RISK ASSESSMENT POLICY

Appendix 1: Risk Assessment Template (including guidance)
Appendix 2: Areas requiring risk assessment (non-exhaustive)

1 Scope

This guidance is applicable to all those with responsibility for undertaking risk assessments for activities which are under their control. This includes the requirements of the Independent Schools Inspectorate, National Minimum Standards and Early Years Foundations Stage standards.

2 Objectives

- To ensure that suitable and sufficient risk assessments are undertaken for activities where there is likely to be significant risk
- That identified control measures are implemented to control risk
- That those affected by school activities receive suitable information on what to do
- That risk assessments are recorded and reviewed when appropriate

3 Guidance

The Bursar and Heads of Department will be responsible for the implementation of this policy

- This guidance is applicable to general risk assessment. Where specialist skills are required, eg asbestos, fire, water quality and hazardous substances, there is separate policy guidance in place.
- Teaching area risk assessment checklists are also in place for guidance
- All staff receive guidance on risk assessment as part of their induction.
- This is refreshed on an annual basis.
- Risk assessment training is provided on specific areas where identified by the Bursar and Heads of Department

A template risk assessment form is included at Appendix 1 to this guidance. The school refers to the CLEAPSS Advisory Service for assessments in Science

Risk assessments take into account:

- hazard - something with the potential to cause harm
- risk - an evaluation of the likelihood of the hazard causing harm
- control measures - physical measures and procedures put in place to mitigate the risk
- risk rating - assessment of the severity of the outcome of an event

The risk assessment process consists of the following:

- what could go wrong?
- who might be harmed?
- how likely is it to go wrong?

- how serious would it be if it did?
- what are you going to do to stop it?
- how are you going to check that your plans are working?

The Bursar is responsible for the maintenance of risk assessment records

Risk assessments are reviewed:

- when there are changes to the activity
- after a near miss or accident
- when there are changes to the type of people involved in the activity
- when there are changes in good practice
- when there are legislative changes
- annually if for no other reason

An example of a risk assessment, including additional guidance, is included at Appendix 1.

A list of areas (non-exhaustive) which will require risk assessment is included at Appendix 2.

Monitoring and Review

Reviewed by Bursar: January 2022

Reviewed and Approved by The Education, Welfare and Compliance Committee: January 2022

Next Review: January 2023

Appendix 1: Risk Assessment Template (including guidance)

USING THIS DOCUMENT

Page 1-2 gives guidance on the considerations on producing and using a risk assessment. These pages are to remain with the risk assessment, Page 3, so that it can be understood as a complete document.

RISK ASSESSMENT
As part of managing the health and safety in school, you must control the risks in your workplace. To do this you need to think about what might cause harm to people and decide whether you are taking reasonable steps to prevent that harm. This is known as risk assessment and it is something you are required by law to carry out. Please see HSE for more information here; http://www.hse.gov.uk/pubns/indg163.pdf

DEFINITIONS
Hazard is any object, area or activity that can cause harm.
Risk is the chance, high or low, that somebody could be harmed by hazards, together with an indication of how serious the harm could be.
Control measures are positive actions taken to reduce the risk, associated to a hazard, to an acceptable level.
Risk Assessment is a formal record of the above for each activity

PROCEDURE
Step 1: Identify hazards, i.e. anything that may cause harm
For each activity or task the hazards associated with the task or activity are established and listed.
Step 2: Decide who may be harmed, and how.
Different people will behave in different ways and will have different risks eg children/staff
Step 3: Assess the risks and take action.
Calculate Risk Rating and apply control measures (see below Risk Rating matrix)
Step 4: Make a record of the findings.
This is the completed Risk Assessment and is a living document that must be reviewed and updated.
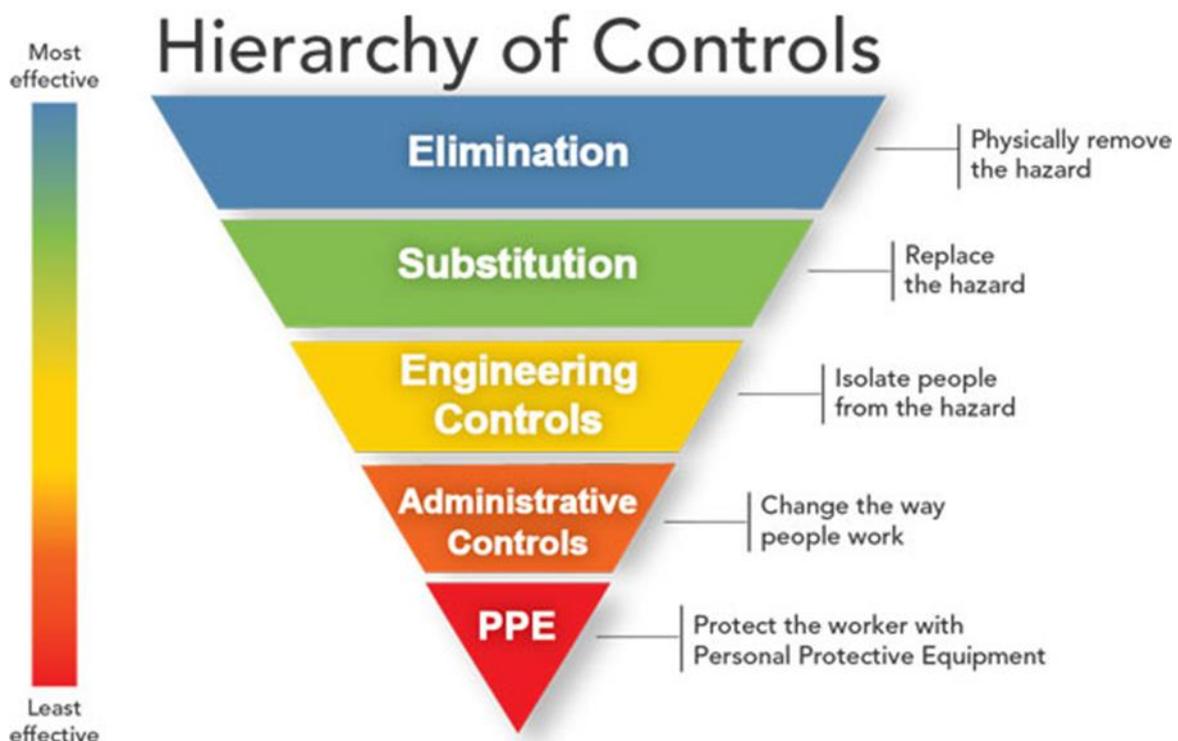
Risk Rating Matrix		Likelihood				
		Highly unlikely	Unlikely	Possible	Likely	Almost certain
Risk = Likelihood X Impact		1	2	3	4	5
Bumps and bruises	1	1	2	3	4	5
Requires first aid	2	2	4	6	8	10
Moderate injury with medium term effects	3	3	6	9	12	15
Serious injury with long term effects	4	4	8	12	16	20
Catastrophic injury or death	5	5	10	15	20	25

(Impact — vertical axis label for the rows above)

Monitor	Acceptable risk
Action	Take positive action to reduce risk
Urgent action	Comprehensive control measures required
Stop	This activity is not allowed to procede

RISK RATING

Once you have identified the hazards and population at risk, the previous matrix can be used to determine the Risk Rating. The Risk Rating is calculated by multiplying the likelihood score by the impact score. All hazards identified must be scored before and after control measures have been applied in order to assess if the activity or task is permitted.

CONTROL MEASURES

Must be applied to all hazards that are identified and examples are explained below. You may need multiple control measures for a hazard in order to minimise the risk to an acceptable level.

Hierarchy of Controls

Most effective

Elimination — Physically remove the hazard

Substitution — Replace the hazard

Engineering Controls — Isolate people from the hazard

Administrative Controls — Change the way people work

PPE — Protect the worker with Personal Protective Equipment

Least effective

Elimination Physically removing hazard is the most effective control. eg employees must work high above the ground, the hazard can be eliminated by moving the piece they are working on to ground level to eliminate the need to work at heights.

Substitution The second most effective hazard control, involves replacing something that produces a hazard (similar to elimination) with something that does not produce a hazard — for example, replacing a solvent based glue with an alternative that is not harmful to children.

Engineering controls Do not eliminate hazards, but rather isolate people from hazards. Enclosure and isolation creates a physical barrier between personnel and hazards, eg fume cupboards and hand guards

Administrative controls are changes to the way people work. Examples of administrative controls include procedure changes, employee training, and installation of signs and warning labels. This also include rules for children.

Personal protective equipment (PPE) includes gloves, aprons, respirators, hard hats, safety glasses, high-visibility clothing, and safety footwear. PPE is the least effective means of controlling hazards because of the high potential for damage and misuse.

Risk Assessment <mark>**(Name of activity/area)**</mark>

The below is an example and is for the current Adventure Playground at St Hugh's School

Potential Hazard	Risk Rating (Mitigated)	Control measures	Responsible
Faulty equipment (School)	12 (3)	1. Estate Manager to arrange annual assessment from RoSPA. 2. Estate Manager to visually inspect equipment each holiday/half term.	Estate manager
Faulty equipment (Staff)	12 (3)	1. Supervising staff to visually inspect equipment and monitor play. 2. Supervising staff to place equipment temporarily 'out of bounds' to children at time of fault identification. 3. Supervising staff to report damage or faults to Estate Manager at earliest opportunity. 4. Estate Manager to assess/repair/mark 'out of bounds.'	Supervising Staff Estate Manager
Slip/Trip/Fall	9 (2)	1. Pupils to be supervised at all times. 2. Equipment 'out of bounds' when unsupervised 3. Pupil familiarisation process to take place in preparation of use, in order to highlight hazards, rules and restrictions of use. 4. Pupils to use equipment in manner intended by design. <u>Rules</u> • No climbing over barriers/sitting on barriers (including rope bridge) • No climbing in trees above equipment • Feet not to touch red paint (limits climbing height) • No running on platforms • No decent of rope or rope bridge. Up only. • No jumping off equipment • Descent of ladders to be facing ladders, using both hands (ie not to descend ladders facing outwards) 5. Sensible numbers of pupils allowed on any part of the playground at any one time.	Supervising Staff
Unauthorised access	9 (3)	1. Parents to be informed of rules and need for adult supervision outside of school hours. 2. 10 year old age limit outside of staff supervision. 3. Appropriate signs in place warning of risks and displaying rules.	School Office Estate Manager

Appendix 2: Areas requiring risk assessment (non-exhaustive)

Educational

- science experiments
- design & technology
- food technology
- sport and PE activity
- art
- drama & dance
- general classroom
- Playtimes (places, pupils, etc)
- Bullying (where appropriate and needed because of peer-on-peer abuse, etc)
- Supervision (both within school grounds and on trips, particularly EYFS)

Support

- catering and cleaning
- caretaking and security
- maintenance
- grounds
- office
- Medical needs (NMS those who are risk assessed for self-medication, e.g. asthma sufferers)
- Safeguarding (Prevent duty)
- Boarding (NMS 5.1 accommodation)
- Recruitment of staff (when DBS late)