Risk Assessment Policy

This policy applies to:

All Staff including Early Years Foundation Stage

Person responsible for the policy:

HSE & Compliance Advisor

Review dates:

Last review Sept 2024

Next review Sept 2025

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FORWARD

The purpose of this policy is to promote and safeguard the safety, welfare, and health of all pupils, staff, visitors, clients, and members of the public and ensure compliance with the Management of Health and Safety at Work Regulations 1999. Separate risk assessments for school trips are undertaken in accordance with section 3.

1.1 DEFINITIONS

A risk assessment is a careful examination of what could cause harm to people and a list of control measures put in place to reduce the likelihood of harm occurring. The objective is to manage and reduce significant risks rather that eliminate trivial or insignificant risks that are inherent in everyday life.

A *hazard* is something with the potential to cause harm.

Risk is the chance, high or low, that somebody could be harmed by a hazard combined with the severity of the potential harm.

1.2 TRAINING

Risk assessment training is provided by the HSE & Compliance Advisor and is delivered as part of INSED sessions and during new staff induction. If staff are unsure of the risk assessment process, they should contact the HSE & Compliance Advisor.

2. RISK ASSESSMENTS FOR ACTIVITIES OR AREAS WITHIN THE BOUNDARY OF THE CAMPUS

Risk Assessments in this category are to be completed on the Risk Assessment Form in Appendix 1 and forwarded to the HSE & Compliance Advisor for review and authorisation.

Risk assessments will be undertaken for all activities and areas that present an inherent or significant risk to pupils, members of staff and visitors. Risk Assessments will normally be undertaken by the HoMMs, Heads of Departments, Teachers, Line Advisors and Supervisors with the support and input of the HSE & Compliance Advisor, however others may be required to undertake this task. All findings will be given a timescale and a person responsible for completing the action. Hazards representing imminent danger are to be made safe immediately if possible or reported to a line Advisor or other senior person immediately.

2.1 STEP 1 – WHAT ARE THE HAZARDS

When examining the activity or location consider the day-to-day activities and the unusual activities, such as clearing blockages and access to rarely used doorways. Walk around the area and look at what could reasonably be expected to cause harm. Ask those who work in the area what they consider hazardous as they may have noticed things that are not immediately obvious to you.

Ask the HSE & Compliance Advisor for input and guidance and visit the HSE website (www.hse.gov.uk) to view their publications and guidance.

Check manufacturers' instructions or data sheets for chemicals and equipment.

Check the accident and ill-health records as there may be trends and other hazards identified. Also consider long-term hazards to health, such as high levels of noise, exposure to asbestos fibres or dust as well as immediate hazards such as damaged flooring. Points to consider when identifying hazards include, but are not limited to:

Activity/equipment	Points to consider
Slips & Trips	Storage of bags, trailing cables, condition of floor, steps, and ground surfaces, clearing spillages, poor lighting.
Working at height	Opening windows, storing files, displaying work or decorations, accessing equipment, using stepladders or mobile towers, working on roofs, working above openings / manholes.
Sporting activities	Ground conditions, proximity of others, training, supervision, storage of equipment, safety equipment, projectiles.
Machinery & equipment	Electricity, guarding, projectiles, clearing blockages, loose clothing, changing tools, proximity to other equipment or access routes, heat, noise, dust & vibration, maintenance regimes & testing requirements.
Chemicals and substances	Clearing spillages, preventing skin / eye contact, storage, flammability.
Storage of materials	Storing files and equipment, falling objects, general tidiness of area.
Health	Manual handling, exposure to asbestos, lone working, inhalation, digestion or absorption of chemicals or dust, sunburn, dehydration.
Vehicles	Reversing movements, vehicle condition, stowing equipment or materials.

2.2 STEP 2 – WHO MIGHT BE HARMED

Controls that may be adequate to protect an adult from a hazard may not be adequate to protect a student or a younger sibling who is with a parent when they pick up a student. For example, a sign warning of a tripping hazard will not reduce the hazard for a small child. For this reason, it is important to identify who may be exposed to the hazard to ensure the control measures are appropriate and proportionate.

2.3 STEP 3 – HOW THEY MIGHT BE HARMED

This step identifies the consequence of the hazard and helps determine the level of risk. The below table details common consequences of hazards

Hazard	Consequence
Reversing vehicles	Vehicle running over persons
Storing files at high levels	Falling from stepladders, files falling from height
Using a pedestal drill	Projectiles, noise, vibration, electrocution
Using chemicals	Burns, eye irritation, flammables, inhalation

2.4 STEP 4 – WHAT CONTROL MEASURES ARE ALREADY IN PLACE

List out the control measures that are already established and being implemented. This may include staff training, machine guarding, inspection regimes, signage, work procedures, personal protective equipment (PPE) etc.

2.5 STEP 5 – ARE ADDITIONAL CONTROL MEASURES REQUIRED

Considering the control measures already established and identified in Step 4 ask yourself:

- Is the level of risk reduced to an acceptable level?
- Are the current controls in accordance with good practice?
- Are the control measures compatible to other organisations?

If the answer is 'no' to any of the above questions, consider what additional control measures can be introduced. These do not have to be costly or time consuming and should be prioritised on the higher risks first.

Additional control measures should be applied in the following hierarchal fashion:

Eliminate	Can the hazard be completely removed?
Substitute	Is another work method less risky?
Reduce exposure	Prevent access to the hazard (guarding, locking doors)
Organisation	Training / information, supervision, first aid, welfare, emergency procedures, inspection of equipment etc
PPE	Safety glasses, gloves, hearing protection, pads, helmets etc

2.6 STEP 6 – RECORD THE FINDINGS AND IMPLEMENT THEM

If additional control measures have been identified, list out who is responsible for implementing them and when they are going to complete them. Finally, once the additional controls have been introduced check their effectiveness and close out the action by completing the 'action complete' column.

3. RISK ASSESSMENTS FOR TRIPS AND ACTIVITIES WHICH OCCUR OFF CAMPUS

Risk assessments will be undertaken in accordance with Ardingly College Trips Policy, a copy of which is available on Microsoft Teams. Further information can be obtained from the applicable Educational Visits Co-ordinator:

Senior School: Matt King

Prep School Eddie Noel

All trips risk assessments will be authorised by the EVC for that school, as listed above.

This policy should be read in conjunction with the following College policies.

Trips Policy

First Aid Policy

Health and Safety Policy

APPENDIX 1 - RISK ASSESSMENT FORM

Ardingly risk assessment form rev 1.doc

Available on All Staff Teams> Health and Safety> Risk Assessment