



16 - RISK ASSESSMENT POLICY

Date	October 2019
Review Date	October 2020
Custodian	Bursar

This policy has been drawn up with regard to the following:

- A. ISI Comment of Regulatory Requirements, September 2017
- B. OFSTED Factsheet - Requirements for risk assessments
- C. Charities and Risk management
- D. IOSH – Managing Safely.

Amendments

Amendment	Date	Description
1	June 13	Minor amendments and addition of General Risk Assessment Performa
2	Sept 15	Annual Review
3	Sept 16	Annual Review
4	Sept 17	Annual Review
5	Oct 18	Annual Review
6	Oct 19	Annual Review

1. Mission and Vision

To unlock and develop the confidence and individual talents of each child.

- a. To nurture every pupil, enabling them to be resilient and build self-worth, through the widest variety of opportunities.
- b. To provide our pupils with an engaging, collaborative and progressive teaching and learning community based on mutual respect, an understanding of individual needs and the willingness to rise to challenge.
- c. To ensure both day and boarding pupils are well prepared within the context of a character and values education for their next school and adult lives in a fast-moving and challenging globalised world.

2. Introduction

Reference A requires a Risk Assessment Policy. All independent schools are legally required to have risk assessments in place to cover a great many of their activities, including the many educational visits and trips that are made by their pupils. Schools are required by law to assess the risks to their employees and to pupils, Governors, contractors and visitors who could be affected by their activities. Risk assessments are systematic with a view to promoting children's welfare. Particular attention should be paid to key areas of risk such as supervision and school trips. The standard required is met if:

- a. The welfare of pupils is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
- b. Schools must be able to provide evidence of the actions they are taking or have taken to reduce risks identified.

3. Contents of the Policy

This policy is a practical guide to the process of conducting a risk assessment, who is responsible for completing them and who records them once complete. This policy should be read in conjunction with Policy 11 – Health, Safety and Welfare.

- a. Employees are given a basic understanding of the general principles of conducting risk assessments as part of their induction training.
- b. Refresher training will be required at regular intervals, particularly for staff who work with chemicals.
- c. Accurate record keeping of training and safety, and maintenance checks form an important part of the process.
- d. Similarly, time and effort needs to be spent by teaching and pastoral staff in ensuring that all pupils develop a basic understanding of risk and the need to stay safe.

4. Role of the Health and Safety Committee

The Health and Safety Committee is the main forum within the school for discussing and for monitoring risk. Risk assessments are a standing agenda item at those meetings. The Bursar, who is the Health and Safety Officer, is responsible for monitoring compliance and for liaising with the local police, the fire service, insurance and security advisors in pursuit of risk reduction and for reporting back to the Senior Leadership Team and the Governing Body.

5. What is a Risk Assessment?

A risk assessment can be defined as "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." (IOSH May 2010). Risk assessments can be used to identify the potential hazards to people (slipping, falling), property (fire), strategic (reputation, loss of pupils, impact on development), financial (falling pupil rolls), compliance (child protection issues) and environmental (asbestos, legionella).

- a. A hazard is something with the potential to cause harm.
- b. A risk is an evaluation of the probability or likelihood of the hazard occurring.
- c. A risk assessment is the resulting assessment of the severity of the outcome e.g. loss of life, destruction of property.

6. Risk Control Measures.

Risk control measures are the measures and procedures that are put in place in order to minimise the consequences of unfettered risk e.g. staff training, clear work procedures, preliminary visits, warning signs, barriers and insurance.

7. Why have risk assessments?

Risk assessments are a legal requirement but they are also a logical course of action. By focussing on prevention – as opposed to reacting when things go wrong – it is possible to prevent accidents and injuries that could ruin lives, damage reputations and cost money. Preventative measures are often simple and cost effective, such as the application of hazard warning tape to a trip hazard, or ensuring that chemicals are properly stored in locked containers.

8. What areas require risk assessments?

There are numerous activities carried out at School, each of which requires its own separate risk assessment. The most important of these cover:

Fire safety, procedures and risk assessments.

Educational visits and trips

Risk assessments are also needed for many other areas, including:

Educational activity

Science

Design and technology

Food Technology

Sport and PE activity

Art and Textiles

Music (including minimising the risk of hearing loss to staff)

Drama (including the theatre back stage, props room and lighting box)

9. Who should conduct a Risk Assessment and When?

All staff are required to conduct Risk Assessments for activities within their area of responsibility. Many standard Risk Assessments are completed and reviewed on an annual basis over the summer holidays. A number of one-off Risk Assessments are conducted for events such as Bonfire night, trips, parachute displays and so on.

10. Who records Risk Assessments?

All completed Risk Assessments are to be forwarded to Admin Support for collation and filing.

11. Conducting a Risk Assessment.

There are several possible techniques for assessing risk. The Science Department, Design and Technology and Art Departments follow the CLEAPPS guidelines for identifying risk and use their associated model risk assessments. All other departments use the 6-step system described in this Policy whereby a risk is identified, the severity of that risk is determined and the likelihood of that risk occurring is assessed on a numerical scale. This then determines the risk level and actions that may need to be taken to reduce that risk. It is not adequate to simply identify a risk, the risk has to be quantified and an attempt made to mitigate it in a risk assessment.

- a. **Step 1 - List the Tasks/Activities.** List the activities, the equipment or substances to be used and the locations.
- b. **Step 2 - Identify the Hazard.** Consider slips/trips, falls, fire, falling from height, electrocution, noise, gas, machinery/equipment, strategic (reputation, loss of pupils), financial (falling pupil rolls), compliance (child protection) and environmental (asbestos, legionella) to decide who might be harmed and how.
- c. **Step 3 - Assess the Risk Rating.** Consider how likely it is that each hazard could cause harm. This will determine whether or not action needs to be taken to reduce the risk. Even after all precautions have been taken, some risk usually remains. A decision is then made to determine whether this remaining risk for each hazard is high, medium or low. The risk should be evaluated by assessing the Likelihood and Consequence of a risk and then multiplying the assessed values together to give an initial risk rating.

Likelihood of risk

- 1 = **Improbable.** Very unlikely to happen at all
- 2 = **Unlikely.** Though conceivable
- 3 = **Possible.** Might occur sometimes
- 4 = **Probable.** Highly likely to occur
- 5 = **Very likely.** Will almost certainly happen

Consequence of risk

- 1 = **Insignificant.** No injury or illness
- 2 = **Minor.** Minor injury (e.g. cut or scratches) or illness
- 3 = **Moderate.** Injury or illness (e.g. requiring a visit to doctor)
- 4 = **Major.** Serious injury/ long-term illness

5 = **Catastrophic**. Fatal injury / permanent disability

Initial risk rating

1-4 = Very Low or trivial risk. No further action required

5-9 = Low Risk. Low priority but keep possible action in mind.

10-15 = Moderate. Tighten up controls & introduce reduction measures

16-20 = High risk activity. Take action straight away to control risk

16-25 = Extreme risk. Do NOT undertake anything with this risk level

d. **Step 4 - Apply Risk Control Measures.** The best way of controlling the risk is to eliminate the risk altogether, this is not always possible. Thereafter you should follow the list below in order to reduce the risk in a logical fashion:

1. **Eliminate the hazard** – most effective risk control method
2. **Reduce the hazard** – perhaps substitute with a less hazardous solution
3. **Prevent people coming into contact with the hazard** – for example putting distance between people and the hazard
4. **Safe systems of work set in place** – procedures, permits, safety rules that need to be put in place to reduce the risk
5. **Personal Protective Equipment** – for example crash helmets, gloves, goggles

e. **Step 5 - Rescore the Hazard Risk and Assess Residual Risk Rating for that activity/event.** Once you have applied the risk control measure, then you need to re-score the residual risk.

f. **Step 6 – Record your findings and be prepared to revise if necessary.** Once the Risk Assessment is complete you need to record your findings on the School's RA matrix (see Annex below).

12. Review of Risk Assessments.

All risk assessments are regularly reviewed. Risk assessments are also reviewed and recorded when major structural work is planned, or in the event of an accident. The school's arrangements for the management of health and safety describes the arrangements for regular health and safety audits of the fabric of the school, its plant, machinery and equipment, together with its arrangements for auditing the catering and cleaning functions and for water sampling.

13. Swanbourne House School Forms.

The School uses the attached format which has been approved by the HSE for Risk assessments - Form RA 001 – General Risk Assessment



SWANBOURNE HOUSE SCHOOL GENERAL RISK ASSESSMENT (RA)

FORM RA001

BEFORE STARTING PLEASE READ POLICY 16 – GUIDANCE NOTES FOR RISK ASSESSMENTS

Step 1 – List the work tasks/activities; activities, equipment used, substances, locations

Step 2 – Identify the Hazards; consider slips/trips, falls, fire, falling from height, electrocution, noise, gas, machinery/equipment, strategic (reputation, loss of pupils), financial (falling pupil rolls), compliance (child protection) and environmental (asbestos, legionella) to decide who might be harmed and how

Step 3 – Assess and evaluate the Risk Rating; Likelihood x Consequences

Step 4 – Apply Risk Control Measures;

1. Eliminate the hazard – most effective risk control method
2. Reduce the hazard – perhaps substitute with a less hazardous solution
3. Prevent people coming into contact with the hazard – for example putting distance between people and the hazard
4. Safe systems of work – procedures, permits, safety rules that need to be put in place
5. Personal Protective Equipment – for example crash helmets, gloves, goggles

Step 5 – Rescore the Hazard Risk and Assess Residual Risk Rating for that activity/event

Step 6 – Record your findings and be prepared to revise if necessary

Hazard Risk Scoring (columns (c) & (e) below). Use the matrix to score the hazard risk.

Consequence		Consequence x Likelihood					
Catastrophic	Death/permanent disability	5	5	10	15	20	25
Major	Serious injury/long term illness	4	4	8	12	16	20
Moderate	Injury or illness (e.g. doctor)	3	3	6	9	12	15
Minor	Minor injury, needs 1 st aid	2	2	4	6	8	10
Insignificant	No injury or illness	1	1	2	3	4	5
		1	2	3	4	5	
		Improbable	Unlikely	Possible	Probable	Very Likely	
		Likelihood					

Score	Risk Rating
21-25	Extreme – Unacceptable, stop activity/event
16-20	High – Unacceptable, improve risk control & rescore
10-15	Moderate – Concern, reconsider risk control measures
5-9	Low – Adequate, improve at next review
1-4	Very Low – Acceptable, no further action

* Delete as required



SWANBOURNE HOUSE SCHOOL GENERAL RISK ASSESSMENT (RA)

FORM RA001

HAZARD	-	An activity where there is potential for harm to be caused
RISK	-	An evaluation of the probability or likelihood of the hazard occurring
RISK ASSESSMENT	-	An assessment of the severity of the potential outcome

Location/Event:

Date:

Review Period: 1 year / 6 months / other*

Assessor:

RA No:

Date of next Review:

Hazards Identified	Persons at Risk (please tick)	Initial Risk Rating (E, H, M, L, VL)	Risk Control Measures	Residual Risk Rating (E, H, M, L, VL)	Additional actions required to further reduce the risk
(a)	(b)	(c)	(d)	(e)	(f)
	Staff - Pupils - Parents - Visitors -				
	Staff - Pupils - Parents - Visitors -				
	Staff - Pupils - Parents - Visitors -				

Continue as required

* Delete as required



**SWANBOURNE HOUSE SCHOOL
GENERAL RISK ASSESSMENT (RA)**

FORM RA001

Action required (note any temporary action / control measures required):	Action Review Date	Action Completed (Name and title) / Date
Further actions that may require longer term consideration:	Action Review Date	Action Completed (Name and title) / Date
If any issues are outstanding from the 'Action Review' date, detail the reasons:		

* Delete as required