



# STREATHAM & CLAPHAM HIGH SCHOOL

## RISK ASSESSMENT GUIDANCE

<b>Person(s) responsible for this policy</b>		<b>DFO, Estates Bursar</b>	
<b>Last review by</b>	<b>Alison Bullock</b>	<b>Review date</b>	<b>September 2023</b>
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### RISK MANAGEMENT AND RISK ASSESSMENT POLICY TO SUPPORT CHILD PROTECTION AND SAFEGUARDING

#### Objectives

- To ensure that major risks are identified and managed as part of an overarching policy with a view to promoting children's welfare
- To meet the ISSR requirement for a written risk assessment policy to be in place and to meet the requirement for leadership in and management of schools
- To ensure that suitable and sufficient risk assessments are undertaken for activities where there is likely to be significant risk including school trips
- That identified control measures are implemented to control risk so far as reasonably practicable
- That those affected by school activities have received suitable information on what to do
- That the risk management strategy and risk assessments are recorded and reviewed when appropriate
- To identify those in the school responsible for conducting risk assessment and monitoring its implementation

#### Guidance

The Head and GDST will be responsible for the overarching risk management policy of the school. The overall strategy will be formally reviewed on an annual basis. Schools are complex places, and a significant number of risks exist including:

- the site;
- curricular and pupil activities including school trips and educational visits;
- employee activities;
- foreseeable emergencies;
- hazardous equipment, chemicals and substances;
- people who need extra care
- events.
- Transport
- trips

The key risk areas may be broken down further to include:

- a) pupil supervision (including safeguarding and welfare requirements);
- b) management of ALL visitors on school premises.
- c) fire and emergencies.
- d) traffic and pedestrian interaction on site.
- e) the suitability of staff to undertake designated roles and checks to ensure that they are suitable including staff not employed by the school who work with pupils on another site.
- f) local area dynamics

Risk areas which are not directly related to health and safety are:

- a) business continuity and stability.
- b) Safer recruitment procedures including governing body oversight.
- c) reputational.
- d) terrorism, including the prevention of fundamentalism and extremism.
- e) pupil wellbeing; and
- f) security, including in EYFS areas, external areas, local neighbourhood, and lockdown training.

### **Responsibilities**

DFO / Health & Safety Co-ordinator will be responsible for the implementation of the risk assessment policy. This guidance is applicable to general risk assessment. Where specialist skills are required, e.g., asbestos, fire, water quality and hazardous substances, the GDST engage specialist consultants to complete risk assessments.

The people who 'own' the risk will be responsible for undertaking risk assessments. This means Heads of Department are responsible for completing and regularly reviewing the risk assessments for all the areas, activities, and people that they are responsible for.

Catering contractors are checked to ensure they have all allergen training up to date and are regularly audited. DFO to check. All staff that handle food need to have Navitas training

It is good practice for all the relevant staff in the department to be involved with completing and reviewing the risk assessments as they will have useful information about how the tasks or activities happen in practice, what can (and sometimes does) go wrong, and they are the people who will implement the controls.

For all other activities or areas of risk, as identified in the *areas of key risk* above, the person who is responsible for the activity will complete the risk assessment. For co-curricular and trips this will be the lead teacher. For other activities such as traffic management, visitor management, supervision of pupils, and emergencies it will be the Estates Bursar, DFO, or another senior member of the Leadership team.

### **Training**

All staff will receive guidance on risk assessment as part of their induction. This will be refreshed on an annual basis. Risk assessment training will be provided on specific areas where identified by the DFO / Health & Safety Co-ordinator using a combination of central and external training

The school adopts the CLEAPSS Advisory Service model risk assessments for lessons in Science and Design & Technology.

## Completing Risk assessments

Risk assessments are required by the Management of Health and Safety at Work Regulations 1999. They must be 'suitable and sufficient', i.e., they should show that:

- A proper check was made.
- All the people who could be affected were considered.
- All the obvious, significant hazards and risks were considered.
- The precautions are reasonable, and the remaining risk is low; and
- The relevant staff were included in the process.

There are three main types of risk assessment:

- a) Risk assessments required by specific legislation such as the Fire Safety Order, the Control of Substances Hazardous to Health Regulations, or the Work at Heights Regulations. More information can be found on the GDST Hub.
- b) Area/activity risk assessments such as classrooms, laboratories or offices and sports activities, educational visits, trips and drama productions; and
- c) Individual (personal) risk assessments triggered by a specific event such as a member of staff announcing she is pregnant, or if an individual pupil or member of staff has special needs relating to H&S e.g. as a result of a disability or illness.

Risk assessment is a natural process which is used all the time, at work and elsewhere. The GDST have adopted the 'five steps to risk assessment' approach. The following guidance breaks these steps down even further to give a fuller explanation.

### 1. Set the limits

First, set the limits of the risk assessment. What is being assessed? If it is an area, define it, e.g., 'sports hall and associated changing rooms and storerooms'. If it is a task, where does it start and finish? Take the example of putting up a display. The task starts when the teacher goes to fetch the steps and finishes when s/he has put them away again.

### 2. Identify the hazards

The next step is to identify the HAZARDS in the task being assessed. A hazard is something with the potential to cause harm to people, or damage property, reputation, or less tangible assets such as course work. It may not be very likely to do so, but that will be revealed in step 6. If a hazard exists, and it is not trivial, it needs to be identified and recorded.

Where relevant hazards should be described more specifically, so that the risk assessment is more informative to third parties looking at it. For instance, in an Art room slipping hazards could include:

- Slipping on wet floors by the external entrance door
- Slipping on wet floors by the sinks
- Slipping on spilt art materials such as paint or clay
- Slipping on wet floors after cleaning

Taking the example of a teacher putting up a display, the following hazards can be identified:

- Falls from height (using the stepladder)
- Manual handling (carrying the stepladder and items to be displayed)
- Work equipment (e.g., staple gun)

- Impact injury (objects, e.g., hammers / staple guns falling onto people assisting the task from below, or person climbing ladder bumping against ceiling door frames etc)

### 3. Identify the risk

Using the example of a teacher putting up a display, the risks are:

Serious injury - broken bones, concussion - from falling from the step ladder

Serious injury - back strain from poor manual handling techniques

Serious injury - inserting staple into body if staple gun used incorrectly or malfunctions

Serious injury - if objects such as hammers or staple guns fall from a height onto people assisting the task from below

### 4. Identify who is at risk / will be affected by the hazard

This is simple to determine. Remember that risks may be different for different groups of people - assess them separately if this is likely to be the case. For instance, the risk from a harmful chemical used in chemistry demonstration differs depending on whether you are the teacher doing the demo, or the pupil watching it.

Always identify any group or individual likely to be particularly affected by a risk, e.g. staff and pupils suffering from asthma might be more at risk from a harmful solvent than those that do not. Do not forget to think about visitors, contractors, and parents.

### 5. Assess the severity of the injury if the risk occurs

Take each hazard in turn. Consider the most-likely worst-case scenario outcome that could result from the identified hazard if an incident were to occur. This is the SEVERITY, consequence, or harm. Refer to the table below.

Catastrophic – 5	Multiple death
Major – 4	Single death, permanent disability, life altering injury
Moderate – 3	Broken bones, several days off work
Minor – 2	Basic first aid treatment required
Insignificant – 1	Minor scratch or bruise

### 6. Consider existing control measures

How each hazard is currently controlled needs to be considered in turn. In many cases there will be adequate controls in place, often arrived at over years of establishing good practice. The controls need to be listed in the 'Existing Control Measures' section of the assessment. It is important to make sure the control is relevant to the risk, and that it is practicable, achievable and reflects likely practice.

The controls might be a system, such as prohibiting people from doing something, or from using a piece of equipment (like a ladder or a dangerous piece of machinery). They might include having written instructions for a job or using protective equipment or making sure people have had particular training. They might be simple physical measures – like having window restrictors on a second storey classroom window. Particular control measures to be considered include:

- elimination
- substitution by something less hazardous
- guarding

- safe system of work (written procedures)
- supervision
- training
- information/instruction – signs, etc
- personal protective equipment
- asking for support

## 7. Assess the likelihood of the hazard occurring

Now determine how likely it is that an incident could occur (both expected outcome and worst-case scenario). It will be determined by several factors including:

- How hazard is controlled
- Who is exposed to hazard and for how long?
- Level of training and experience
- Age / maturity of those exposed to the hazard
- Understanding of the hazard by those exposed to it
- What protective measures are in place

Certainty – 5	Could happen at any time and on any day
Probable – 4	Could happen perhaps once a term
Likely – 3	Could happen perhaps once a year
Conceivable – 2	Might happen perhaps once in 5 years
Improbable – 1	Will probably never happen

## 8. Calculating the risk

To obtain the risk rating, multiply the severity by the likelihood.

$$\text{Risk} = \text{Severity} \times \text{Likelihood}$$

## 9. Acceptable, tolerable, action required, or activity prohibited

**Acceptable:** Risk is either no greater than everyday living or is deemed to be so minimal that management decide to accept the risk.

**Tolerable:** Risk has been reduced or controlled as far as is reasonably practicable given current technologies, best practices and resources. This does not negate the need to keep the risk under review and will require further action once developments allow. If Severity > Moderate, ensure contingency plans are in place.

**Action Required:** Risk should not be tolerated, and all reasonably practicable controls should be applied to reduce risk. (Risk score is probably 9 or more)

**Prohibitive:** Cease this activity or isolate risk area until substantial risk reduction is achieved.

## 10. Improvements/action required to make risk acceptable, tolerable

If you cannot conclude that you have taken all reasonably practicable control measures, then you must develop an action plan to implement further improvements. Even if the risk rating is low, consider

whether there are simple steps that can be taken to reduce it further.

If there are improvements to the way the risk is currently managed and the improvements are practicable, list them down in the 'Improvements / Actions' column on the Risk Assessment. The measures taken to manage a risk should always be proportionate to the risk.

(Risk pro-forma is attached as Appendix A)

The Health & Safety Co-ordinator will be responsible for the maintenance of risk assessment records.

### **Implementation: Who to tell**

If the risk assessment identifies significant risks which need specific action to control them, these must be brought to the attention of the affected people, e.g. staff, pupils or visitors. This could be in the form of a training session for staff, e.g. if a new piece of equipment is introduced; safety reminders at the beginning of a practical science lesson for pupils; or in a letter to parents prior to pupils going on a school trip or to an adventure activities centre.

**Review** Risk assessments are to be subject to review:

- When a change has been made to the activity
- After an accident, incident or significant near miss occurs
- When there is a change in the task or activity
- When there are changes to the type of people or new people involved in the activity
- When the activity involves new or altered equipment or is in a new or altered environment
- When there are changes to good practice
- When there are legislative changes
- Annually if for no other reason.

Risk assessment is a dynamic and an activity should be monitored and adjustments considered during the activity.

### **Record Retention**

There are no official requirements for the length of time records relating to risk assessments should be kept. However, it is recommended that records should be kept for three years at the very least, since this is the period in which a civil claim can be made by an employee following an incident. If health risks are involved, then the length of time may have to be much longer e.g., 40 years, as claims can be made within three years of the disease or ill health being diagnosed.

### **Authorisation**

All risk assessments should be authorised by someone with suitable and relevant experience and seniority. This will depend on the area being assessed but in practice this would be the Health & Safety Co-ordinator, DFO, Deputy Head (Pastoral) or the Head. Guidance would be sought from the GDST Health & Safety advisor as required.

