Chinthurst Preparatory School

Risk Assessment Policy

Reviewed by TB/WB/SN – September 2016

Next review date – September 2017

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1.1 - What is a risk assessment?

1.1.1 - A risk assessment is a tool for conducting a formal examination of the harm or hazard to people (or an organisation) that could result from a particular activity or situation.

- A **hazard** is something with the potential to cause harm, e.g. fire, frayed electrical cables, icy playground surfaces etc.
- A **risk** is the likelihood that a person may be harmed or suffer adverse health effects if exposed to a hazard.
- A **risk assessment** is the resulting assessment of the severity of the outcome e.g. loss of life or destruction of property.
- **Risk control measures** are the measures and procedures that are put in place in order to minimise the consequences of the risk, e.g. training, supervision, special workwear or head protection etc.

1.1.2 - Risk assessment can be used to identify the potential hazards to people (slipping, falling), property (fire), strategic hazards (reputation, loss of pupils), financial risks (reduced pupil numbers) and environmental hazards (asbestos, legionella).

1.2 - Why have risk assessments?

1.2.1 – Chinthurst School has a legal obligation to assess any significant risks and record these in writing. Additionally, comprehensive risk assessment is a method of preventing accidents or injury, by considering what control measures we need to put in place, in advance, to reduce the risk of harm.

2.1 - Staff responsibilities

2.1.1 - All members of staff are responsible for taking reasonable care of their own safety, together with that of the pupils and visitors to Chinthurst School. Staff are also responsible for adhering to the risk assessments in place for their areas of work, whilst carrying out their day to day duties.

2.1.2 - Staff will be made aware of the risk assessments which affect their areas of work as part of their induction to the school.

2.1.3 - They will also be provided with a briefing or copy of the risk assessment, as pertinent to any additional school activities or trips they are involved with.

3.1 - What areas need risk assessments?

3.1.1 - The school has generic risk assessments in place as follows:

1. General risks for all activities.
2. General risks for all classrooms (and general communal areas).
3. General risks for all outdoor play areas.
4. General risks early year's activities.
5. General risks Design & Technology.
6. General risks PE, sports & games.
7. General risks for all Science activities.
8. General risks for work experience placements.
9. General risks for Wraparound.
10. General risks for Forest School in the Conservation Area.
11. General risks for Food Preparation, Cooking and Service.
12. General risks Maintenance Department.
13. General risks Working at Height.
14. General risks Portable Electrical Equipment.
15. General risks vehicles/pedestrians on site/in the car parks.
16. General risks for the Swimming Pool.
17. General risks for External Sporting Fixtures.

3.1.2 - All generic risk assessments are reviewed annually. They must be effectively communicated to all relevant parties.

3.1.3 - In addition to the generic risk assessments, separate risk assessments should be raised:

- For all educational visits and any additional school activities, outside of the normal day to day teaching and learning.
- For any pupils (or staff) with significant mobility/health issues within School.
- For new and expectant mothers.
- For lone working.
- For home working.

3.1.4 - Statutory risk assessments also need to be in place within the School to cover:

- Asbestos control.
- Fire Risk Assessment.
- Legionella.
- First aid.
- COSHH.
- Display Screen Equipment.

3.1.5 - Risk assessments should be in place for any letting of the school premises, or any club or activity run by a third party, and for any work on the premises carried out by contractors.

4.1 - Conducting a risk assessment

4.1.1 - Whilst, occasionally, some areas and activities require risk assessing by trained specialists in the field, the majority rely on reasonable common sense judgments made by the people using an area or supervising the activity. The procedure is outlined below.

Stages of Risk Assessment:

5.1 - Identify the hazards

5.1.1 - When undertaking a risk assessment, all the significant hazards connected with an area or activity will need to be identified. This should be done by:

✓ Observing the task or area.
✓ Referring to available guidance and advice.
✓ Using historical data and information – has this activity been done before? Were any unforeseen hazards identified last time? Have there been any accidents connected to this activity before?
✓ Asking staff and pupils for their views.

5.1.2 - Possible hazards might include: slips, trips and falls, fire, electricity, noise, dust, lifting and manual handling operations, chemicals, tools, working at height, working in confined areas, working with animals, water, lone working, stress, security and vehicles.

5.2 - Decide who might be harmed and how?

5.2.1 - For each hazard the groups of people who might be harmed, and how, must be identified. The groups of people to consider include:

✓ Staff.
✓ Pupils.
✓ Individuals with particular requirements – eg people with disabilities, new or expectant mothers.
✓ Visitors, peripatetic teachers, work experience students or contractors, who might not be in the workplace all the time.

5.3 - Evaluate/assess the risks and decide on the precautions to control the risks

5.3.1 - For each hazard identified the level of risk must be evaluated (high/medium/low). This will be a subjective evaluation but should be used to give an indication of the priority with which risks need to be addressed. When making a judgement, consider the level of harm

presented by the hazard, the number of people involved, and the likelihood of the harm occurring.

5.3.2 - Once the level of risk is established, the assessor must consider what control measures are already in place (eg what actions are already being taken to reduce the risk) and whether these are suitable and sufficient, or if further measures are necessary.

<u>Controlling the Risk</u>

5.3.3 - Decide what controls are necessary to reduce the risk to individuals. The steps to controlling the risks are as follows:

- ✓ Avoid the hazard (can the hazard be avoided or altered to reduce the likelihood or risk?)
- ✓ Substitute or replace the hazard
- ✓ Procedural controls (can the procedure be altered to avoid or reduce risk? Can the individual be removed/distanced from the risk? Can the activity be carried out at a time that would have a lesser impact on others?)
- ✓ Pupil management – ensure staff are aware of the individual needs of the pupils whether these are medical, behavioural or otherwise.
- ✓ Personal protective equipment – eg use of gloves, appropriate footwear and clothing etc.
- ✓ Emergency procedures – have contingencies in place in the event that there is an emergency – eg a lost child, fire or accident.
- ✓ Health surveillance – are the staff/pupils physically able or sufficiently fit to engage in the planned activity?

5.3.4 - Monitor the control measures you have instigated to ensure that they are effective and implemented correctly.

5.4 - Record your findings

5.4.1 - Use the risk assessment template to make a written record of your findings. This should be signed by the originator and either a member of the Senior Management Team (SMT) or the Heads of Policies and Procedures.

5.5 - Assessment Review

5.5.1 - Risk assessments must be reviewed periodically by either the Senior Management Team and/or the Heads of Policies and Procedures, in order to ensure it remains relevant and effective. In addition, the assessment must be reviewed if there are any significant changes such as new regulatory procedures, environment, substances or equipment.

6.1 - Communication and information sharing

6.1.1 - Once the risk assessment has been completed, communication and information sharing must take place or the steps put in place to control the risk may be less effective. Everyone involved in an activity should understand what they need to do to keep themselves and others safe, and why.

6.1.2 – Training/Advice on risk assessment completion is held annually and upon the arrival of a new member of staff, a member of the Senior Management Team or either Heads of Policies and Procedures will give adequate guidance to the structures and procedures in relation to risk assessments.

6.2 - Guidance for off site visits, residential visits and any school-led adventure activities - key area of risk

6.2.1 – In relation to school trips and associated events, these are identified as 'key areas of risk'. Therefore, the guidance and in turn procedure to follow is outlined below; cross-referenced from the school's *Health and Safety Environmental Policy*.

Health and Safety Environmental Policy; *4.4 – Guidance for off site visits, residential visits and any school-led adventure activities; pg. 21.*

4.4.1 – In relation to and cross-referencing with the school's safeguarding policy: "The school undertakes to gain assurance that the staff of another organisation have been checked for suitability if they supervise the school's pupils on a site other than the schools" (1.12.1; pg. 14).

4.4.2 – The trip organiser/leader will ensure that an effective, all-encompassing risk assessment is completed. Indeed highlighting all associated risks within the off-site activity/visit. If the location/activities involve the use of a third party company, a risk assessment must be received from the third party and combined with any further risk assessment required.

4.4.3 – All accompanying staff must be given a copy of the trip risk assessment and in turn ensure they have read and understood its details.

4.4.4 – The trip leader is responsible in ensuring all Health and Safety measures are in place and thus procedures followed in the case of an issue arising. First point of call should be Tim Button: Whole school Health and Safety Officer.

4.4.5 – The trip organiser must ensure all pupils attending have parental consent.

4.4.6 – Pupils must be given clear rules and instructions in relation to the activities they are undertaking. The group leaders are responsible for maintaining the safest environment possible for all pupils. The trip leader remains responsible for overall Health and Safety whilst off site.

4.4.7 – When planning an activity that involves caving, climbing, trekking, skiing or water sports, the trip organiser/leader must currently check that the provider holds a license as required by the *Adventure Activities Licensing Regulations 2004*.

7.1 – Mobility / Health Issues within the school

7.1.1 - As noted above, pupils (or staff) with significant mobility/health issues within Chinthurst School will require a risk assessment before commencing school, or returning to school after an accident etc. These are raised by the school secretaries who will require the following information:

- The pupil's name and class
- The nature of any injury (eg a fracture or sprain) and the site (eg left arm, right ankle)
- If due to an accident, when the incident occurred
- Treatment and prognosis (which hospital the child is being treated in, any follow-up appointments, how long the child will be in plaster)
- Any known restrictions (eg sports, inability to cut up food or toileting)

7.1.2 - Once the above information has been collated into a relevant risk assessment, the school secretaries will pass over the risk assessment for authorisation by the Headmaster.

7.1.3 - All pupil risk assessments will be circulated to the relevant staff.

8.1 - Dynamic Risk Assessments

8.1.1 - On rare occasions there may be a need for staff to carry out a dynamic risk assessment. This is an 'on the spot' risk assessment which becomes necessary when an unforeseen event occurs and a previously unidentified risk becomes apparent. In these circumstances, staff must work within the context of their own competencies and in consultation with others where possible. A formal record must be made of the events as soon as practicable afterwards, to inform future practice.

9.1 - Related Policies and Further Guidance

9.1.1 - Please see the Health & Safety Environmental Policy which is cross referenced with this policy, for further information. Should you require any help or guidance on compiling a risk assessment, please refer to a member of the Senior Management Team (SMT) or the Heads of Policies and Procedures.

Appendix - Appendix A: Risk Assessment Example Pro Forma

RISK ASSESSMENT

Company Name: Chinthurst School	Date:	Review Date:	Assessment No:
Assessor:	Task:		

Haz No.	Significant Hazards Look only for hazards which you could reasonably expect to result in significant harm e.g. slips/trips, work at height, falling objects, vehicles, electricity etc. (STEP 1)	People Affected List groups of people who may be at risk e.g. maintenance staff, contractors, cleaners, public etc. (STEP 2)	Existing Controls List controls that are already in place to control the risk e.g. physical safeguards, training, personal protective equipment etc. (STEP 3)	Level of Risk Decide on the level of risk remaining. (Likelihood x Severity) High	Med	Low	Further Action Required List further action required to control significant risks. If there is lots to do, make an action list. (STEP 4)
01							
02							

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03.							
04							

Action Timescale Guidelines

High Risk – Action Immediately   **Medium Risk** – Action within 2 months   **Low Risk** – Re-assess after any changes & at next review