

Dewhurst St Mary Primary School



Risk Assessment Policy December 2016

School Vision

Dewhurst St Mary CofE is committed to nurturing learners who think creatively and achieve their potential reflecting our core values of independence, confidence and respect.

Dream Believe Achieve

INTRODUCTION

Health and safety legislation requires every employer to carry out a "suitable and sufficient" assessment of the risks to health and safety of both employees and persons not in their employment arising out of or in connection with their work activities.

The law does not require that we eliminate all risk but to protect people as far as 'reasonably practicable'.

For significant risks these assessments should be formally documented and all staff made aware of them.

In school settings it is the responsibility of the head teacher to ensure risk assessments are conducted. The actual assessment process may be delegated to other members of staff.

WHAT IS A RISK ASSESSMENT?

A risk assessment is nothing more than a careful examination of how people could be harmed from a particular activity or situation.

The assessment helps to identify the likelihood of harm and whether adequate precautions have been taken or if further control measures should be introduced to reduce the risk of harm to as low a level as possible.

Definitions

Hazard: something with the potential to cause harm. For example a hazardous substance, working at height or the behaviour of a young person

Risk: the likelihood of potential harm occurring. For example ingesting the hazardous substance, falling from a ladder, physical assault. This is usually evaluated by considering the likelihood of the harm occurring and the potential severity of the harm.

Control Measure: Action taken to prevent someone being harmed. For example labelling and storing hazardous substance securely etc.

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FIVE STEPS TO RISK ASSESSMENT

STEP1 - IDENTIFY THE HAZARDS

In most cases these can simply be identified by observation of the task / workplace and consulting with those staff involved in the activity.

The focus should be on identifying the significant hazards and not the trivial.

A list of potential areas which may require risk assessment within school settings (this list is not exhaustive) and for which generic assessments have been produced are available from the health and safety pages of the Grid.

These provide a basis for schools to consider and must be adapted to individual circumstances of each school.

http://www.thegrid.org.uk/info/healthandsafety/risk_assessment.shtml

STEP 2 - IDENTIFY WHO MIGHT BE HARMED AND HOW

The next step is to decide who might be affected by the hazard/s. This could include staff, pupils, contractors, visitors and/or members of the public depending on the nature and location of the activity.

Some individuals may have particular requirements e.g. new and young employees, new and expectant mothers, those with disabilities / medical conditions etc. and may be at particular risk.

STEP 3 - EVALUATE THE RISKS AND DECIDE ON PRECAUTIONS

Having identified the hazards you must now decide what to do about them by considering the existing procedures and controls in place and determine if any additional actions need to be taken. i.e. whether you have done all that is reasonably practicable to reduce the risk of harm occurring.

Ensure all of the control measures you have in place against each identified hazards are listed

In evaluating the risk the likelihood of harm occurring and the severity of potential injury should be considered. This will help identify the urgency of control measures and whether, following the introduction of controls the risk can be reduced sufficiently.

This may be done using a simple High, Medium and Low system as outlined below.

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		SEVERITY				
		Minor injury (e.g. Superficial injury or temporary discomfort or distress)	First aid injury	>3 day injury (e.g. Sprains, minor fractures etc.)	Major injury (e.g. major fractures, amputations, fatality, life shortening illnesses)	Fatality
PROBABILITY	Remote Possibility	VERY LOW		LOW		
	Might happen			MEDIUM		
	Feasible				HIGH	
	Highly probable	LOW		HIGH	VERY HIGH	
	Invariably happen				VERY HIGH	

Very High	Unacceptable risk - immediate action required You need to identify further controls to reduce the risk rating if activity is to continue.
High	Risk reduction required - high priority May only take place if good control measures can be implemented.
Medium	Medium risk - action required if practicable. If it is not possible to lower risk further, you will need to consider the risk against the benefit. so far as is reasonably practical
Low	Low priority - further risk reduction if practicable
Very Low	Low risk - no further action required.

STEP 4 - RECORD AND IMPLEMENT THE FINDINGS

A risk assessment must be suitable and sufficient, the level of detail in a risk 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.

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In the majority of cases the use of simple bullet pointed controls would be sufficient.

Staff should be involved throughout the risk assessment process and upon completion risk assessments should be centrally filed and shared with all those (staff, contractors etc.) who may be affected.

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

STEP 5 - REVIEW

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.

USE OF MODEL / GENERIC RISK ASSESSMENTS IN THE CURRICULUM

The process of risk assessment and the recording of significant findings are required by health and safety legislation. In accordance with HSE guidance, 'model' risk assessments developed by national bodies such as CLEAPSS (Consortium of Local Education Authorities for the Provision of Science Services) may be adopted where schools:

- 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, in particular with regard to curricular activities it must be possible to evidence that these assessments have been consulted, adapted where necessary and the protective and preventive measures required have been taken into account.

Risk assessment within the curriculum should be a process involving comparison with the model risk assessment and adaptation to local circumstances where necessary, such as the size of room, class size, behaviour of the class to be taught etc.

This is best achieved by incorporating risk assessments into materials normally used in teaching and annotating texts used daily i.e. schemes of work, lesson plans, worksheets etc.

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FURTHER GUIDANCE

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

Room 4 /5, Lower ground floor, County Hall

Hertford

SG13 8DE

Csf.healthandsafety@hertscc.gov.uk

Telephone: 01992 556478

Fax: 01992 555962

Guidance on carrying out risk assessments for curriculum activities in schools may be provided by the County Curriculum Advisers. Additional information is available from the following sources:

Design & Technology Hertfordshire County Council School Improvement and Advisory Service Design and Technology Health and Safety Guidelines
DATA risk assessment in secondary schools <http://www.data.org.uk/>
CLEAPSS Risk assessments in technology
BS 4163:2007 Health and Safety for Design and Technology in Schools and Similar Establishments

Science HCC is a member of CLEAPSS (Consortium of Local Education Authorities for the Provision of Science Services)
All information is available on the CD-Rom which should have been received in school (annually), updates are available from their website
<http://www.cleapss.org.uk/> (The CD-Rom provides the login information)
CLEAPSS School Science Service Laboratory Handbook CLEAPSS Hazcards
Safeguards in the school laboratory 11th edition, ASE 2006
<http://www.ase.org.uk/>
Be Safe! Health and Safety in primary science and technology , 3rd Edition ASE, 2001.
Topics in safety, 3rd Edition ASE 2001

Art 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/>
[Safe Practice in School Swimming](#)

Offsite visits [Hertfordshire County Council Children, Schools and Families Offsite Visits Manual](#)

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GENERIC RISK ASSESSMENT	<i>Activity or location being assessed</i>	
Establishment:	Assessment by: <i>Who carried out this assessment</i>	Date:
Review Date: <i>Record proposed date of review</i>	Approved by: <i>e.g. Head teacher, Head of dept, Manager</i>	Date:

Hazard / Risk	Who is at Risk?	Initial Risk Rating	Normal Control Measures <i>(Brief description and/or reference to source of information).</i>	Are Control Measures Y/N/NA		Additional Control Measures <i>(to take account of local/individual circumstances).</i>	Residual Risk Rating
				In Place	Adequate		
<i>Consider the generic hazards and risks listed in this column. Add any site-specific hazards you have identified.</i>	<i>Pupils, staff, the public etc. Consider those with special needs.</i>	<i>Before controls are applied. Use the risk matrix to help you rate the risk</i>	<ul style="list-style-type: none"> • <i>Consider the control measures in place currently.</i> 	<i>Are the control measures in place?</i>	<i>Are they adequate?</i>	<i>Record any additional controls you have identified and the date they were implemented. Ensure that you address anything highlighted under normal controls as needing action.</i>	<i>Rate the risk with all controls in place. Use the risk matrix to help you.</i>
REVIEWS:							

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DATE OF REVIEW: <i>Record actual date of review</i>	REVIEWED BY: <i>Who carried out the review?</i>	COMMENTS: <i>Record any comments reviewer wishes to make. Including recommendations for future reviews.</i>
DATE OF REVIEW:	REVIEWED BY:	COMMENTS:

Drafted by: Chris Robinson
Review date: December 2019