



# SHERFIELD SCHOOL

## Risk Assessment Policy

This policy applies all pupils in the school, including in the EYFS

Created	April 2015
Date Reviewed	July 2023
Annual review	July 2024
Head of School (Interim)	Neil Richards

## RISK ASSESSMENT

### Purpose of this Section

1. The purpose of this Section is to set out the procedure for producing, retaining and updating risk assessments at Sherfield School.

### Background

2. A risk assessment has three purposes:

to identify all things and activities which may cause harm to our staff, pupils, visitors etc. (the hazards);

to consider the chance of that harm actually befalling anyone in the circumstances identified, and the possible consequences which could arise from it (the risks);

to enable plans to be made for the introduction and monitoring of preventive measures to ensure that the risks are adequately controlled at all times. Without effective assessment there can seldom be effective control (i.e. a safe system of work).

### Definitions

3. As ever, the terms used need to be understood and these definitions should help:

**HAZARD** - the potential to cause harm, including ill health and injury; damage to property, plant, products or the environment;

**LIKELIHOOD** - the chances of an event involving the identified hazard actually happening;

**RISK** - is the combination of the hazard and likelihood. For example, the HAZARD existing in an electric light fitting above your head is severe but the LIKELIHOOD of it falling on you is so low, that the RISK is negligible. Conversely walking along the edge of a cliff at night in a force 8 gale has a high HAZARD rating and high LIKELIHOOD that you might fall, so the RISK is very severe. The RISK from a substance or activity is, therefore, the likelihood that it will cause harm in the circumstances of use. This will depend on:

the hazard presented by the substance or activity;

how it is used or done;

how it is controlled;

who is exposed, how much, for how long, etc.;

what they are doing;

what guards, precautions, etc. already exist.

4. Poor control of activities can create a substantial risk even from a substance or activity with low hazard. However, with proper precautions most risks of being harmed can be adequately controlled.

### **General Guidance**

5. Within our school community, the majority of hazards, likelihoods, and risks have already been identified and documented, and will already be adequately controlled in conformity with existing legal requirements. Undertaking another formal risk assessment will simply confirm that the hazards are already identified and adequately controlled and will simply act as a review, as required by the legislation.

6. Where previous risk assessments have not been comprehensive, or have never taken place, the exercise will identify potential hazards and the risks they present so that effective action can be taken to control them before an incident takes place. The important point is to ensure that the hazards associated with ALL areas and activities have been assessed and are adequately controlled.

7. Risk assessment will assume a place in health and safety management that will be seen to be caring, cost-effective and central to the objective of the school's health and safety policy statement. In using the standard framework risk assessment forms you can help to ensure that risks can be addressed and, where necessary, safe systems of work created. The Health and Safety Committee and Facilities Manager are also available to assist. In the case of school trips, the Educational Trips Coordinator can assist.

8. The existence of an effective risk assessment procedure together with self-inspection is a prerequisite for the system of monitoring by proper safety audits. This task cannot be achieved instantly but will require persistence from a wide range of teaching/support staff.

9. When it comes to assessments previously carried out such as those under the COSHH Regulations it is not the intention that these should be repeated under this general assessment. Cross-reference and annual review will suffice.

10. We must assess not only the risks that our staff are exposed to, but also any person affected by our business. This includes pupils, parents, contractors e.g. caterers and window cleaners; visitors, people who let parts of the building and members of the public. We must assess both the risks that occur on a daily basis, and those that happen only occasionally, e.g. daily floor cleaning and occasional gutter cleaning or Speech Day.

11. As we employ contractors, e.g. caterers, grounds staff and window cleaners, we need to provide them with comprehensive information on the risks that they are exposed to by working on the premises and the measures that we need to take in order to ensure health and safety. A contractor may introduce new risks to our staff e.g. ground keeping equipment or cleaning chemicals, and we need to ensure that the contractors need to inform us about these risks so that effective and coordinated controls can be implemented.

### **Detailed Assessment of Risk**

12. When considering a new activity, firstly consult your Head of Department, Educational Visits Coordinator, Deputy Head or Facilities Manager. They may be able to help. Also look at the currently completed risk assessments to see if there are any areas already covered (see Shared Drive or the educational trip risk assessments kept at main reception). A list of the major existing risk assessments is on the Shared Drive. A blank copy of the educational visits risk assessment is kept on the shared drive – Trips Master – Trips Templates – Form 3. Where possible a detailed risk assessment should be undertaken using an existing format but you may also source risk assessments from professional providers for specialist activities (e.g. Quad biking).

13. If one is not available then ask the personnel identified in paragraph 12 for guidance and follow the guidance for the area identified, completing an appropriate form and saving it to the shared area. Any standard form must be personalised to your own particular need and context.

14. In completing a risk assessment you should:  
 Identify the likely hazard, any you can think of with your knowledge of the activity.  
 Identify the control measures to minimize the risk.  
 Use existing school systems to for actioning these measures. Date and initial your part in these actions.  
 All staff supervising an offsite trip must read and sign the risk assessment for that trip.  
 The trip leader must have this signed off by a member of the SLT, usually the Educational Visits Coordinator.  
 For obviously potentially hazardous activities, produce safe systems of work for specific hazardous activities, such as DT or Rock Climbing.

15. All completed risk assessments should be placed on the Shared Drive under the appropriate folder in the Risk Assessment area. In addition, hard copies should be printed off and signed, retained by the individual/department undertaking the activity. Educational trips risk assessments should also be kept at reception along with a register of staff and pupils going offsite.

## Review of Risk Assessments

16. Risk Assessments are not a once-and-for-all activity; they should be 'living documents' that are reviewed and amended if necessary:

After an accident, incident or significant near miss

After any significant changes have been made, e.g. change of staff, introduction of a new working method or piece of potentially hazardous equipment

Annually

Educational trips risk assessments have a section at the end for a review following the trip and to ensure that best practice can be followed.

17. The review should be conducted by the person/people responsible for the activity, area.

## APPENDIX 1

### **Risk Assessment (General Guidance)**

This is a careful examination of the risks association with both working practices and pupil activities.

A hazard is anything that may cause harm.

A risk is a chance, great or small, that someone will be harmed by a hazard.

The aim is to make sure that no one becomes ill or gets hurt. There are five steps to achieve this:

Look for hazards.

Look at what may cause harm as a result of an activity.

Decide who might be harmed and how.

Look at who may be affected by the work activity and how they may be affected; this may include members of the public, students, visitors, contractors and maintenance personnel.

Assess the risks and take appropriate actions.

If you find a hazard that may be a risk you will need to decide what steps have to be taken to eliminate or reduce those risks as is reasonably practical. What needs to be done depends on whether the hazard is low risk or high risk. You can determine this by looking at what type of injury may occur and how often it may happen (use the tables and guidance provided). It may be possible to remove the hazard altogether or to take steps to reduce this risk to an acceptable level. If there is no risk present, then you do not need to take any action.

Record the findings.

You will need to write down the more significant hazards and record the most important conclusions. The following need to be shown:

A proper check was made;

Those who might be affected were consulted;

All the obvious significant hazards were dealt with and an account was taken of the number of people who could be involved;

The precautions are reasonable and the remaining risk is low.

Review the assessment from time to time and revise if necessary.

It is important that you check the risk assessment, especially if there is a change in the working procedures. You will need to ensure that the assessment takes into account the

new hazards, which may cause harm to the health and safety of pupils and staff, or other people who may be affected by the change in working conditions.

## APPENDIX 2

### GENERAL RISK ASSESSMENT

All employers must conduct a risk assessment for their areas of work and duties, identifying potential hazards to be managed and made safe.

In red below is a sample entry for a common hazard to illustrate what is expected. You may find example risk assessments a useful guide at <http://www.hse.gov.uk/risk/casestudies> .

Name:

Location /Context:

Date of risk assessment:

What are the hazards?	Who might be harmed and how?	What are you already doing?	Do you need to do anything else to control this risk?	Action by who?	Action by when?	Done
Slips and trips	Staff and visitors may be injured if they trip over objects, wires or slip on spillages.	General good housekeeping is carried out. All areas well lit, including stairs. No trailing leads or cables. Staff keep work areas clear, eg no boxes left in walkways, deliveries stored immediately.	Better housekeeping in staff kitchen needed, eg on spills.  Arrange for loose carpet tile on second floor to be repaired/replaced.	All staff, supervisor to monitor Manager	From now on  xx/xx/xx	xx/xx/x x  xx/xx/x x



						*Hint, tab here for new row*
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You should review your risk assessment at least once a year OR if you think it might no longer be valid (eg following an accident in the workplace or if there are any significant changes to hazards, such as new work equipment or work activities). The risk assessment should be kept in you work area and a copy with the Facilities Manager.

**Appendix 2b : Risk Assessment Form - Example 2**

Company Name: Global Education Management Systems (GEMS)			Risk Assessment Reference No:			
Activity or Area Being Assessed:			Location:			
Hazards <sup>1</sup>	Persons at Risk	Risk Rating <sup>2</sup>			Existing Control Measures in Place	Further Action Required to Reduce Risk
		S	P	R		
Date:	Assessor's Name:	Assessors Signature:			Review Period:	


1 If manual handling or use of hazardous substances are identified as a hazard, separate Manual Handling/COSHH Assessments should be completed

2 Risk Rating S = Severity, P = Probability, R = Overall Risk Rating

Severity

- 5 Fatal Loss of Life or, total system loss.
- 4 Major Serious injury or illness absence from work over 3 days, major damage or environmental impact
- 3 Notifiable Loss time injury or illness absence from work up to 3 days, damage or environmental impact
- 2 Minor First Aid accident, damage requiring minor repair
- 1 Negligible Very minor of little consequence.

APPENDIX 3

CLASSROOM RISK ASSESSMENT		 <b>SHERFIELD</b> SCHOOL	
PART A. ASSESSMENT DETAILS:			
Area/task/activity: General classroom			
Location of activity: Classroom			
ROOM NUMBER		Name of Person(s) undertaking Assessment:	
		Signature(s):	
Line manager/Head Teacher (Name & Title):		Date of Assessment:	
Signature:		Planned Review Date:	

/Part B

PART B1. HAZARD IDENTIFICATION AND CONTROL MEASURES:					
Step 1 Identify significant hazards		Step 2 Identify who might be harmed and how		Step 3 identify precautionary measures already in place	
List of significant hazards (something with the potential to cause harm)	Who might Be harmed?	Type of harm	Existing controls (Actions already taken to control the risk)	✓ OR X	
Slips and trips	Staff, pupils and visitors	Anything from minor sprain to major injuries and breaks	General housekeeping is undertaken; Rooms are adequately lit; Changes in flooring level are clearly highlighted to _____ OR prevent trips; Trailing leads or cables are moved or protected; Everyone is instructed to work areas clear, e.g. no school bags left in walk ways; Everyone is instructed to mop up or report spillages; Floors are maintained in good condition; Furniture is checked for defects weekly; Workplace inspections completed regularly.		
Falls	Anyone in the classroom could be affected.	Minor to major injuries and breaks	Appropriate step stool is available for use if necessary; Small portable stepladders or 'elephant's foot' type steps are provided; Ladder / stepladder checklist is completed; Ladders and stepladders are numbered and inspected annually; All windows above the ground floor are fitted with opening restrictors.		
Computers and similar equipment	Staff, pupils and visitors	Posture problems and pain, discomfort or injuries. Headaches or sore eyes	Workstations have been assessed and necessary control measures introduced; Information and training are provided;		

			<p>Assessment is reviewed when the user or equipment changes;  Work is planned to include change of activity or regular breaks if necessary;  Eye tests are provided for teachers who are display screen equipment users,  Pupils are advised about good practice in their use of computers, e.g. adjusting the workstation to suit the user.</p>	
Other work Equipment	Staff or pupils and visitors.	electrical shocks or burns, entrapment	<p>All new equipment is checked before first use to ensure there are no obvious accessible dangerous moving parts;  Equipment is sited to avoid causing additional hazards;  Staff are trained in use of equipment where necessary and instruct pupils who use equipment how to use it properly;  Staff are instructed not to attempt self-repair on electrical equipment;  Staff are encouraged to spot and report any defective plugs, discolored sockets or damaged cables/equipment;  Defective equipment is taken out of use and is promptly replaced;  Annual PAT Testing of electrical equipment is undertaken.</p>	
Well-being in the classroom	Employees	Relationship problems, ill health, absence from work	<p>Senior colleagues talk to staff about any problems with their work and take action where needed;  Change is well managed and staff are consulted;  School can demonstrate that a clear positive behavior policy is in place on general discipline and behavior in the classroom;  Staff Team building events &amp; socials;  School have Stress policy in place.</p>	
Hazardous substances	Staff or pupils and visitors.	Chemical burns or poisoning	<p>Clear instructions are available for each hazardous substance in use;  CLEAPS guidance used in school;  For classrooms where hazardous materials or substances are used by pupils, e.g. in certain art lessons casting plaster, paints or glues, a risk assessment has been developed and used;  Full COSHH Assessments have been completed within school for any hazardous substances;  Alternatives products are sought which are non-hazardous.</p>	

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T. If it fully applies, please sign below.

I certify that the risk assessment above fully applies to the Classroom assessment in ROOM..... :

Name: \_\_\_\_\_

Risk Assessor \_\_\_\_\_

PART B2. HAZARD IDENTIFICATION AND CONTROL MEASURES:			
Further significant hazards	Who might be harmed?	Type of harm	Existing controls (Actions already taken to control the risk)

If the control measures described are not in operation and further action is required or there are further local significant hazards please record these here, transfer any actions required to the below chart and facilities help desk

PART C: ACTION PLAN Step 4 Further action / controls required						
Hazard	Action required	Person(s) to undertake action?	Priority	Projected time scale	Notes / comments	Date completed