who manage other employees suitably developed for this element of their role?
- Is performance management in place and do staff receive at least annual performance and development reviews?
- Do staff members receive supportive feedback on their performance throughout the year, including recognition of work well done?
- Are there arrangements in place to provide additional support for staff members during emotionally demanding work situations?
- Do “open door” policies exist to encourage staff to approach managers to discuss work-related problems?
- Is there a good awareness of the support services available to staff within and through the University – such as Occupational Health, staff counselling through the external Employee Assistance Programme, chaplaincy etc.?
- Are managers made familiar with key policies including Management of Sickness Absence Policy, Management of Stress?
- Have all managers completed the Equality & Diversity for Managers e- training module?
- Do managers support phased returns to work, and other reasonable adjustments where appropriate and operationally feasible, after significant periods of absence?

6. Support from Colleagues

- Is a collaborative, collegiate approach encouraged within the work team?
- Is there zero tolerance of disrespectful behaviour between colleagues?
- Is the balance of workload amongst colleagues reviewed regularly and adjusted as appropriate to allow for new priorities, staff absence or other unplanned events?

7. Change

- Are proposals for change widely consulted upon?
- Do members of staff have sufficient opportunities and time to engage with, comment on and contribute to the change process?
- Is change well communicated in appropriate time?
- Are employees supported sufficiently through difficult changes?
- Are managers trained in Managing Change?

8. External Factors

- Are all employees and their managers aware of the services and information available through the Employee Assistance Programme, which extend beyond work-related issues to coping with external challenges?
- When employees raise stressful personal circumstance which are impacting on their performance and ability to cope with normal work pressures, is it customary for an individual stress risk assessment to be carried out, utilising the Stress Hazard Identification form, at Appendix 3 of the Policy for Managing Stress in the Workplace document? (It is recommended that this be conducted in conjunction with the employee and with advice from Occupational Health and Human Resources)

Residual level of Risk – using the Stress Risk Assessment Template

By now you will have gathered information that helps you to assess the level of risk of staff in your area experiencing work-related stress. You now need to consider the information you have for each of the 8 hazard factors, alongside the relevant control measures, to establish the level of risk. Use the template at Appendix 1 to help. Below, the Hazard Factor of Demands is used as an example and the example risk assessment can be found at Appendix 5:

- You'll see, on the Risk Assessment template at Appendix 1, that there are sections for each of the 8 factors on the form. For each factor, you will find a list of potential contributory hazard components, and a list of potential control measures.
- Starting with the potential hazard components, considering each component in turn, enter a cross in the box alongside if your findings indicate a general tendency to increase stress. So, for example if for Demands, high work volume is a problem, enter a cross in the box; if you don't have seasonal variations to contend with, leave the box next to this component blank.
- When you've done this for all the hazard components listed under Demands, see whether you have a high or low proportion of crosses in this column. Then look at Appendix 2 – the Severity grading table will help you award a severity score from 1-5 for your Hazard Factor of Demands. Enter this in the box at the bottom of the hazard column for Demands on your risk assessment template. This figure is "S" and in our example at Appendix 5 this has been given the value of **3**.
- Now look at the control measures for Demands. Here you are aiming to identify missing control measures. So, if you don't have work plans in place, place a cross in the box here; if you do set prioritised objectives through P&DR, leave the box blank, etc.
- When you've done this for all the control measures listed under Demands, go to the Likelihood grading table at Appendix 2 (second table on the page) which will help you allocate a likelihood score from 1-5 for your control measures. Enter this in the box at the bottom of the control measure column for Demands on your risk assessment template. This figure is "L" and has been valued at **2** in our example at Appendix 5. (Control measures help to limit the likelihood of harm happening.)
- Now multiply S by L to calculate the Risk Score, a figure from 1-25. This is telling you how well your control measures are controlling your hazard aspects, for this factor of Demands, and in the example this is $3 \times 2 = 6$.
- Now go to Appendix 3, first table to see where your risk score sits. This will help you determine the Risk Rating for your hazard factor of Demands (Low, Moderate, High or Very High). Consult the table carefully as the same risk score can have different ratings, depending on whether severity or likelihood is the greater figure. In our example the risk is rated **Moderate**.
- Now look at the second table of Appendix 3. This gives you an indication of the urgency of action you need to take, given the risk rating for the hazard factor of Demands. It also guides you on the scale of resource you would be expected to

invest to address the action. You will use this information in forming your action plan at Appendix 4. In our example, the Moderate risk rating requires actions to be taken within **3-6 months**.

- Now repeat this exercise for the seven remaining Hazard Factors (Control, Role etc.)

Required Actions and Prioritisation

Ideally, when considering risk assessment, the goal should be to remove the hazard. In relation to work-related stress, this may only be possible in a limited number of situations. Reasonable practicability is the standard adopted in law when considering the cost, both financial and operational, of implementing a control measure. The next best measure is either to reduce the hazard, or the likelihood of it causing harm, through various control mechanisms.

When determining the specific required actions, consider the gaps you found when looking at existing control measures and consider whether equivalent measures could be implemented in the relevant work area. Always consult with the affected staff for their contribution to ideas that might help resolve the difficulties and consequently either remove the hazard or reduce the level of risk.

It is important to appreciate that whilst some control measures help to reduce or prevent stress, others serve only to support employees who are already experiencing stress. Whilst, in time, these support mechanisms may assist those employees in recovering from this episode of stress, and even avoiding future episodes, the employee has already experienced harm. This in no way invalidates such measures which are widely recognised as not only valuable but also an expected facility for staff of responsible employers. However, provision of support services is generally perceived by the regulatory bodies as the minimum standard an employer can adopt to manage workplace stress.

Appendix 4 provides an Action Plan template that you should use to monitor progress in resourcing and implementing Actions. For each hazard factor (1-8, Demands etc.) that you have identified a need for action, list the required action(s), any resource implications, the person(s) responsible for implementing the action and the desired timescale. The final column enables you to record progress for each action, as you review this action plan on a regular basis.

Resourcing new Control Measures

As mentioned earlier, the amount an employer is expected to spend to eliminate, minimise or reduce a risk is dependent on the level of risk, as well as the number of people affected by it. In other words, if the risk is high and potentially impacts on several people, the employer would be expected to be prepared to invest more resource in reducing the risk, than in a case where it only impacted on one person and to a minimal extent. Between these extremes, we have to apply reasonable practicability when deciding on the suitability of our control measures. (The second table of Appendix 3 acts as a guide on allocating appropriate resources.)

Managers may well not have resources within local budgets and it is a reasonable expectation that they should then raise the issue at a School/ College/RI/ Service budget in order to make a case for additional resource. Budget holders must consider such demands alongside other priorities in order to reach a decision and demonstrate that the principle of reasonable practicability has been applied.

Stress Risk Assessment Template

(Use in conjunction with Severity/ Consequence Indices at App 2 and Risk Score /Rating Matrices at App 3)

| Hazard Factor | Cross if this a potential problem | Control Measures | Cross if you don't have this in place | Risk Score (SxL)(1-25) | Risk Rating (Low/Moderate/High/Very High) |
|--|-----------------------------------|---|---------------------------------------|---|---|
| 1.Demands | | | | | |
| Volume of work | | Personal Work Plans/ Workload Models in place | | Risk Score for Demands (SxL) = | Risk Rating for Demands = |
| Seasonal intensity of work | | P&DR prioritised objectives | | | |
| Intense concentration req. | | Personal Development Plans | | | |
| Consistently rapid work | | Individual workload reviews | | | |
| Strict/ Critical deadlines | | Access to additional resource | | | |
| Frequent additional hours | | Working Time Regulations | | | |
| Severity Score S (1-5) | S= | Likelihood Score L (1-5) | L= | | |
| 2.Control | | | | | |
| Manage own workload | | Employee involvement in workload model design | | Risk Score for Control (SxL) = | Risk Rating for Control = |
| Self determination of breaks | | Employee empowerment in work prioritisation decisions | | | |
| Flexible working possible | | Flexible working available | | | |
| Home working possible | | | | | |
| Severity Score S (1-5) | S= | Likelihood Score L (1-5) | L= | | |
| 3.Role | | | | | |
| Understanding of own role | | Clear job descriptions | | Risk Score for Role (SxL) = | Risk Rating for Role = |
| | | Up to date job descriptions | | | |
| | | Adequate person specifications | | | |
| | | Regular 1:1 meetings | | | |
| Clarity of contribution to University objectives | | Recruitment focused on all-round suitability | | | |
| | | Induction process | | | |
| Severity Score S (1-5) | S= | Likelihood Score L (1-5) | L= | | |
| 4. Relationships | | | | | |
| Strained work relationships | | Social events for staff | | Risk Score for Relationships (SxL) = | Risk Rating for Relationships = |
| Friction-inducing change | | Awareness of Dignity policy | | | |
| Bullying/ harassment | | Code of conduct in place | | | |
| | | Completion of E&D training | | | |
| Severity Score S (1-5) | S= | Likelihood Score L (1-5) | L= | | |

| Hazard Factor | Cross if this a potential problem | Control Measures | Cross if you don't have this in place | Risk Score (SxL)(1-25) | Risk Rating (Low/Moderate/High/Very High) |
|---|-----------------------------------|--|---------------------------------------|--|---|
| 5.Support from Managers | | | | | |
| Inexperienced managers | | Suitably developed, trained and aware managers | | Risk Score for Manager Support (SxL) = | Risk Rating for Manager Support = |
| Manager awareness of key policies | | P&DR at least annually | | | |
| Sickness absence levels | | Supported returns to work | | | |
| Enough time to manage | | Support for emotionally demanding work | | | |
| Supportive workplace | | Open door policies | | | |
| | | Awareness of support services | | | |
| Allegations against managers | | Ongoing constructive and positive feedback on work | | | |
| Severity Score S (1-5) | S= | Likelihood Score L (1-5) | L= | | |
| 6.Support from Colleagues | | | | | |
| Allegations concerning colleagues efforts | | Regular work allocation reviews | | Risk Score for Colleague Support (SxL) = | Risk Rating for Colleague Support = |
| Evidence of team spirit | | Encouragement of collaborate, collegiate behaviour | | | |
| Disrespectful behaviour | | Zero tolerance of disrespect | | | |
| Severity Score S (1-5) | S= | Likelihood Score L (1-5) | L= | | |
| 7.Change | | | | | |
| Recent/ forthcoming change proposed | | Adequate, timely change consultation | | Risk Score for Change (SxL) = | Risk Rating for Change = |
| Negative view of change | | Support through change | | | |
| | | Change management training | | | |
| Severity Score S (1-5) | S= | Likelihood Score L (1-5) | L= | | |
| 8.External Factors | | | | | |
| Health Issues | | Individual risk assessments | | Risk Score for External Factors (SxL) = | Risk Rating for External Factors = |
| Other external factors | | Promotion of support services | | | |
| Severity Score S (1-5) | S= | Likelihood Score L (1-5) | L= | | |

Section 11 Severity & Likelihood Index

Severity

| | 1 Insignificant | 2 Minor | 3 Moderate | 4 Major | 5 Extreme |
|--|---|---|--|---|---|
| Scale of potential psychological injury thought to be posed to staff as result of work-related Stress. Based on any existing evidence and experience of similar situations | Apprehension/ Alarm on one-off occasion or of short duration requiring no treatment | Minor concern or worry being displayed over a period of time, but responding to local support from manager and colleagues, and not requiring time off work. | Significant stress displayed after a traumatic work event or over a considerable time period, causing health issues requiring attendance at GP and/or counselling. | Major stress related illness resulting in long term incapacity/ requiring medical treatment and/or counselling. | Extreme stress-related ill health leading to major permanent incapacity, allusions of self-harm or worse. |

Likelihood

| | 1 Remote | 2 Unlikely | 3 Possible | 4 Likely | 5 Almost Certain |
|--|--|--|--|---|---|
| Likelihood of the potential harm occurring | ▪ Will only occur in exceptional circumstances | ▪ Unlikely to occur but definite potential exists. | ▪ Reasonable chance of occurring – has happened before on occasions. | ▪ Likely to occur – strong possibility. | ▪ The event will occur in most circumstances. |

Appendix 3

| LIKELIHOOD | SEVERITY | | | | |
|---------------------|--------------------|------------|---------------|------------|--------------|
| | 1 Insignificant | 2 Minor | 3 Moderate | 4 Major | 5 Extreme |
| 5 Almost Certain | 5 | 10 | 15 | 20 | 25 |
| 4 Likely | 4 | 8 | 12 | 16 | 20 |
| 3 Possible | 3 | 6 | 9 | 12 | 15 |
| 2 Unlikely | 2 | 4 | 6 | 8 | 10 |
| 1 Remote | 1 | 2 | 3 | 4 | 5 |

Risk Scores ↑

| Risk Rating | Risk | Actions |
|----------------------------------|---|---|
| Low (L) (1-3) | Acceptable | No further preventative action is necessary, but consideration should be given solutions or improvements that impose no additional cost burden. Monitoring is required to ensure that the controls are maintained |
| Moderate (M) (4-9) | Action Required | Efforts should be made to reduce the risk, but it is acceptable that the cost of reduction be carefully measured and limited. Risk reduction measures should normally be implemented within three to six months |
| High (H) (10-15) | Immediate Action Required Unacceptable | Problematic new activities or processes should not be started until the risk has been reduced. Considerable resources may be required to reduce the risk. For existing activities or processes, the problem should normally be remedied within one to three months. |
| Very High (VH) (16-25) | Immediate Action Required Intolerable | The activity or process should not be started or allowed to continue until the risk level has been reduced. While the control measures selected should be cost-effective, legally there is an absolute duty to reduce the risk. This means that, if it is not possible to reduce the risk even with unlimited resources, then the activity or process must not be begin, or must remain prohibited. |

Action Plan Template

| Factor (1-8) | Detail (e.g. Demands, Role, External Factors etc.) | Risk Score (1-25) and Rating (Low, Moderate, High or Very High) | Required Action(s) | Resource Implications (cost, time, equipment etc) and Status (unidentified, partially funded, fully funded, approved etc.) | Responsible Person(s) | Desirable Timescale (as per Appendix 3) | Progress (No progress, Partially Implemented, or Fully Implemented) |
|---------------------|---|--|---------------------------|---|------------------------------|--|--|
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Example Risk Assessment – Demands

| Hazard Factor | Cross if this a potential problem | Control Measures | Cross if you <i>don't</i> have this in place | Risk Score (SxL) (1-25) | Risk Rating (Low/Moderate/High/Very High) |
|-------------------------------|--|--|--|---|--|
| 1.Demands | | | | | |
| Volume of work | X | Personal Work Plans/ Workload Models in place | X | Risk Score for Demands (SxL) = 3x2=6 | Risk Rating for Demands Moderate (from App 3 Matrix) |
| Seasonal intensity of work | | P&DR prioritised objectives | | | |
| Intense concentration req. | | Personal Development Plans | | | |
| Consistently rapid work | X | Individual workload reviews | X | | |
| Strict/ Critical deadlines | X | Access to additional resource | | | |
| Frequent additional hours | X | Working Time Regulations | | | |
| Severity Score S (1-5) | S=3 ("Moderate" from App 2, Severity rating table) | Likelihood Score L (1-5) | L=2 ("Unlikely" from App 2, Likelihood rating table) | | |

Action Plan

| Factor (1-8) | Detail (e.g. Demands, Role, External Factors etc.) | Risk Rating (1-25) and scale (Low, Moderate, High or Very High) | Required Action(s) | Resource Implications (cost, time, equipment etc) and Status (unidentified, partially funded, fully funded, approved etc.) | Responsible Person(s) | Desirable Timescale (as per Appendix 3) | Progress (No progress, Partially Implemented, or Fully Implemented) |
|--------------|--|---|---|--|-----------------------|---|---|
| 1 | Demands | 6 / Moderate | Introduce personal work plans | Time to develop format, in discussion with team members. | Named Line Manager(s) | 3 months Date: | No progress (if only just identified, this will change in time) |
| | | | Introduce workload reviews | Meeting to agree timescales and format; then develop relevant paperwork and procedure. | Named Head of Unit. | 4 months Date: | |
| | | | Review of resources to support critical deadlines | Time for review. Findings of review may indicate additional resource needs. | Named Head of Unit | 4 months Date: | |
| | | | Submit findings to CMG etc. | | Named HoU | 6 months Date: | |