

HEALTH AND SAFETY POLICY

RISK ASSESSMENT

AIM: To set out the overarching principles and responsibilities with regard to Risk Assessment within Trust schools

ESSENTIAL POLICY FOR: SET Finance & Infrastructure Committee, Heads of Schools, Governors, School Staff

Date issued: 1st September 2018 by C Lloyd, Health and Safety Officer

Reviewed: 30 August 2019 by C Lloyd Health and Safety Officer

review: August 2020

Next

1.0 INTRODUCTION

- 1.1 Health and safety legislation requires every employer to carry out a “suitable and sufficient” risk assessment, and the way this is done must be appropriate and proportionate.
- 1.2 A risk assessment is an examination of what could cause harm to people, so that you can weigh up whether you have taken enough precautions or should do more to prevent harm. It should identify practical actions that protect people from harm and injury and for most school assessments short bullet points work well.
- 1.3 A documented risk assessment is not required for every activity, neither does the law require that we eliminate all risk but to protect people as far as is ‘reasonably practicable’.
- 1.4 Therefore school arrangements for risk assessment should be proportionate to the level of risk involved with more consideration being given to significant risks (those with the potential to cause real harm) which need to be formally documented, rather than undertake excessive paper-based risk assessments of very low risk activities.
- 1.5 It is the responsibility of the head teacher to ensure risk assessments are conducted and that they are suitable and sufficient. The actual assessment process may be delegated to other members of staff and the SET¹ Health and Safety Officer (HSO) will assist in undertaking some assessments as required. The HSO and the SET Audit and Risk Committee will undertake inspections and audits to ensure that significant risks are being adequately controlled.

¹ SET – Sapientia Education Trust

2.0 FIVE STEPS TO RISK ASSESSMENT

2.1 **Step 1 – Identify the Hazards**

First you need to work out how people could be harmed.

In most cases these can simply be identified by observation of the task/workplace and consulting those staff involved in the activity. The focus should be on identifying **significant** hazards and not the trivial.

Potential areas which may require risk assessment within school settings are available as generic assessments for schools to consider adapting / adopting to their individual circumstances.

These can be found in the Risk Assessment guidance document below:

2.2 **Step 2 – Identify who might be harmed and how.**

For each hazard be clear about who might be harmed e.g. staff, pupils, contractors, visitors etc. This will help identify the best way of managing the risk.

Remember that you may have a higher duty of care for some individuals with additional needs e.g. new and young workers, new or expectant mothers and people with disabilities/medical conditions who may be at particular risk.

2.3 **Step 3 - Evaluate the risks and decide on precautions**

Risk is usually evaluated by considering the likelihood of the harm occurring and the potential severity of the injury. This will help identify if the existing procedures and controls in place are adequate or if any additional actions need to be taken. I.e. whether you have done all that is reasonable to protect people from harm.

		Consequence				
		Extreme (5) Death or permanent	Major (4) Partial disablement Severe Injury	Moderate (3) Medical Treatment	Minor (2) First Aid Treatment	Insignificant (1) No Injuries
Likelihood	Almost Certain (5)	25	20	15	10	5
	Likely (4)	20	16	12	8	4
	Possible (3)	15	12	9	6	3
	Unlikely (2)	10	8	6	4	2
	Rare (1)	5	4	3	2	1

Involve staff in the writing of risk assessments, so that you can be sure that what you

Action levels		How the risk should be managed
16-25	Unacceptable	Use or activity to stop/ not go ahead, substantial and possibly immediate improvements or additional control measures needed.
10-15	Significant	Use or activity to stop/ not go ahead. Improvement or additional control measures needed.
05-09	Adequate	Use or activity may continue or go ahead BUT risks may be further reduced by some improvement to safety arrangements.
01-04	Acceptable	No further action, but ensure controls are maintained and reviewed.

propose to do will work in practice. It will also ensure they understand the risk assessment and aid ownership of responsibility for their own health and safety and that of others.

2.4 ***Step 4 – Record and Implement the Findings.***

The level of detail in an assessment should be proportional to the risk. The purpose is not to detail each trivial hazard but to ensure that significant hazards are adequately assessed with the aim of informing safe working practices. In the majority of cases the use of simple bullet pointed controls would be sufficient.

Completed risk assessments should be signed off by the person completing the assessment and should be agreed by their line manager/ head of department / head teacher.

Copies of risk assessments should be stored in a central and accessible location (hard copy or electronic) and made available to all staff involved in the activity. (Specific assessments relating to individual staff or pupils should be stored on the individuals file.)

2.5 ***Step 5 – Review your risk assessment and update if necessary.***

Risk assessments should be reviewed regularly i.e. annually or as soon as any significant changes have occurred.

You should review a risk assessment immediately after there has been an accident or incident in order to identify what went wrong and whether any additional controls are required.

Measuring performance in managing risk can be achieved in a number of proactive ways:

- Policy and Procedures (SET)
- Lesson observations
- 1-2-1 / performance management
- Staff / Departmental meetings (A regular item on meeting agenda provides a brief opportunity to review practice in relation to accidents, near misses etc.)
- Inspection / audit by HSO / Audit and Risk Committee

3.0 RISK ASSESSMENT IN THE CURRICULUM

3.1 Teaching staff should be aware of relevant generic / model risk assessments, SET Codes of Practice (COP) and consider any significant health and safety issues such as class size, pupil behaviour, maturity, limitations of space, layout, equipment etc. as part of their planning and preparation, risk assessment is just another name for that process.

The flowchart 'Managing Risk in the Curriculum' contained in the Risk Assessment Guidance document provides a summary of the methodology.

- 3.2 For most activities at primary school level, completion of the assessment contained within the COP together with annotation of schemes of work, lesson plans, pupil worksheets etc. will suffice.
- 3.3 For those secondary school curricular activities in areas of higher risk (DT, science, PE etc.) guidance and generic risk assessments are produced by advisory bodies such as CLEAPSS and AfPE.
Heads of department / subject leaders should review curricular activities against these and
- **check any new practical activities against the model risk assessments.**
 - **satisfy themselves that the ‘model’ risk assessment is appropriate to their work; and**
 - **adapt the model to their own actual work situations.**

Simply referring to model assessments or other published schemes is insufficient, there must be some evidence that these assessments have been consulted and adapted if necessary to suit the school.

- 3.4 Where lessons / activities are not adequately covered by model assessments or are beyond the scheme of work then a specific and more detailed assessment must be conducted but this would be an exceptional circumstance.
- 3.5 Therefore a school’s approach to risk assessment within the curriculum could be evidenced by a range of documents highlighting any specific precautions or warnings from model risk assessments and demonstrating that risks have been adequately considered.

For example:

- Scheme of work;
- Lesson plans;
- Daily use texts such as pupil worksheets;
- Attendance registers (evidencing progression);
- Minutes of meetings;
- Medical information;
- CPD / professional records showing specific competency requirements;
- Lab / workshop rules;
- Departmental policy

Examples of how these documents can be used in practice are outlined below.

- 3.6 When revising / reviewing your scheme of work check practical activities against model risk assessments, in particular be aware of any changes in advice from advisory bodies e.g. CLEAPSS (CD Rom for DT and science re-issued annually, newsletters / website highlight updates), AfPE (Safe Practice in school sport is reissued every 3 years) etc.

4.0 **MANAGEMENT OF RISKS – ROUTINE ARRANGEMENTS**

- 4.1 All employees have a duty to take care of their own health and safety and that of others who may be affected by their actions at work. The Health and Safety responsibilities for staff are set out in the School Health and Safety Policy. The essential day to day routine arrangements in place to provide employees pupils and visitors with a safe environment at the School are contained within the SET Codes of practice and the Risk Assessment guidance document.
The Head Teacher is ultimately responsible for ensuring that all staff, visitors and pupils are aware of the arrangements for managing risks at the school and the control measures in place to reduce and/or eliminate significant risks.
- 4.2 All schools undergo condition surveys on entry to the SET.
- 4.3 The SET Health and Safety Officer (HSO) conducts a termly Health and Safety inspection of all school premises and the SET Estates department arranges all statutory inspections of equipment and services. Any non-compliances/dangerous conditions are recorded and actions prioritised as follows:

REMEDIAL ACTIONS REPORT PRIORITY SCHEDULE

Category	Rationale	Timescale from date of issue
H	Imminent danger of death or serious injury and/or significant non-compliance with legislation	7 days
M	Moderate risk of injury and/or Non-compliance with legislation	1-3 months
L	Minor Risk of injury and/or Desire for best practice	3-6 months

- 4.4 A Forward Maintenance Register FMR is maintained for all health and safety related hazards relating to the condition of the buildings and school grounds by the SET Estates department and all individual school remedial reports are added to the FMR and tracked at bi-monthly FMR meetings chaired by the SET Chief Operating Officer.

5.0 **FURTHER GUIDANCE**

If you require any further assistance with completing risk assessments contact the Trust Health and Safety Team

Telephone: 01953 609000 Ext 3477

EVIDENCING RISK ASSESSMENT THROUGH EXISTING DOCUMENTS

Straightforward / routine activities

There may well be no significant risks which require documenting. E.g. cutting paper with scissors, food test tasting etc.

Any specific risks / controls would be considered as part of the normal lesson planning process and documented as short bullet points if significant.

E.g. Relevant pupil information (SEN, medical etc.), a need to recap on safety issues etc.

Activities with more risk

DT Woodworking project

- Scheme of work references CLEAPSS and BS4163:2007 and key precautions / risk are highlighted as bullet points.
- Lesson plan considers any specific needs e.g. class size, SEN, pupil behaviour, maturity, limitations of space, layout, equipment etc. documented as short bullet points.
- Pupil worksheets include reference to relevant risks and safety precautions, pupils undertake risk assessment activity.
- Register evidences level of progression.
- Records kept of pupil competency and that they have been shown how to safely use relevant machinery.
- Workshop rules in place.
- Training records evidence staff have relevant DATA accreditation

Activities outside scheme of work and / or with no model risk assessment

More enhanced planning with consideration of location / environment, tasks being undertaken and individuals involved. Specific risk assessment required.

Examples

- DT technician preparing wood for student projects and cutting grooves in wood utilising a circular saw.
- Science club lunchtime activity making 'sparklers'

RELEVANT LINKS / INFORMATION SOURCES

The Trust is a member of CLEAPSS; information is available on the website.

<http://www.cleapss.org.uk/>

Design & Technology

- DATA risk assessment in secondary schools <http://www.data.org.uk/>
- [CLEAPSS](#)
- BS 4163:2007 Health and Safety for Design and Technology in Schools and Similar Establishments
- Be Safe! Health and Safety in primary science and technology 3rd Edition ASE, 2001.

Science

- [CLEAPSS](#) Laboratory Handbook
- CLEAPSS Hazcards
- CLEAPSS L196 managing risk assessment in science
- Safeguards in the school laboratory 11th edition, ASE 2006 <http://www.ase.org.uk/>

Secondary

- [Safeguards in the School Lab](#) Essential reading for all new teachers and new heads of science.
- [Safe & Exciting Science](#) Pack of INSET activities for use in science departments
- [Revised Topics in Safety](#) Detailed discussion of issues relating to key topics
- [Implications of REACH regulations for the teaching of practical chemistry](#) – Joint advice for 11-19 teachers from ASE, RSC, CLEAPSS and SSERC

Primary

- [Be Safe! 4th edition](#) Essential reading for all primary teachers
- [Be Safe! INSET Pack](#) Training materials for use in primary schools

Art and design

- [CLEAPSS](#)
- National Society for Education in Art & Design (NSEAD)
<http://www.nsead.org/hsg/index.aspx>

Physical Education

- Safe Practice in Physical Education and School Sport' BAALPE / AfPE
<http://www.afpe.org.uk/>
- Specific national Governing body advice e.g. British Gymnastics
- [Teaching in the Water](#)

Offsite visits

<http://www.hse.gov.uk/services/education/school-trips.htm>

<http://www.oeap.info/>

Actions determined as required but not yet in place should be placed in the "Additional controls needed" column. Record any other **significant** findings and actions required to reduce risk further where existing controls are insufficient, assigning these actions to an appropriate manager or member of staff.

RISK ASSESSMENT

Location		Assessment date	
Activity		Assessor	
		Routine review	Annually or in the event of a significant incident or material change.

Hazards	Who might be harmed /how	Risk control measures	Additional controls needed to further reduce risk (action number in brackets)	Outcome risk rating and Score
<i>List the significant hazards you have identified</i>	<i>Staff, pupils, Contractors, visitors</i> <i>E.g. electrocution, poisoning, etc.</i>	<i>Brief description of what you are already doing to reduce risk and/or reference to source information</i> •	<i>Detail any further controls necessary and number</i>	<i>e.g.</i> ACCEPTABLE <i>(4)</i>
		•		
		•		
		•		
		•		

SUMMARY OF ADDITIONAL CONTROLS

Additional Action No	Details	Owner	Date completed	Revised risk rating and score
1				
2				
3				
4				

Methodology for determining the level of risk

SCORE

Consequence						
		Extreme (5) Death or permanent disablement	Major (4) Partial disablement Severe Injury	Moderate (3) Medical Treatment	Minor (2) First Aid Treatment	Insignificant (1) No Injuries
Likelihood	Almost Certain (5)	25	20	15	10	5
	Likely (4)	20	16	12	8	4
	Possible (3)	15	12	9	6	3
	Unlikely (2)	10	8	6	4	2
	Rare (1)	5	4	3	2	1

RISK RATING

Action levels		How the risk should be managed
16-25	Unacceptable	Use or activity to stop/ not go ahead, substantial and possibly immediate improvements or additional control measures needed.
10-15	Significant	Use or activity to stop/ not go ahead. Improvement or additional control measures needed.
05-09	Adequate	Use or activity may continue or go ahead BUT risks may be further reduced by some improvement to safety arrangements.
01-04	Acceptable	No further action, but ensure controls are maintained and reviewed.