Rook’s Nest Academy
Risk Assessment Policy

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School Vision:

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.

FIVE STEPS TO RISK ASSESSMENT STEP 1 – 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.

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.

Very High	Unacceptable risk – immediate action required. **DO NOT CARRY OUT ACTIVITY**. Iidentify further controls to reduce the risk rating to medium if activity is to continue.
High	Risk reduction required – high priority May only take place if good control measures can be implemented. Ensure a risk assessment is undertaken and cleared by Risk Assessment coordinator (HT) before this takes place
Medium	Medium risk – action required if practicable. If it is not possible to lower the risk further, you will need to consider the risk against the benefit, so far as is reasonably practical. Risk assessment necessary and must be checked by coordinator.
Low	Low risk – no further action required

For Very High, High and Medium risk activities supplementary risk assessments must be filled out

Very High - **Unacceptable risk - immediate action required**

DO NOT CARRY OUT ACTIVITY

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 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 Risk – low priority - further risk reduction

Aim for further risk reduction if practicable may not be feasible or cost effective.

Very 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.

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.

Any lesson with a medium risk assessment will have a suitable risk assessment signed off by the coordinator.

Any lesson with a high-risk assessment will be adapted and controls taken to minimise the risk to a medium risk, whereupon a risk assessment will be undertaken. **No High-risk activities in lessons will take place.**

FURTHER GUIDANCE

If you require any further assistance with completing risk assessments contact the risk assessment coordinator – Mr Craig Milfull (Deputy Headteacher)

Subject specific guidance can be found at: *Science and Technology* http://www.ase.org.uk/

Be Safe! Health and Safety in primary science and technology.

Art

National Society for Education in Art & Design (NSEAD) http://www.nsead.org/

Physical Education

Safe Practice in Physical Education and School Sport' BAALPE / afPE

http://www.afpe.org.uk/

Offsite Visits - see Educational Trips and Visits Policy and paperwork

DATE OF REVIEW:

REVIEWED BY:

COMMENTS:

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