Risk Assessment Policy and Procedures

Version 2.4 July 2023

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GREAT WALSTEAD

Contents

1. Policy Overview

The purpose of this policy is to promote the safety, welfare, and health of all pupils, staff, visitors and members of the public whilst ensuring compliance for risk assessments in accordance with the Management of Health and Safety at Work Regulations (MHSWR) 1999.

As an integral part of the School's Health and Safety Management System, risk assessment is a systematic examination of what could cause harm to people and a list of the control measures put in place to reduce the chance of harm occurring. The objective is to manage and reduce significant risks rather than the trivial risks that are inherent in everyday life.

1.1. Risk Assessment

- Risk assessments will be undertaken for all activities and areas that present an inherent or significant risk to pupils, members of staff and visitors. These include but not limited to:
  - o Events, visits, and trips
  - o Pupil allergies
  - o Maintenance activities
  - o Housekeeping (cleaning) activities
  - o Control Of Substances Hazardous to Health (COSHH)
  - o Site Security
  - o Fire and emergency
  - o Plant, equipment and facilities
  - o Welfare issues including safeguarding, first aid and supervision
  - o Manual handling
  - o Display Screen Equipment (DSE)
  - o Lone working
- Risk Assessments will normally be undertaken by:
  - o Senior Leadership Team
  - o Heads of Departments
  - o Teachers
  - o Group Leaders
  - o Event Organisers
  - o Line Managers

  However other members of school staff may be required to assist in this task.

- Any additional controls identified will be given a timescale and a person responsible for completing the action.
- Hazards representing imminent danger are to be made safe if possible and reported to a line manager or other senior person immediately.

2. Objectives

This policy and guidance has the following objectives:

- To ensure that suitable and appropriate risk assessments are carried out for School activities
- To ensure that identified control measures are implemented to reduce foreseeable risks as low as reasonably practicable
- To ensure that those affected by School activities have received sufficient information and instruction on the identified hazards and how to mitigate them
- To ensure that School risk assessments are recorded and reviewed when appropriate

3. Definitions

- **Hazard**: Something with the potential to cause harm
- **Risk**: The chance that somebody could be harmed by a hazard and the severity of the resultant harm
- **Risk Rating**: The overall judgement of the level of risk which may arise from the hazard, based upon the likelihood of the event occurring and the potential severity of the consequence
- **Control Measures**: Method used to reduce or control risks arising from identified hazards
- **Residual Risk**: The level of risk remaining once control measures have been applied to reduce risks
- **Competent**: Being able to perform a task and meet recognised standards. It is based on the consistent application of supporting technical knowledge, experience, qualifications, and skill
- **Risk Appetite:** Can be described as the risk capacity, or the maximum amount of residual risk accepted after controls and other measures have been put in place
- **As Low As Reasonably Practicable (ALARP)**: Balancing the level of risk against the measures needed to control the risk in terms of money, time or effort. It should not be required to take mitigating action if it is greatly disproportionate to the level of risk

4. Risk Assessment Process
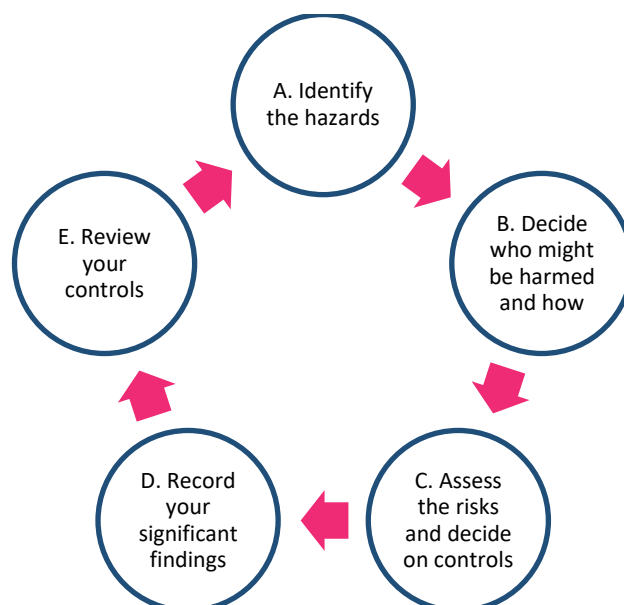
As per the Events and Trips Policy it is best practice that staff carryout a pre-visit for any event or trip venues so that they can complete a full hazard analysis. It is understood that pre visits may not be always practicable, staff

should apply common sense. If a pre visit cannot be completed an exemption should be sort from a member of the Senior Leadership Team. If venues provide their own risk assessment staff are to ensure it is relevant, covers the activities planned and has been reviewed within the last 12 months.

A. Identify the hazards

When considering the activity or location, think about the normal activities and the extraordinary activities, such as topic days like Egyptian day or access to rarely used doorways by maintenance staff. Walk around the location, even if off-site and look at what could reasonably be expected to cause harm. Ask those who work in the area what they consider hazardous as they may have noticed things that are not immediately obvious to you.

For example points to consider when identifying hazards may include along with others:

Activity / Equipment	Hazard
Slips & Trips	Storage of bags, trailing cables, condition of floor, steps and ground surfaces, clearing spillages, poor lighting
Working at height	Opening windows, storing files, displaying work or decorations, accessing equipment, using stepladders or mobile towers, working on roofs, working above openings / manholes
Sporting activities	Ground conditions, proximity of others, training, supervision, storage of equipment, safety equipment, projectiles
Machinery & equipment	Electricity, guarding, projectiles, clearing blockages, entanglement or drawing in, loose clothing, changing tools, proximity to other equipment or access routes, heat, noise, dust & vibration, maintenance regimes & testing requirements
Chemicals and substances	Clearing spillages, preventing skin / eye contact, storage, flammability, reactivity
Storage of materials	Storing files and equipment, falling objects, general tidiness of area, segregation
Health	Manual handling, exposure to asbestos, lone working, inhalation, digestion or absorption of chemicals or dust, sunburn, dehydration
Vehicles	Vehicle movements especially reversing, vehicle condition, stowing of equipment or materials, weather conditions, driver training / experience

- Additional guidance is available on the HSE website or contact the school Operations Manager.
- Check manufacturers' instructions or data sheets for chemicals and equipment.
- Check the accident and ill-health records as there may be trends and other hazards identified. Also consider long-term hazards to health, such as high levels of noise, exposure to dust or asbestos fibres as well as immediate hazards such as damaged flooring.

B. Who may be harmed

This may include some or all of Pupils, Staff, Contractors, Visitors and Members of the Public.

It is important to identify who may be exposed to the hazard to ensure the control measures are suitable and sufficient. A warning sign may be sufficient in most circumstances but will not protect most Pre-School children as they probably will not be able to read it.

- How may they be harmed

This step identifies the consequence of the hazard and helps determine the level of risk. The below table details common consequences of hazards.

Hazard	Potential Consequence
Reversing vehicles	Vehicle running over persons or impact with structure or another vehicle
Storing files at high levels	Falling from elephant foot or stepladder, files falling from height, shelf collapse
Use of portable heaters	Fire, trailing cables, burns to children
Using a shredding machine	Entrapment/drawing in, noise, vibration, electrocution
Using chemicals	Burns, eye irritation, fire or explosion, inhalation noxious gases

C. Assess the risks

Once you have identified the hazards, decide how likely it is that someone could be harmed and how serious it could be. This is assessing the level of risk.

Decide:

- Who might be harmed and how
- What you're already doing to control the risks
- What further action you need to take to control the risks
- Who needs to carry out the action
- When the action is needed by

As part of assessing the risk level, the School Risk matrix is in Appendix 1, those carrying out the analysis of hazards should utilise the severity and likelihood descriptors and then follow the numbers on the risk / priority indicator matrix to determine the combined level of risk as green, amber or red.

D. Record your findings

You must record your significant findings, including:

- the hazards (things that may cause harm)
- who might be harmed and how
- what you are doing to control the risks

To help you, use the risk assessment template on the network to enable you to record your significant findings, including:

- the hazards (things that may cause harm)
- who might be harmed and how
- what you are doing to control the risks

Do not rely purely on paperwork to mitigate the hazards, as your main priority should be to control the risks in practice.

E. Review the controls

You must review the controls you have put in place to make sure they are working. You should also review them if:

- they may no longer be effective
- there are changes in the workplace that could lead to new risks such as changes to:
    - staff
    - a process
    - the substances or equipment used

Also consider a review if your workers have spotted any problems or there have been any accidents or near misses.

Update your risk assessment with any changes you make.

4.1. Suitable Controls

4.1.1. What controls are already in place

List out the control measures that are established and being implemented. This may include staff training, machine guarding, inspection regimes, signage, work procedures, Personal Protective Equipment (PPE) etc. The choice of controls should follow the HSE's established Hierarchy of Control as detailed in the table below:

Priority	Control	Example
1. **Eliminate**	Can the hazard be completely removed?	Install a land drain and fill the ditch. This would remove the risk of pupils falling into a ditch with stagnant water
2. **Substitute**	Is another work method or product less risky?	Use water-based paint as opposed to a solvent based one
3. **Reduce exposure**	Prevent access to the hazard (guarding, locking doors)	In hot weather limit the time pupils use outside play equipment, do an activity in the woods instead where there is more shade
4. **Organisation**	Training / information, supervision, first aid, welfare, emergency procedures, inspection of equipment etc.	Trampoline safety checked by the qualified trampoline coach before each use
5. **PPE**	Safety glasses, gloves, hearing protection, pads, helmets etc.	Pupils to wear gum shields for Hockey

4.1.2. Are any additional controls required

Taking into account the controls measures already established and identified in Step 4.1.1 ask yourself:

- Is the level of risk reduced to an acceptable level or As Low As Reasonably Practicable (ALARP)?
- Are the current controls in accordance with good practice?
- Do the accident or Near Miss records suggest more control is required?

If necessary, consider the additional control measures that can be introduced. These should be prioritised on the higher risks first, proportionate and cost effective.

4.2. Bank Risk Assessments

The school has a bank of risk assessments that can be used as an aide memoire. Additional hazards identified can be added, likewise you can remove any of the pre-set hazard lines if the hazard does not relate to the planned activity. It is essential that the likelihood and impact values are assessed and entered on the risk assessment template as per para 4 C (Assessing the risks) above.

4.3. Purpose of Risk Assessments

Risk assessments show that:

- a proper hazard identification check was made
- all people who might be affected were considered
- all significant risks were assessed
- existing control measures were identified, and effectiveness considered
- the identified existing and required precautions and control measures are:
  - appropriate to level of risk
  - reasonable and practicable
  - considered in order of priority and consider the hierarchy of control measures
- the residual risk is as low as reasonably practical

5. Training

Risk assessment training is provided by the Operations Manager as well as online training which is delivered as part of INSET sessions and during new staff induction. If staff are unsure of the risk assessment process, they should contact the Operations Manager.

6. Competent Person

A competent person is defined by the Management of Health and Safety at Work Regulations under regulation 7 as a person who has sufficient training, experience and knowledge and other relevant qualities to do the assessment. Therefore, a knowledge of both the activity and risk assessment methodology would be required.

When defining competence, the acronym S. K. A. T. E. can be used:

- Skills
- Knowledge
- Attitude
- Training
- Experience

Combined, satisfaction of the above criteria is a reasonable method of gauging competence which is why it is important that managers review the completed risk assessments.

7. Responsibilities

The following roles have responsibilities with regard to risk assessments:

7.1. Employees

- Assisting with and participating in the risk assessment process

- Complying with the control measures identified to minimise the risks

7.2. Heads of Department, line managers and teachers

- Undertaking risk assessments, identifying, and implementing control measures, effectively communicating the outcomes to others as appropriate.
- Making suitable representation to Senior Managers if risk assessments identify an outstanding need which cannot be resourced within existing departmental resources

7.3. The Headmaster and Senior Leadership Team

- Ensuring risk assessments for activities are undertaken, control measures identified and implemented, and the outcomes communicated to employees and others, as appropriate
- Ensuring that those who are tasked with completing risk assessments within Departments are suitably trained to do so
- Ensuring that a suitable mechanism exists to communicate the safe systems of work identified as part of the risk assessment procedures.

7.4. Operations Manager

- Giving competent advice on the suitability and sufficiency of risk assessments completed.
- Providing guidance and training on risk assessment procedures to support staff to comply with their obligations
- Review risk assessments for accuracy and compliance

7.5. Headmasters PA

- Creating a register and maintaining a record of approved trip and event risk assessments

7.6. Governors

- Allocating resources in response to risk assessments completed within Departments and determining a course of action should it be identified that a risk cannot be suitably controlled so far as is reasonably practicable.
- Setting up frameworks for decision making and corporate strategies which incorporate risk assessment principles. This will ensure that decisions made consider the relevant risk factors.
- Provide oversight of the Corporate Risk Register
- Carryout audit function of events, visits and trips risk assessments

8. Communication

After the risk assessment has been approved by the school Operations Manager, in his role as Health and Safety Lead, all staff involved in the activity must be made aware of the hazards and their individual responsibilities with regard to the control measures agreed. In addition the School Nurse must be aware and approve any medical risk assessments.

9. Record Keeping

Risk assessments and associated documents must be kept for a minimum period of 4 years from the date which they are superseded as they may be required in the event of a litigation claim for compensation (note that claims for compensation can, generally, be made up to 3 years from the date of the incident occurring). It should be noted that risk assessments which relate to the use of substances may need to be kept for 40 years, in order to trace exposure to substances which are known to have ill health effects e.g. asbestos.

10.   Monitoring & Review

As a minimum this Policy will be reviewed every two years.

The Operations Manager, Responsible Person, the Health & Safety Committee or the Governing Body may initiate a review at any time before the review date, where a material change has occurred externally, internally or an event has questioned the validity of the existing arrangements.

11.   References

- The Management of Health and Safety Regulations 1999 – Section 3
- HSE Guidance HSG65 – Managing for health and safety
- HSE Guidance IND275 – Plan, Do, Check, Act. An introduction for managing health and safety
- HSE Guidance IND163 – Risk Assessment: A brief guide to controlling risks in the workplace
- Department for Education Guidance – Health and safety: Responsibilities for schools

Appendix 1 – Risk Matrix

SEVERITY (CONSEQUENCE)			
1. Trivial	Plasters, cold pack injuries, basic first aid	School operating normally	<£500
2. Slight	Sprain and strain, dressing, food intolerance, School Nurse visit	Interruption	£5,000
3. Moderate	Mild concussion, suspected fracture, recommended hospital check up	Lost teaching time	£20,000
4. High	Complex fracture or injury requiring further medical investigation (A&E). Anaphylaxis reaction or 999 call	Partial school closure	>£100,000
5. Very High	Fatality, life changing injury	School closure	>£0.5m

RISK / PRIORITY INDICATOR MATRIX

LIKELIHOOD		1	2	3	4	5
	5	L	M	H	H	H
	4	L	M	M	H	H
	3	L	L	M	M	H
	2	L	L	L	M	H
	1	L	L	L	M	H
		1	2	3	4	5

SEVERITY (CONSEQUENCE)

LIKELIHOOD	
1. Improbable	Very unlikely / may happen once in 3 years
2. Unlikely	May happen once in 1 academic year
3. Likely	May happen once during event or trip / termly
4. Even chance	May happen multiple times during event or trip / termly or one incident a week
5. Almost certain	Imminent or multiple incidents weekly

SUMMARY	RISK RATING KEY AND SUGGESTED MITIGATION
High	Requires further action to reduce risk. If all levels of mitigation have been explored and risk is As Low As Reasonably Practicable, and the benefits outweigh the risk and approved by SLT then activity can proceed.
Medium	Take further action to reduce risk if benefits outweigh cost. Risk can be accepted if precautions are maintained and managed
Low	Acceptable and normal monitoring required