

# SWANBOURNE HOUSE

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THE *Stowe*  
GROUP



## 16A Risk Assessment Policy

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Date	January 2022
Review Date	January 2023
Custodian	Director of Operations
Version	1.0

### 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
All	Jan 2022	Full review and adopting the Stowe policy


## 1. Introduction

Documented Risk Assessments are a requirement under the Management of Health and Safety at Work Regulations 1999. The School is required to assess the risks to the health and safety of workers and any others who may be affected by the work carried out for the purpose of identifying measures needing to be taken to comply with other legislation. Carrying out these written assessments will help to identify all the protective and preventive measures that must be taken to comply with the Regulations.

It is the responsibility of Heads of Department and Departmental Line Managers to ensure that risk assessments are in place for their areas/all activities/departments. They can complete the assessments themselves, or instruct other staff to undertake them.

The School will follow the Health and Safety Executive's 5 stage approach to Risk Assessments:

- Step 1 – Identify the hazards.
- Step 2 – Identify who might be harmed and degree of severity.
- Step 3 – Evaluate the risks and decide on precautions.
- Step 4 – Record and implement findings.
- Step 5 – Review assessment and update if necessary.

Copies of risk assessments should be in date and signed by the Assessor producing them. There should also be evidence that the responsible person undertaking the tasks has read and understood them. These should be held in the area of work, with copies shared with the Director of Support Services, ensuring they are available for inspection by the HSE, Governing Body and the outside Inspectorates as required. They will also be internally audited by the Group Health, Safety and Compliance Manager during departmental audits.

Risk assessments should be reviewed and revised:-

- Annually (or biannually if the risk is deemed to be low).
- When there is reason to suspect the assessment is no longer valid. This may become apparent through accidents and near misses, safety complaints, ill-health trends, or the employer may become aware that a relevant piece of legislation has fallen out of date.
- When there has been a significant change in the matters to which the assessment relates, such as the introduction of new work equipment, changes in management/personnel, new markets or applications for the School's products, cutbacks in training etc.

All significant findings should be recorded and brought to the attention of relevant personnel, with signatures provided as evidence that the information has been read and received by those undertaking the tasks. The School's Risk Assessment template at Appendix A gives further guidance.

Specific Risk Assessments, which the School must have in place under current regulations are:-

- Fire Risk (Individual buildings)
- Young workers employed by the School/work experience
- New and expectant mothers
- Control Of Substances Hazardous to Health (COSHH)
- Asbestos
- Working with Lead Based Products

- Lone working
- Workplace equipment (individual equipment where required for example in Design Workshops)
- Confined space

All the above have specific templates that will assist in the completion of the task; these are available from, and should be shared with, the Director of Support Services and/or the Group Health, Safety and Compliance Manager.

### Safeguarding

All risk assessments undertaken for School activities must include a section to cover the risk to pupils in relation to Safeguarding. The control measures must cover how the pupils are protected for that specific activity or task. The document must record control measures including staff training, DBS clearance checks, accommodation and welfare facilities (including accommodation during an off site visit), security arrangements and lone working with pupils.

## 2. Other Types of Risk Assessment

**Generic Risk Assessments** are acceptable where activities/processes/operations are consistent across the workplace. However, these **must** be adapted, as appropriate, to consider particular individuals and specific issues relating to the environment at Stowe or the area where the activity is taking place. They should also be signed and dated to confirm that all staff have been made aware of the contents. They must be subject to regular review.

**Specific Assessments** may be produced using a generic template, but are in place for one dedicated task or event. Other assessments may be referenced in the specific assessment and will have very prescriptive controls for the individual or task, for example a one off trip, a 'return to work' assessment or functions such as a wedding, or external letting.

**Dynamic Risk Assessments** are constant, on the spot assessments of the situation/task that are not written down. These should not be relied on completely for a task/activity, as there is no written evidence of the control measures in place. Dynamic risk assessments will not be accepted by the HSE or the School's Insurance provider in any accident investigation. However they can be noted in a full Risk Assessment as an ongoing assessment of the risk.

As part of the measures for the control of contractors on site, risk assessments and, where applicable, method statements (RAMS) must be obtained and in place before the contracted task is undertaken. It is the responsibility of the Head of Department/Head of Estates instigating and overseeing the contracted works to obtain these and share them with the Group Health, Safety and Compliance Manager.

External clubs and users of the School facilities will also be asked to submit their own risk assessments. It is the responsibility of Stowe Enterprises Limited to obtain these as part of the contract process. In turn and on request any risk assessments relating to the environment being shared by all which have been produced by the School, will be shared.

Evidence of risk assessments (hard copies or electronic) must be held by the departments for a minimum of 3 years. This will allow them to be obtained or referred to if required for insurance purposes.

## 3. Guidelines for Written Risk Assessment

### DEFINITIONS:

- |               |   |  |
|---------------|---|--|
| <b>HAZARD</b> | – | Something with the potential to cause harm             |
| <b>RISK</b>   | – | The likelihood of harm being realised and its severity |

### 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.

**List the Tasks/Activities.** List the activities, the equipment or substances to be used and the, locations.

a.

**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.

b.

**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

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

## Consequence of risk

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- |   |   |
|---|---|
| 1 | = <b>Insignificant.</b> No injury or illness                            |
| 2 | = <b>Minor.</b> Minor injury (e.g. cut or scratches) or illness         |
| 3 | = <b>Moderate.</b> Injury or illness (e.g. requiring a visit to doctor) |
| 4 | = <b>Major.</b> Serious injury/ long-term illness                       |
| 5 | = <b>Catastrophic.</b> Fatal injury / permanent disability              |

## Initial risk rating

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- |  |   |     |
|--|---|-----|
| 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  |     |

**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** – this is the last line of control, for example crash helmets, gloves, goggles

**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 rescore the residual risk.

**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).

**The completed assessments should be signed and dated by the Assessor completing them.**

#### **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.

#### **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

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

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**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						Score	Risk Rating
Catastrophic	Death/permanent disability	5	5	10	15	20	25	21-25	Extreme – Unacceptable, stop activity/event
Major	Serious injury/long term illness	4	4	8	12	16	20	16-20	High – Unacceptable, improve risk control & rescore
Moderate	Injury or illness (e.g. doctor)	3	3	6	9	12	15	10-15	Moderate – Concern, reconsider risk control measures
Minor	Minor injury, needs 1 <sup>st</sup> aid	2	2	4	6	8	10	5-9	Low – Adequate, improve at next review
Insignificant	No injury or illness	1	1	2	3	4	5	1-4	Very Low – Acceptable, no further action
		1	2	3	4	5			
		Improbable	Unlikely	Possible	Probable	Very Likely			
		Likelihood							





Continue as required


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Appendix A

**Swanbourne House School Risk Assessment****RISK ASSESSMENT For:**

**Commented [RD1]:** I would like to use our form and keep the matrix simple to H/M/L

Date of Assessment: ..... Date of Review: .....(Annually or sooner if risk/hazards are significantly changed)

Activity/ Process/ Operation	What are the Hazards to Health and Safety?	What Risks do they pose and to whom?	Risk Level H/M/L	What existing control measures are in place to reduce the risk?	Risk Level Achieved H/M/L	What further action / control measures are still required to reduce the risk	Date to complete further action:
				•		•	
				•		•	
				•		•	
				•		•	
				•		•	
				•		•	
<b><u>Names of Persons involved in the Activity/Process/Operation</u></b>				<b><u>Signature/Date</u></b>			
<b><u>Assessor</u></b>				<b><u>Signature/Date</u></b>			