10d. Risk Assessments

Overview

This policy has been developed to ensure that suitable and sufficient risk assessments are undertaken for activities where there is likely to be significant risk, including school trips. It requires that major risks are identified and managed as part of an overarching policy with a view to safeguarding students, staff and other persons so far as is reasonably practicable.

This policy applies to staff in all Globeducate schools with responsibility for implementing risk management strategy and undertaking risk assessments for activities which are under their control.

The Risk Assessments Policy is in place to control major risks and to identify sufficiently detailed procedures for risk assessment. It should include:

1. When to complete risk assessments
2. Who is responsible for checking the risk assessments
3. Records to be kept
4. Training requirements for staff

Access

This policy is available on request from the school offices. We also inform parents and guardians about this policy when their children join the school, through our newsletters and our website.

The policy is provided to all staff, temporary and permanent, during the induction process, and to anyone who volunteers at the school.

Failure to comply

As part our commitment to Safeguarding and Child Protection, all members of staff who are responsible for creating risk assessments must follow the contents of this policy. Failure to do so will result in intervention and may lead to disciplinary action by the Senior Leadership Team.

Risk management and assessment policy

The Head of School will be responsible for the school´s overarching risk management and assessment policy. The strategy will be reviewed formally on an annual basis.

Risk assessments are recorded and reviewed when appropriate.

Senior leaders will identify those in the school who are responsible for conducting risk assessment and monitoring its implementation. However, anyone that organises any form of activity within the school or outside is required to assess the risks in relation to their activity.

Those affected by school activities will receive suitable information on what to do through the risk management strategy and individual risk assessments.

Identified control measures are implemented to control risks as far as reasonably practicable.

Key risk areas

- Student supervision (including safeguarding and welfare requirements). This will include implementation of the school designated safeguarding lead (DSL) role and also covers a range of responsibilities outside safeguarding e.g., break and lunchtime play
- School trips
- Management of visitors on school premises
- Fire and emergencies
- Traffic and pedestrian interaction site
- Management of hazardous substances
- Use of hazardous equipment e.g., in Tech, Art, Science etc
- 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 students off-site
- Risk areas which are not directly related to health and safety, including but not limited to:
  - Financial
  - Recruitment procedures including Board oversight
  - Reputational
  - Terrorism, including the prevention of fundamentalism and extremism
  - Student self-harming
  - Security
  - Security in the Early Years

Training & Procedures
All staff will receive guidance on risk assessment as part of their induction. Risk assessment training will be provided on specific areas where a need is identified.

A template risk assessment form is included at Appendix 1 to this guidance.

Risk assessments will take into account:
- Hazard - something with the potential to cause harm
- Risk - an evaluation of the <u>likelihood</u> of the hazard causing harm
- Risk rating - assessment of the <u>severity</u> of the outcome of an event
- Control measures - physical measures and procedures put in place to mitigate the risk

The risk assessment process will consist of the following 6 steps:
1. What could go wrong
2. Who might be harmed
3. How likely is it to go wrong
4. How serious would it be if it did
5. What you are going to do to stop/minimise it
6. How you are going to check that your plans are working

Monitoring

The Head of School and Leadership Team will be responsible for the maintenance of risk assessment records. The policy is reviewed annually by the Senior Leadership Team (SLT).

Risk assessments will also be reviewed:
▪ When there are changes to the activity
▪ After a near miss or accident
▪ When there are changes to the type of people involved in the activity
▪ When there are changes in good practice
▪ When there are legislative changes

Further Guidance on risk assessment is included in Appendix 2.

Sensible Risk Management

Sensible risk management is about:

▪ Ensuring that workers and the public are properly protected
▪ Providing overall benefit to society by balancing benefits and risks, with a focus on reducing real risks – both those which arise more often and those with serious consequences
▪ Enabling innovation and learning, not stifling them
▪ Ensuring that those who create risks manage them responsibly and understand that failure to manage real risks responsibly is likely to lead to robust action
▪ Enabling individuals to understand that as well as the right to protection, they also have to exercise responsibility.

Sensible risk management is not about:
▪ Creating a totally risk-free society
▪ Generating paperwork
▪ Scaring people by exaggerating or publicising trivial risks
▪ Stopping important recreational and learning activities for individuals where the risks are managed
▪ Reducing protection of people from risks that cause real harm and suffering.

Appendix 1: Risk Assessment Template

Risk Assessment Template should contain the following information:

Location:	
Staff supervision ratio:	
Activity or Work Area:	
Assessor:	
Date of assessment:	
Date for review:	
Hazard:	
Harm:	
Persons at risk:	
Control Measures:	
Risk Rating: L x S = R	

	Likelihood	Severity
1	Improbable	No injury
2	Remote	Minor injury – first aid only
3	Possible	Three day or more serious injury
4	Probable	Major injury
5	Very likely to occur	Fatal injury

RISK RATING

	Risk Rating	Action
1 – 9	Low	No further action
10 - 15	Medium	Action needed soon
16 - 25	High	Immediate action needed

Risk rating is calculated by multiplying the likelihood by the severity

Example:

A possible chance of an accident resulting in a major injury = 3 x 4 = 12. This is a **medium risk** meaning action is needed soon to reduce the risk to as low as is reasonably practicable.

Once completed, risk assessments must be sent to DSL for approval. Approval of the risk assessment may be dependant on amendments and comments from the DSL or Head of School.

You should review your risk assessment if you think it might no longer be valid, e.g., following an accident in the workplace, or if there are any significant changes to the hazards in your workplace, such as new equipment or work activities.

Appendix 2: Further Guidance

Hazard - Something that has the POTENTIAL to cause harm

When undertaking a risk assessment, the specific activity must, wherever possible, be conducted within recognised guidelines, rules, laws and standards, e.g. sports: in accordance with the national body for that sport. The websites of these bodies usually have these rules, standards, laws etc. freely available and some very good examples of best practice. In many cases, they will have plans and processes that may give you a starting point to planning your activity.

Typical examples:

- When crossing a road – the hazards are cars, buses, taxis, motorbikes, bicycles etc
- When playing in the park or undertaking sports in the park, the hazards may be – ruts, potholes, 'lumps and bumps', rocks, fallen branches, litter, human and animal debris or cleanliness
- changes in level (steps and ramps), wet grass, long grass, no grass (patchy), snow/ice …. slips, trips and falls
- strong winds, rain, snow, fog, flooding, waterlogged play areas etc ….. adverse weather

'People' type hazards may be:

- student or staff becoming ill, hyperthermia, hypothermia (heat and cold extremes) …. Illness
- worsening of existing medical condition/s, adverse reaction to an allergy or existing medical condition
- student/staff behaviour
- 'stranger danger', safeguarding, public disorder, acts of violence and aggression from public (others)
- students wandering off …. personal safety and/or security
- Students requiring specific individual support should be assessed to ensure their needs are being met

Harm

What sort of harm could you reasonably expect when the groups of people identified in the 'Persons at Risk' column come into contact the hazard? Typical harms could be:
- Grazing
- Bruising
- Cuts
- Amputation
- Sprains and strains
- Fractures (broken bones)
- Unconsciousness
- Paralysis
- Worsening of existing medical condition
- Worsening of existing injuries
- Allergic reaction
- Anaphylactic shock
- Death

Control Measures

What are you doing or putting in place to prevent harm from the hazard? ALWAYS use the hierarchy of control – ERIC PD:

E	Eliminate	Get rid of the hazard completely
R	Reduce	OK so we cannot eliminate but can we improve it by putting in place some additional controls so that we need to do it less often, can we reduce the number of people who are allowed to come in contact or be exposed to the hazard.
I	Isolate	Completely separate the hazard from people
C	Control	This is where we consider organizational and technical controls such as safe systems of work, procedures, training, supervision, local exhaust ventilation, machine guards, safety devices and tools to carry out the task
P	PPE (Personal Protective Equipment)	Where you can't make everybody safe, then, having applied the above principles, you safeguard the individual by providing PPE, training them in its safe use and make sure they use correctly and at all times when exposed to the hazard
D	Discipline	Enforce the safety process through disciplinary processes and be prepared to give sanctions against offenders, but mostly to instil personal discipline on those that may be exposed to the hazard

Risk Rating

This is where you make a judgement call … taking your experience, knowledge and training into consideration and all the control measures listed, what could you reasonably expect the chances of harm being realised?

Using the keys provided, multiply the figures provided for the likelihood and severity but realistic. If in doubt, always take the cautious approach. It is better to be over cautious than not cautious enough.

You need to be REALISTIC – it is no good saying that falling off a kerb stone could cause death – 5 (after all, it can in reality) and saying the likelihood is remote – 1, making a risk rating of 5, when the realistic assessment would be minor injury – 3 and this being possible – 2 and a risk rating of 6.

Once complete, attach it to your activity plan, process or procedure, share the information with those involved in your activity, monitor the risk during the activity and revise:
- if you think it can be improved
- if there are significant changes
- prior to carrying out that activity again
- if the law changes
- if you feel it's no longer accurate or applicable

- **Educational**

- science experiments
- design & technology
- food technology
- sport and PE activity including swimming
- art
- music
- drama & dance
- general classroom
- school trips

Support

- catering and cleaning
- caretaking and security
- maintenance
- traffic management
- office
- site visitors
- fire & emergencies
- Student Safeguarding and Welfare
- Legal Requirements & Education Standards
- Any other activity or environment not yet experienced by employees

APPENDIX 3

What is risk assessment?

A risk assessment is an important step in protecting your students and colleagues, and the service you provide on behalf of the school, as well as complying with the law. It helps you focus on the risks that really matter in your area – the ones with the potential to cause harm. For most, that means simple, cheap and effective measures to ensure your most valuable asset – your workforce – is protected.

The law does not expect you to eliminate all risk, but you are required to protect people as far as is 'reasonably practicable'. These arrangements tell you how to achieve that with minimum disruption and cost.

The Risk Assessment Process

1. Identify the hazards

First you need to work out how people could be harmed. When you work in a place every day, it is easy to overlook some hazards. Walk around your workplace and look at what could reasonably be expected to cause harm.

- Check manufacturers' instructions or data sheets for chemicals and equipment as they can be very helpful in spelling out the hazards and putting them in their true perspective.
- Have a look back at your accident and ill-health records – these often help to identify the less obvious hazards.
- Remember to think about long-term hazards to health (e.g., high levels of noise or exposure to harmful substances) as well as safety hazards.

2. Decide who might be harmed and how

For each hazard you need to be clear about who might be harmed; identify groups of people (e.g., 'people working in the storeroom' or 'passers-by'). In each case, identify how they might be harmed or affected.

Remember:
Some workers have particular requirements; for example, new and young workers, migrant workers, new or expectant mothers and people with disabilities may be at particular risk. Extra thought will be needed for some hazards;

- Cleaners, visitors, contractors or maintenance workers who may not be in the workplace all of the time
- Members of the public, if they could be hurt by your activities
- Students

If you share your workplace, you will need to think about how your work affects others present, as well as how their work affects your staff.

3. Evaluate the risk and decide on control measures

The law requires you to do everything 'reasonably practicable' to protect people from harm but your risk assessment should only include what you could reasonably be expected to know – you are not expected to anticipate unforeseeable risks. First, you should look at what you are already doing, think about what controls you have in place and how the work is organised.

When controlling risks, apply the principles in the risk hierarchy of control, on page 4.

4.   Record your findings and implement them

Write down the results of your risk assessment and share them with your colleagues.

5.   Review your risk assessment and update if necessary

Regularly review what you are doing

It is recommended that you review your risk assessments sooner if:

- there is an accident or near miss
- you have new equipment
- you change premises
- you have new staff
- or anything else significant changes.