

**Risk Management and Risk Assessment**

Date	Review Date	Coordinator
02/03/20	02/03/23	Paul Weston

We believe this policy should be a working document that is fit for purpose, represents the Organisations ethos, enables consistency and quality across the Organisation and is related to the following legislation:

- Health and Safety at Work Act 1974
- Management of Health and Safety at Work Regulations 1999
- Control of Substances Hazardous to Health Regulations 2002
- Regulatory Reform (fire Safety) Order 2005

The following documentation is also related to this policy:

- Managing Health and Safety (HSE)
- Risk Assessment: A Brief Guide to Controlling Risks in the Workplace (HSE)

We recognise our responsibilities under the Health and Safety at Work Act 1974 and will take all reasonably practicable steps to provide and maintain safe and healthy working conditions, equipment and systems of work for all staff, clients and visitors to our activities.

We agree with the Health and Safety Executive that 'risk management is about taking practical steps to protect people from real harm and suffering' and by 'taking a sensible approach to risk management' we can deliver safe and effective education services. The first stage of risk management is risk assessment.

We as an organisation have a commitment to promote equality in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## Aims

- To have in place a thorough process of risk assessment and risk management in order to maintain a safe and secure working and learning environment.
- To ensure that risks and control measures are documented and reviewed, and that the relevant individuals have access to appropriate information to keep themselves safe.
- To identify those with responsibilities relating to risk assessment and risk management.
- To ensure compliance with all relevant legislation connected to this policy.

## Responsibility for the Policy and Procedure

### Role of the Director

The Director will ensure that:

- risk assessments are undertaken and cover all the main aspects of the organisation;
- risk assessments are accurate and suitable;
- risk assessments are reviewed and bi-annually or sooner if required;
- risk assessments are easily available for all personnel;
- once a new hazard or activity has been identified then a thorough risk assessment is undertaken and all personnel are notified;
- advice is sought from appropriate outside agencies or other qualified staff within the organisation in order to complete certain risk assessments;
- training is provided for the appropriate personnel so that they are aware of the process of completing a risk assessment;
- the effectiveness of this policy is monitored, by speaking with pupils, personnel, and parents.
- Appropriate action is taken in the event that risk assessments, risk management controls or other safety procedures are not followed

### Role of Personnel

Personnel must:

- be aware of and comply with this policy, all current risk assessments and risk management controls;
- Complete classroom checklists and pass to the Coordinator for remedial action and incorporation into premises risk assessments.
- co-operate with those devising and updating risk assessments;
- report any potential new hazards or activities which may present new risks to the Director;
- promptly report any potential deficiencies in risk control measures, including those arising from changes in working conditions, staffing levels and change in equipment or conditions.
- make volunteer helpers aware of the relevant risk assessments when they work in our sessions;
- make children aware of the risks of certain activities
- implement the organisation's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training on risk assessments and risk management and any other training deemed necessary as part of the risk assessment process
- Involve pupils in the risk assessment process wherever reasonable to do so in order to build risk assessment and risk management skills

## Role of Pupils

Pupils must:

- be aware of the risks of certain activities and adhere to risk management controls;
  - be encouraged to bring to the attention of organisation personnel possible hazards
  - listen carefully to all health and safety instructions given by a member of organisation staff or other organisation personnel ;
- ask for further help if they do not understand what is expected of them with regards to health and safety;
- treat others, their work and equipment with respect;

## Role of Visitors

All visitors must:

- observe the health and safety procedures of the school and the risk assessments for tasks they take part in;
  - bring to the attention of the organisation any identified hazards.

## What is a Risk Assessment?

The Health and Safety Executive (HSE) defines a risk assessment as “*a careful examination of what in your work could cause harm to people so that you can weigh up whether or not you have taken enough precautions or should do more to prevent harm*”. The assessment will help you to identify the likelihood of harm and whether you can reduce the risk to a reasonable level, through the introduction of control measures.

Accidents and injuries can ruin lives, damage reputations and cost money. Apart from being a legal requirement, risk assessments therefore make good sense, focusing on prevention, rather than reacting when things go wrong. In many cases simple measures are very effective and not costly. Risk assessments are therefore an important tool in providing a safe and effective learning environment and a functioning and effective organisation.

The following definitions apply:

- **Hazard:** A hazard is anything that may cause harm such as chemicals, electricity, working from ladders, an open drawer, etc.
- **Risk:** The risk is the chance, high or low, that somebody could be harmed by these and other hazards, together with an indication of how serious the harm could be.

## Specific areas that require Risk Assessment

There are numerous activities carried out in school on a regular basis, the majority of which fall under the general risk assessment for the school premises, including but not limited to:

- Slips Trips & Falls
- Manual Handling
- Hot appliances/substances
- Knives & sharp objects
- Use of Chemicals and COSHH (Cleaning/Scientific experiments)
- Internal Environment
- Close contact with Children & Child Protection/Safeguarding
- Electrical
- Aggression or violence from parents or others
- Lone Working
- Arts/crafts

- ICT Equipment, Workstations and access to the internet
- Travel between and use of other premises/venues
- Bacteria and water hygiene
- Bullying
- Illness
- Intruders
- Food Safety
- Stress
- Weather

However, specific activities or circumstances may require separate risk assessments. The most important of these cover:

- Organisation personnel – pregnancy
- Daily classroom and premise use (Checklist - Appendix C)
- Educational visits (local & regular trips)
- Home Visits
- Control of Substances Hazardous to Health (COSHH)

Building fire safety regulations are the responsibility of our Landlord (Broadland Council). These details are available on request.

## **Pupil Specific Risk Assessments**

Due to the Social, Emotional and Mental Health presentations of all pupils at the organisation, each pupil referred is subject to an individual risk assessment as part of the referral and admission process with partners from the Local Authority. These risk assessments and controls are reviewed at least every six months by the Head Teacher of the feeder school and updated following incidents or changes in pupil circumstances, medication, behaviour or progress or other factors that may affect risks.

These are also reviewed when undertaking Educational Visits to identify any new risks or any change in the likelihood or impact of existing risks relating from pupil specific factors.

Additional risk assessments may be required for pupils with specific needs or in specific situations, for example; the risk of pupils being drawn into radicalisation should be considered.

The Head Teacher of the feeder school is responsible for ensuring that the appropriate members of staff are provided with the relevant risk assessments and control measures on a need to know basis.

## The Stages of Risk Assessment

The stages of risk assessment are as follows.

- Step 1: Identify the hazards – look at activities, systems, jobs, equipment etc. and identify potential for harm
- Step 2: Decide who might be harmed and how – look at all individuals that may come into contact with the hazard/s
- Step 3: Evaluate the risks and decide on precautions – use the risk matrix and engage with those affected to identify controls
- Step 4: Record your findings and implement them – communicate with personnel, offering training, guidance or procedures
- Step 5: Review your assessment and update if necessary – monitor, review, update, communicate

The five step process is as follows:

### **Step 1: Identify the hazards**

Divide your work into manageable categories considering:

- Location
- Activities
- Equipment
- People

Identify the Hazards:

- Chemical –e.g. paint solvents/exhaust fumes
- Biological –e.g. bacteria
- Physical –e.g. noise/vibration
- Psychological –e.g. occupational stress

### **Step 2: Decide who might be harmed and how**

For each hazard you need to be clear about who might be harmed, identify the groups of people –such as staff members or members of the public/pupils. Identify how they might be harmed, use the risk matrix and discuss with those affected to determine what the impact would be i.e. what type of injury or ill health might occur as a result of the hazard.

### **Step 3: Evaluate the risks and decide on precautions**

Consider how likely it is that each hazard will occur and what control measures you already have in place. Have the control measures in place got rid of the hazard altogether or reduced the risk so that harm is unlikely, if the task has not been adequately controlled what further actions are required. Consider any other factors that may affect risk such as age of those taking part, any physical or mental disability etc. as different hazards may present different risks to different people. If any further actions are required the name of the person responsible for actioning the task should be recorded along with the projected completion date.

### **Step 4: Record your findings and implement them**

Putting the results of the risk assessment into practice will make a difference when looking after our staff and pupils. Writing down the results of the risk assessment, and sharing them with the staff, encourages this. Templates exist for the range of Risk Assessments in use, including but not limited to: General premises and activity risk assessments, individual pupil risk assessments, and activity specific risk assessments. Once complete, consider the impact of the additional controls and identify the residual risk. Communicate with school personnel, providing guidance, training, and other information to enable them to follow safe working practices as identified in the risk assessment.

### **Step 5: Review your assessment and update**

Risk assessments must be reviewed and if necessary updated at least every year. However a review will be required sooner if an incident or accident occurs, or there are significant changes to the premises, staff or procedures etc. It is also important to provide refresher training and to reissue risk assessments to the relevant school personnel regularly.

Our approach to this process is further illustrated in Appendix B. We will always attempt to eliminate hazards at the earliest opportunity.

## **Risk Controls**

Risk controls are workplace precautions intended to minimize the impact or likelihood of harm, for example, physical safeguards, containment of airborne contaminants and noise, safe systems of work, competency, and personal protective equipment.

We recognize that staff carrying out the activities are best placed to help us identify workable, reasonable and effective risk controls and as such we will engage with staff as part of the risk assessment process.

Wherever possible when considering control measures the following hierarchy is applied:

- If practicable eliminate hazards altogether, or combat risk at source, e.g. by elimination of the task itself or by use of a safe substance rather than a dangerous one.
- If elimination is not practicable try to reduce the risk at source, e.g. by use of low voltage electrical appliances.

## Reporting Procedures

All risk assessments once completed should be submitted to Paul Weston

## Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
  - All aspects of this policy
  - Health and Safety
  - Premises Management
  - The Process of Risk Assessment
  - Workplace Environment
  - Risk Management
  - Equal opportunities
  - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

## Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.



This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the ICT & Facilities Manager, the Headteacher and the nominated governor.






A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

## Appendix A – Risk Matrix





Level of risk is identified by multiplying the likelihood of a hazardous event happening by the most likely consequence of that event - (L x C = RL) e.g. the likelihood of a slip on wet surface (Likely) and the most likely outcome of that slip – (Minor injury).

The consequence, likelihood and risk are measured as follows;

### Consequence

-  **Insignificant** – no injury
-  **Minor** – minor injuries requiring first aid treatment
-  **Moderate** – Injury resulting in up to three days' absence\*
-  **Major** – Serious injury - more than three days' absence\*
-  **Catastrophic** – Fatality/Permanently disabling injuries\*

### Likelihood

-  **Very Unlikely** – 1 in 100,000 chance of happening
-  **Unlikely** – 1 in 10,000 chance of happening
-  **Fairly Likely** – 1 in 1,000 chance of happening
-  **Likely** – 1 in 100 chance of happening

		Risk Matrix					
Likelihood →		5	10	15	20	25	
	4	8	12	16	<b>20</b>		
	3	6	9	12	<b>15</b>		
	2	4	6	8	<b>10</b>		
	1	2	3	4	<b>5</b>		
		<b>Consequence →</b>					



**Very Likely** – 1 in 10 chance of happening

<b>Residual Risk Actions</b>	
<b>1-5 Acceptable</b>	<b>No further action, but ensure controls are maintained</b>
<b>6-10 Adequate</b>	<b>Look to improve at next review</b>
<b>12-16 Tolerable</b>	<b>Look to improve within three months</b>
<b>20-25 Unacceptable</b>	<b>Stop Activity and make immediate improvements</b>