

Risk Assessment Policy (SF)

22 October 2016 Version Number: 5

Review Date: Autumn Term 2016

Northern
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Risk Assessment Policy

What is Risk Assessment

A risk assessment is nothing more than a careful examination of what, in your work, could cause harm to people, so that you can weigh up whether you have taken enough precautions or should do more to prevent harm. The aim is to make sure that no one gets hurt or becomes ill. Accidents and ill health can ruin lives. You are legally required to assess all risks in your workplace or encompassed within your work.

The important things you need to decide are whether a hazard is significant, and whether you have it covered by satisfactory precautions so that the risk is small. You need to check this when you assess the risks. For example, electricity can kill but the risk of doing so in an office environment is remote, provided that the 'live' components are insulated and metal casing are properly earthed.

Hazard and Risk

Hazard means anything that has the potential to cause harm. **Risk** is the chance, high or low, that somebody will be harmed by the hazard.

Risk Assessment

'The conscious process applied to the identification of hazards, the subsequent evaluation of the associated risks and the implementation of a series of control measures to minimise the risks highlighted. The assessment is then recorded and reviewed at appropriate intervals.'

Risk Assessment – why do we do it?

- So that we can sleep at night
- To minimise the risks to ourselves, our students and others
- To fulfil our legal obligations

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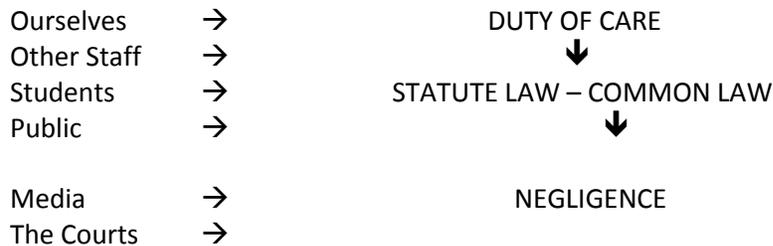
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Risk Assessment – Who is it for?



Risk Assessment – How do we do it?

HSE (Health and Safety Executive) recommend using a Five Steps to Risk Assessment model:

- Step 1 Look for Hazards
- Step 2 Decide who might be harmed and how
- Step 3 Evaluate the risks and decide whether the existing precautions are adequate or whether more should be done
- Step 4 Record your findings
- Step 5 Review your assessment and revive it when appropriate and necessary

Step 1 – Look for the hazards

If you are doing the assessment yourself, examine the area being assessed and look afresh at what could reasonably be expected to cause harm. Ignore the trivial and concentrate on significant hazards that could result in serious harm or affect several people.

Step 2 – Decide who might be harmed and how

Don't forget:

Young people, new and expectant mothers, elderly or disabled etc who may be at particular risk
Cleaners, visitors, contractors, maintenance workers etc who may not be in the workplace or subjected to possible hazards all the time

Members of the public and other people sharing the area being assessed, if there is a chance they could be harmed by your activities

Step 3 - Evaluate the risks and decide whether the existing precautions are adequate or whether more should be done

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Consider how likely it is that each hazard could cause harm. This will determine whether or not you need to do more to reduce the risk. Even after all precautions have been taken, some risk usually remains. What you have to decide for each significant hazard is whether this **remaining risk is high, medium or low.**

First, ask yourself whether you have done all the things that the law says you have to do. For example, there are legal requirements on prevention of access to dangerous parts of machinery. Then ask yourself whether generally accepted industry standards are in place. But don't stop there – think for yourself, because the law also says that you must do what is reasonably practicable to keep your workplace safe. Your real aim is to make all risks small by adding to your precautions as necessary.

If you find that something needs to be done, draw up an 'action list' and give priority to any remaining risks which are high and/or those which could affect most people. IN taking action ask yourself:

- Can I get rid of the hazard altogether?
- If not, how can I control the risks so that harm is unlikely?

In controlling risks, apply the principles below, if possible in the following order:

- Try a less risky option
- Prevent access to the hazard (eg by guarding)
- Organise work to reduce exposure to the hazard
- Issue personal protective equipment (PPE)
- Provide welfare facilities (eg washing facilities for removal of contamination and first aid)

Improving health and safety need not cost a lot. For instance, placing a mirror on a dangerous blind corner to prevent vehicle accidents, or putting some non-slip material on slippery steps, are inexpensive precautions considering the risks. And failure to take simple precautions can cost you a lot more if an accident does happen.

But what if the work you do tends to vary a lot, or you move from one site to another? Identify the hazards you can reasonably expect and assess the risks from them. After that, if you spot any additional hazards when you get to a site, get information from others on site, and take what action seems necessary.

But what if you share a workplace with other people? Tell other people and visitors about any risks that could affect them or cause them harm, and what precautions are being taken. Also, think about the risks to your own from those visiting your site.

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But what if you have already assessed some of the risks? If you have already assessed some of the risks as part of other statutory procedures (eg COSHH, Health and Safety at

Work etc.,) you can consider them 'checked' and move on – as long as these checks are recorded and reviewed when necessary.

Step 4 – Record your findings

If there are more than five people in your workplace or area being assessed, then you must record the significant findings of your assessment. This means writing down the significant hazards and conclusions.

You must also inform others in the area about your findings.

Suitable and sufficient – not perfect!

Risk Assessment must be suitable and sufficient. You need to be able to show that;

- A proper check was made
- You asked who might be affected
- You dealt with all the obvious significant hazards, taking into account the number of people who could be involved
- The precautions are reasonable, and the remaining risk is low

Keep the written record for future reference or use. It will help if an inspector asks what precautions have been taken, or if you become involved in any action for civil liberty. It can also remind you to keep an eye on particular hazards and precautions. It also helps to show that you have done what the LAW requires.

Remember that other documents (e.g. health and safety policy document, health and safety procedures, arrangements for fire safety etc) may already list hazards and precautions. You don't need to repeat all that, and it is up to you whether you combine all the documents, or keep them separately – AS LONG AS THEY ARE ACCESSIBLE IF REQUIRED!

Step 5 – Review your assessment and revise it if necessary

All risk assessments need to be reviewed on a regular cycle to take into account any changes in working practices, procedures or equipment. It is necessary to review assessments as part of a regular cycle to ensure that any precautions put in place are still working effectively.

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RISK LEVELS

		B on RA Proforma		
		MINOR (1)	MAJOR (2)	SEVERE (3)
		Cuts, sprains, bruises Minor burns Property damage	Non-life threatening Fractures, dislocations Muscle strains Cuts, burns needing medical treatment	Life-threatening Loss of limb, major fracture, exposure Hypothermia Penetrating eye injury Death
Likelihood of event occurring				
A on RA Proforma	UNLIKELY (1)	Low (1)	Low (1)	Medium (Further action required) (3)
	POSSIBLE (2)	Low (2)	Medium (4)	High (Immediate action required) (6)
	LIKELY (3)	Medium (3)	High (6)	High (9)

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Total Risk Factor (A x B) = Number in brackets within table

Remember: Risk of 6 or greater is unacceptable
Risk of 4 and 5 should be monitored closely
Risk of 3 or fewer is acceptable

Risk Assessment – How does it affect us at Southfield School?

- The Risk Assessment process is not one that should be undertaken by an individual person as the implications for this can and have been horrendous
- Conducting Risk Assessments if the LAW and failure to comply ruins lives, livelihoods and often results in severe injuries and fatalities
- Every member of Southfield School should be involved in the risk assessment process

Risk Assessment – How does it affect us at Southfield School?

- Every area of school life needs to be properly risk assessed using the provided Risk Assessment Proforma
- All risk Assessments made need to be properly recorded using the provided Risk Assessment Proforma
- Teachers – need to build risk Assessment into teaching Schemes of Work (preferably using the provided Risk Assessment Proforma). Some subjects are provided with generic risk assessments for specific activities – these are acceptable provided individual SoWs make reference to them and the assessments are differentiated for our particular pupils.
- All risk Assessments should be recorded (written down) and easily accessible for inspection – whether these are recorded in SoWs in filed in the school office.

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- Whole School and Off-site specific Risk Assessments should be recorded and filed in the designated folder in the main school office.

Review cycle – when and how do we review Risk Assessments?

All risk Assessments should be reviewed as necessary. Guidelines for this process can be found on the enclosed sheet 'some things to consider when completing Risk Assessments' within Step 5.

Ideally, the person who made the initial assessment should be the person responsible for reviewing and updating where necessary. This is because that person has been chosen as the most experienced or appropriate member of staff to assess a particular area (generally an area that they have responsibility for).

This review process should happen at least once every twelve months.

Risk Assessments – Where to go for help and advice?

There are many people that can provide help, support and advice in matters concerning Risk Assessments in general.

Within Southfield School, the procedure should be as follows:

1. Line Manager
2. Senior Manager
3. Manager with responsibility for Risk Assessment
4. Health and Safety officer
5. Principal

Obviously, responsibility falls to the person who is completing the assessment to make a judgement as to who is the best person to advise them given the structure above. It really is

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not necessary for all minor issues to be directed to the principal if somebody else is better placed to provide the help, advice and support required.

It must be noted, however, that any Health and Safety concerns should be directed to the designate school Health and Safety Officer.

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Risk Assessments – Help and advice outside school?

Here is a selection of practical guidance to help you. If you are still stuck on the assessment, your local health and safety inspector can advise you on what to do.

An introduction to health and safety
INDG259 1997

Health and Safety Executive
www.hse.gov.uk

Essentials of health and safety at work
ISBN 0 7176 0716 X 1995

Management of health and safety at work: approved code of practice and guidance
ISBN 0 7176 2488 9 2000

Successful health and safety management HSG65
ISBN 0 7176 1276 7 1997

Guide to preparing a health and safety policy statement for a small business
ISBN 0 7176 0424 1 1989

COSHH: the new brief guide for employers INDG 136 1996

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SOME THINGS TO CONSIDER WHEN COMPLETING A RISK ASSESSMENT

STEP 1	STEP 2	STEP 3 (AND 4)	STEP 5
HAZARD	WHO MIGHT BE HARMED?	IS THE RISK ADEQUATELY CONTROLLED, OR IS MORE NEEDED?	REVIEW AND REVISION
<p>Look only for hazards that you could reasonably expect to result in significant harm at your specific site, either separately for each activity or all together. Use the following examples as a guide.</p> <p>There are five principle causes of death and disabling injuries:</p> <ul style="list-style-type: none"> • Impact with something solid (which either falls onto you or onto which you fall) • Impact with something sharp (which is either pushed into you or onto which you fall) • Hypothermia • Drowning • Poisoning <p>There are many additional hazards associated with adventure activities that will need to be addressed, for example:</p> <ul style="list-style-type: none"> • Slipping and tripping hazards (eg boulder fields, iced rocks, muddy paths, wet grass) • Fire (eg from flammable materials such as camping stove fuel) 	<p>There is no need to list individuals by name – just think about groups of people doing similar activities or who may be affected eg</p> <ul style="list-style-type: none"> • Teachers/Care Staff/assistants • Group Leaders/instructors • Students • Maintenance Personnel • Contractors and Freelancers • Member of the public • People sharing your workplace • Supervisors • Visitors • Other site users <p>Pay particular attentions to:</p> <ul style="list-style-type: none"> • People with disabilities • Inexperienced students and staff • Visitors • Lone workers • Young people <p>They may be more vulnerable!</p>	<p>For the hazards listed, do the precautions already taken:</p> <ul style="list-style-type: none"> • Meet the standards set by a legal requirement or site code of practice? • Comply with recognised industry or National Governing Body standards? • Represent current good practice? • Reduce risk as far as is reasonably practicable? <p>Have you provided:</p> <ul style="list-style-type: none"> • Adequate information, instruction or training? • Adequate systems or procedures? <p>If so, then the risks are adequately controlled, but you need to indicate the precautions you have in place. (You may refer to procedures, rules, national governing Body standards, syllabi, AALA etc)</p> <p>Were the risk is not adequately controlled, indicate what more you need to do 9the action list)</p>	<p>Set a date for a review of the assessment.</p> <p>On review, check that the precautions for each hazard still adequately control the risk. If not, indicate what you need to do.</p> <p>Note the outcome, sign and date.</p> <p>When you introduce, for example, new:</p> <ul style="list-style-type: none"> • Activities • Venues • Equipment • Personnel <p>Look for significant new hazards and follow the Five Steps to Risk Assessment. In addition, a review should take place when you identify that something is wrong, as a result of:</p> <ul style="list-style-type: none"> • An incident, accident or near miss • Feedback from staff or students

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<ul style="list-style-type: none">• Electricity (eg poor lighting, wiring)• Chemicals (eg battery acid)• Work at height (eg abseil towers)• Poor lighting (eg caves)• Vehicles (eg minibuses, canoe trailers)• Low temperature (eg adverse weather conditions)• Water and water activities• Trekking• Climbing• Bikes/biking activities			
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Wokingham District Council – Risk Assessment Sheet

Task being assessed
Location and team

Step 1 Identify Hazards	Step 2 Who could be harmed and how?	Step 3 Evaluate current control measures	Adequate or to be actioned	Action by	Date to be actioned	Date actioned

Yes/No

Number of additional sheets

Additional sheets are attached to this assessment

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Step 4: Record This assessment has been carried out by:

Name	<input type="text"/>	Job Title	<input type="text"/>	Date	<input type="text"/>
Name	<input type="text"/>	Job Title	<input type="text"/>	Date	<input type="text"/>
Name	<input type="text"/>	Job Title	<input type="text"/>	Date	<input type="text"/>

Unless a change necessitates an earlier review, this assessment is due for review on

Names and job titles of reviewers	Review Date	Review findings and alterations to control measures if any	Next review date	Ofsted monitoring

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