

ROLE STRESS RISK ASSESSMENT

Role: Enhanced Resource Provision Teaching Assistant	Individual(s) in role: J Bloggs
Assessor: Headteacher & Pastoral Lead/Mental Health Lead	Date of assessment: 1 st December 2020

This is an individual-level risk assessment and assumes that you have undertaken an organisation-level risk assessment. We recommend, where possible, that this is completed with affected individual(s).

	What are the hazards?	How might the individuals in role be harmed? How might others be harmed?	Likelihood (1-5)	Impact (1-5)	Score (L x I)	What are you already doing?	Do you need to do anything else to control this risk?	Action taken and by who?	Action by when?	Done and by whom?

Demands (environment, workload, working hours)	Hazard: lack of staff breaks during the working day. (Working hours for J within the ERP are 8.30am to 3.30pm. Children attend the setting from 9.00am to 3.00pm. J is only entitled to a 30 minute lunchbreak).	J and the other ERP staff may feel overstretched, exhausted and stressed due to lack of opportunity for a comfort or refreshment break through the day.	4	4	16	An additional staff member was employed to increase ratios which has enabled all staff to have a morning and afternoon refreshment break, as well as their 30 minute lunch break.	Staff were using the ERP kitchen for their breaks times, which is also the kitchen used by children during lesson time e.g. baking activities etc, therefore an upstairs room is now being developed into a staffroom area which will be more comfortable and only used by adults. This room is also next to the staff toilets and therefore comfort breaks can be taken at the same time. This will also provide the ERP with more space.	Headteacher Pastoral Manager SENDCO/ERP teacher in charge Site Manager	All actions now taken except the upstairs staff room. To be completed during the Easter holiday by the Site Manager.
	Hazard: high volume of intense workload. (Multiple children with multiple SEND complex needs and behaviours attend the ERP therefore J often has competing priorities).	J and the other ERP staff may feel overwhelmed with which children to support at different times, especially where one or more pupils may be in crisis.	5	4	20	An additional staff member was employed to increase ratios which has enabled staff to have lower child:adult ratios and therefore has reduced this hazard.		ERP staff	
	Hazard: physical environment and space is limited therefore can lead to a more high-pressured environment. (All staff and pupils within the ERP occupy three rooms and a small outside space).	J and the other ERP staff will be working in a small environment under very intense circumstances so they may feel under pressure or surrounded by highly emotive situations.	3	3	9	The outdoor area has been redeveloped with additional funding provided for outdoor learning resources, creating a larger space which can be used more frequently, therefore increasing the area available to staff and children. A crisis room has also been created from an old, unused office space.			
	Hazard: dealing with emotive issues and situations with parents/carers which can	J and the other ERP staff may feel upset or stressed by having to	2	5	10	Where a difficult situation arises, the ERP teaching assistants have been instructed to ask the parent/carer to	The ERP teachers will begin having a weekly phone call with parents/carers of		

	be stressful. (Due to the children's complex needs and behaviours, parents/carers can sometimes be defensive or highly emotional in their approach towards staff).	absorb parental emotions or hold difficult conversations frequently.				make an appointment to see the SENDCO, who is the teacher in charge at the ERP. This avoids the TAs having to deal with these situations most of the time, and allows the parent/carer to calm and think about the issue before being listened to in a more formal meeting. This also means minutes can be taken and it can be held confidentially.	children in the ERP to discuss any issues before they develop, hopefully being proactive with this home/school communication in order to avoid having to be reactive where possible.			
Control (how much control the individual has in their role)	Hazard: feeling as if the individual has no control over their work/role. (J is employed full-time as a teaching assistant in the Enhanced Resource Unit. There are no alternatives to this role).	J and the other ERP staff may feel as if they have no 'voice' regarding their role and the expectations of their role, which may cause them to feel anxious.	2	3	6	J is invited to attend weekly planning meetings (paid overtime) where she is encouraged to contribute ideas and suggestions for the following week's activities. These meetings are also an opportunity for ERP staff to share thoughts and feelings regarding the day to day operation of the ERP, with changes made where agreed. J has agreed timings for her breaks and lunch with the other ERP staff. She also enjoys being creative so she has been given ownership of some displays in the ERP, with dedicated time to complete these.	One of the children in the ERP is transitioning part time back into their mainstream classroom. J has requested to support him during this transition so she is able to experience some time in a different role each day. This has been agreed as she has a good relationship with the child and the mainstream class teacher.	Headteacher Pastoral Manager SENDCO/ERP teacher in charge Class teacher ERP staff	Start of the Spring term 2021	
	Hazard: feeling as if the individual has no control over their working hours. (J is employed from 8.30am to 3.30pm as these are based on the ERP opening times, so no alternatives are available).	J and the other ERP staff may feel as if they have no flexibility in their working hours e.g. for family commitments which may cause stress around their work/life balance and ability to be available as a parent to their own children.	3	4	12	When family circumstances require J to be absent from school, she is encouraged to use the Special Leave policy and absence is granted if at all possible so J feels she can maintain a work/life balance and fulfill family commitments.				

<p>Role (role has conflict with other roles, clear job descriptions, clear outcomes or requirements)</p>	<p>Hazard: multiple priorities and increased workload may cause feelings of being overwhelmed and increase stress. If J feels she has more than one role to fulfill, she will feel overstretched and torn as to which role to complete first, and what her responsibilities are.</p>	<p>This could cause J or any of the ERP staff to experience stress and lead to poor mental health.</p>	<p>2</p>	<p>4</p>	<p>8</p>	<p>The school has a clear job description for ERP teaching assistants and J was provided with this prior to accepting the job.</p> <p>The ERP teaching assistant role is the only role J is required to fulfill within school so she does not feel as though there is conflict with any other role.</p> <p>Teaching assistant performance management objectives clearly state the expectations for J within this role so she knows what outcomes she is expected to meet.</p> <p>There is a clear, well-embedded Induction process for new staff, which ensures staff are clear about their responsibilities and their job description; this is agreed with the employee prior to them accepting their role.</p>	<p>J and the other ERP teaching assistants are invited to review the job description with the Headteacher on an annual basis to ensure it still accurately reflects the role which staff are expected to complete on a daily basis.</p>	<p>Headteacher School Business Manager (Induction) ERP staff</p>	<p>As staff join the school Annually Ongoing</p>	

<p>Change (organisational support for and communication about change, are aware of possible future changes, impact on them and timescales, support being put in place and signposted)</p>	<p>Hazard: additional pupil joining the ERP could add to staff workload and create challenging new pupil relationships initially. If a new child joins the ERP without J feeling fully informed, this may cause negative feelings and emotions.</p> <p>Hazard: lack of communication can make staff feel excluded, unsure of expectations and not valued as a member of staff If staff are not communicated with effectively, they will not feel as if they are a valued member of the team and will not know what the expectations are for them in their role.</p>	<p>J and the other ERP staff may feel that they are not a valued member of the team, and that their views do not count. Without full knowledge of the new pupil's needs, and discussions around how this will be managed and relationships built with staff and existing pupils, J may feel overwhelmed and stressed.</p> <p>J may feel she is not a valued, important member of the team if she is not communicated with effectively. She may feel out of her depth and overwhelmed.</p>	2	3	6	<p>When a consultation for a new ERP pupil is received, the whole ERP team are invited to meet to discuss the paperwork, consider the child's needs and discuss how they would fit into the current ERP group. A joint decision is then made regarding</p> <p>a) whether to offer the child a place and b) what the transition for this new child may consist of, in order to ensure the full team are involved in decision making and communication.</p>	<p>Once the initial consultation has been agreed by the full ERP team, regular updates need to be given to staff following communication with the Local Authority SEND team.</p> <p>The new child will therefore be discussed at every weekly ERP team meeting until the full transition process has been completed.</p>	<p>Headteacher Pastoral Manager SENDCO/ERP teacher in charge ERP staff</p>	<p>From Spring 2021</p>	
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Based on the [HSE Stress Management Standards](#)