



**Focus 1st Academy**

**Health and Safety**

**& Risk Assessment Policy**

**Focus 1st Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment!**

Working in Partnership with North London Schools & Local Authorities since 2000

Accredited Independent School Status 2014 (Registration N0. 308/6003)

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Focus Inception

*Focus 1st Academy was set up in the year 2000 using European Social Fund to provide education and training and to-date has defied all the odds and was awarded the Independent School status in August 2014. This enables us to work in partnership with schools and local authorities to provide an alternative method of education for 14 to 16 year olds. Our student referrals are some of the most vulnerable young people and it is our duty to ensure that they are equipped with the appropriate skills and qualifications to ensure full participation within the modern workplace. Our team of professionals consisting of tutors, tutor assistance, pastoral support staff and mentors to nurture the students ensuring our work-based-learning approach alongside a variety of techniques are utilised and compatible to ensure the prevention of social and economic exclusion prior to adulthood which is underpinned through the subjects delivered whilst in classroom environment as well as on an individual basis.*

Focus Ethos

*Our programme fulfils the need of students who are disengaged from academic studies and may be exhibiting behavioural problems as a result. Our hands-on approach to learning creates an inspirational motivation for students wishing to pursue a career via the vocational route. Some students are taught methods on how to improve their social skills in preparation for work/apprenticeship schemes and/or further education by learning in real-life situations and participating in sports, art and drama to express emotions.  We believe that all individuals have a certain quality, which is sometimes concealed due to lack of confidence, mixed sentiments or disabilities.  As such, recognising and coming to terms with barriers is a small part of the conflict, we are certain that all individuals are aware of their own weaknesses; the most vital part is engaging with professionals and adhere to individual training plans set which in turn prepares our students for economic and social integration into adulthood.*

Health and Safety Policy

Focus 1st Academy, as represented by the proprietorial body, is committed to ensuring the highest possible level of health and safety for both its students and members of staff.

In accordance with the Health and Safety at Work etc Act 1974 and the regulations made under that Act, the proprietorial body recognises that it has a legal duty to ensure, so far as is reasonably practicable, the health, safety, security, and welfare of all its students and members of staff as well as parents/carers and visitors on the school premises. As such, it accepts these duties and seeks to continually promote standards of health and safety in compliance with the terms and requirements of the Act and its regulations.

The proprietorial body will, accordingly, take all steps that are reasonably practicable to meet its health and safety objectives, as specified below.

1. General Objectives

Our Health and Safety objectives are as follows:

1. To create an effective organisational structure and develop a positive health and safety culture to support risk management at all levels within the school;
2. To systematically asses and manage risk as an effective approach to the prevention of injury and ill-health;
3. To ensure the provision of sufficient information, instruction, and supervision to enable all students and members of staff to avoid hazards and contribute positively to their own health and safety and that of others;
4. To maintain the school premises in a condition that is safe, secure and without risk to health;
5. To formulate effective procedures for use in case of fire and for evacuating the school premises;
6. To set procedures to be followed in the case of an accident;
7. To provide and maintain adequate facilities for first aid;
8. To review the Policy on a regular basis and to ensure that the school keeps abreast of any changes to legislation and compliancy issues.

Furthermore, the proprietorial body is aware of, and will meet, the requirements of:

1. The Management of Health and Safety at Work Regulations 1999, by providing and maintaining a written Risk Assessment Record of the risks to the health and safety of its employees whilst at work and others who may be affected. Please refer to our various risk assessments and checklists.
2. The Department for Education’s ‘Preventing and Tackling Bullying’ advice (July 2017), by ensuring that bullying is prevented and, where it does occur, identified quickly and dealt with swiftly. Please see our ‘Safe to Learn Policy’.
3. The Children Act 1989 (updated in 2004) and The Protection of Children Act 1999, by ensuring the guidance given under these Acts is successfully implemented in the daily operations of the school, thereby affording students the protection required. Please also see our ‘Child Protection Policy’.
4. Management

2.1 Health and Safety Officer: Role and Responsibilities

In order to meet these objectives, the proprietorial body has delegated responsibility for the implementation of this Policy within the School to the appointed Health and Safety Officer.

The Health and Safety Officer will work in conjunction with the Headteacher and other relevant personnel, including the Appointed Person for First Aid Sarah Barker, Caroline Dunne and Cairo Romain), to ensure this Policy is implemented effectively and updated as necessary.

The Lead Health and Safety Officer, Sarah Barker and deputy Cairo Romain, will report to the proprietorial body on a termly basis, or as required, on the implementation of this Policy and make recommendations regarding any additions or revisions to the Policy deemed necessary.

The main responsibilities of the Health and Safety Officer are:

1. To make sure that all aspects of the Policy are carried out efficiently and effectively;
2. To monitor the effectiveness of all aspects of the Policy and to report back to the proprietor on a termly basis, or as necessary, should the Policy require more immediate amendment;
3. To ensure that all members of staff receive a copy of the Policy, and understand fully both its content and the responsibility that it may place upon them regarding the health and safety of the students;
4. To ensure that fire regulations are fully satisfied throughout the premises and ensure that fire drills are carried out termly, and the results reported in accordance with the emergency evacuation procedure, as well as weekly checks of the fire bell at a specified time;
5. To ensure that suitable training and awareness is provided for members of staff regarding fire safety, first aid, and manual handling;
6. To ensure that parents/carers are made aware of the Policy and parents/carers and visitors are appropriately informed of the relevant safety procedures via an instruction summary sheet located at the school entrance;
7. To ensure appropriate security measures are put in place to uphold the safety of both students and members of staff for the duration of school activities, including arranging adequate lunchtime supervision;
8. To undertake regular checks of the school premises, reporting in writing to the School Management Board any areas of concern and then to arrange any necessary action following this report;
9. To test the safety of all electrical equipment regularly, including having all plugs tested by a contractor once a year;
10. To make arrangements for the implementation of the accident reporting procedure, in accordance with the requirements set out in the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 [RIDDOR], and to draw this to the attention of all members of staff as necessary;
11. To monitor, within the limits of their expertise, the activities of contractors and any other organisations present on the premises, as far as is reasonably practicable.
12. Risk Management

3.1 Risk Assessment

Risk Assessment is the key to the effective management of health, safety and welfare issues whilst on the school premises. It is important that all members of staff recognise that risk assessment is a continuous process and not a ‘one-off’ form-filling exercise. The process will help to minimise and manage risk.

Risk Assessment is little more than a careful examination of the factors at work during school activities, which could cause harm to people, so that you can decide whether you have done what is reasonably practicable to prevent harm.

A hazard is anything with the potential to cause harm or injury. A risk is the likelihood and extent of harm being caused.

Key tasks are to identify significant hazards and ensure risks are minimised so that they are small. It may be necessary to draw up a list of tasks or actions to ensure minimal risk through the use of adequate control measures.

Risk Assessments can be usefully considered as having three levels:

* Generic activity assessments which are likely to apply to that activity wherever and whenever it takes place
* Site-specific assessments relating to each area of the school premises, as well as off-site assessments for school visits (Please refer to our School Visits Policy.)
* Ongoing or dynamic assessments that take account of, for example, illness, changes in weather or change of planned activity (plan B required).

The risks involved in the range of activities undertaken and environments used on a regular basis are reviewed annually.

3.2 Checks

Regular health and safety checks form an important part of risk assessment and management and help promote a positive culture of health and safety awareness within the School.

At Focus 1st Academy, the following regular checks will be carried out at the intervals specified:

* Daily checks: Designated members of staff will carry out brief health and safety inspections daily before the start of the school day. This will ensure that any hazards that have appeared overnight or during the weekend can be dealt with before students arrive.
* Monthly checks: A more thoroughinspection of the premises and large equipment will be carried out on a monthly basis by members of staff and the Health and Safety Officer. This will ensure that any deterioration to the premises or equipment can be dealt with before it becomes a hazard.An inventory of all large equipment will be maintained by the Health and Safety Officer, along with a log of inspection dates and details of any repair work carried out.
1. Health
	1. First Aid Arrangements

Please refer to our First Aid Policy and Procedures.

* 1. Managing Accidents and Illness

Please refer to our First Aid Policy and Procedures.

* 1. Reporting Accidents and Illness

Please refer to our First Aid Policy and Procedures.

* 1. Administering Medicine

Please refer to our First Aid Policy and Procedures.

4.5 General Health Precautions

It is the responsibility of all members of staff, and parents/carers where appropriate; to ensure the following general health precautions are taken:

* All work areas, stairs and gangways must be kept clear and tidy, and drawers and cupboard drawers must always be closed after use.
* Members of staff should not attempt to lift anything that is too heavy, and will be shown how to lift and carry items correctly as part of their Health and Safety induction training.
* Any spillages or wet patches on the floor must be cleaned up immediately.
* Members of staff should assess any particular hazards in the subjects they teach or the equipment they use, and request appropriate training if necessary.
* Regarding hygiene, hands should be washed thoroughly with soap and water after using the toilet, and dried with the towels provided. Instructions showing these steps will be displayed in each washroom.
* Parents/carers should provide hats and high-factor sun block for their children to wear outside during periods of hot and sunny weather.
* If a pupil is found to have head lice, the parent/carer should inform the Headteacher immediately. The student should be kept at home until effective treatment has been administered.
1. Safety

5.1Fire Safety

5.1.1 Fire Safety Officer: Role and Responsibilities

The Health and Safety Officer and Fire Safety Officer, Sarah Barker is full-time member of staff, to ensure that fire regulations are fully met throughout the premises, in accordance with the latest legislation.

The Fire Safety Officer, Sarah Barker and Cairo Romain will therefore be responsible for carrying out the relevant fire safety procedures, as detailed below.

5.1.2 Fire Risk Assessments

The Fire Safety Officer, Sarah Barker will undertake six monthly Fire Risk Assessments for the school premises, which will pay particular attention to those at special risk, i.e. those with disabilities and special needs, and must include consideration of any dangerous substance liable to be on the premises over that time.

This risk assessment will help to identify risks that can be removed or reduced, and will decide the nature and extent of the general fire precautions that need to be taken to protect people against the fire risks which remain.

Every individual who has a disability which may affect their ability to recognise that an emergency is taking place or to evacuate a building unaided will have a Personal Emergency Evacuation Plan drawn up (PEEP). This will be required for anyone who could have a problem escaping in an emergency, anyone will a temporary impairment (e.g. pregnancy, injury etc), and anyone with a long-term or permanent impairment (e.g. hearing, sight, cognitive etc.). PEEPs will be produced in conjunction with the Headteacher and other relevant staff and will be specific to the needs of the individual in question.

5.1.3 Fire Drills

The Fire Safety Officer will carry out termly fire drills and weekly checks of the fire bell at a specified time.

Any defects will receive immediate attention and a record of tests will be kept in the Fire Log Book.

5.1.4 Maintenance of Fire Fighting Equipment

The Fire Safety Officer will ensure that all automatic heat and smoke detectors are tested in the manner and at the intervals recommended by the manufacturers, and all portable fire extinguishing equipment are tested by an accredited agent annually.

5.1.5 Staff Training

All members of staff will be made fully aware of the fire safety procedures and will also receive training, where possible, in the use of the fire-fighting equipment on-site, including the different fire extinguishers and fire blankets. The Fire Safety Officer must keep a log of any training in the Fire Log book.

5.1.6 Fire Evacuation Procedures

All students will be reminded at the beginning of each term of the various Fire Routes, Fire Exits and the Fire Assembly Point. This will normally be done by the class teacher during the registration slot on the first day of term and in a manner appropriate to the age of the students.

A copy of the Fire Evacuation Procedures Poster is displayed in each classroom, as well as in the school hall. This copy looks like this:

Fire Evacuation Procedures Poster

|  |
| --- |
| **FIRE DRILL**EXITS ARE ON EACH FLOORIn the case of a fire**RAISE ALARM**EXIT BUILDING IMMEDIATELYDO NOT COLLECT BELONGINGSLEAVE BY THE NEAREST **EXIT**ASSEMBLEY POINT IS**ACROSS THE STREET – ON THE CORNER OF ‘PALMERS ROAD’****REMEMBER!**REPORT TO A MEMBER OF FOCUS STAFFDO NOT RE ENTER BUILDINGFire Wardens Sarah Barker & Cairo Romain*Focus 1st Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment!* |

In the event of a fire, all buildings will be evacuated promptly using the designated fire exits.

There are four, clearly identifiable Fire Exits on the school premises:

* Front door
* Back Door - Ground floor
* Medical Room fire exit
* Top floor office

If a member of staff or student discovers a fire, they must raise the fire alarm immediately by activating the fire alarm. The Fire alarm point is located inside the school hall by the school entrance. The fire alarm is signified by the continual ringing of the bell.

Fire extinguishers are located on each of the three floors. Fire blanket is located inside the kitchen. Each of these areas includes foam and Carbon Dioxide. Fire extinguishers should only be used by members of staff who have received training. The priority should always be to safely evacuate all people from the building.

The Headteacher or Fire Safety Officer must call the fire brigade at once. This person must also be at hand to assist the fire brigade when they arrive and ensure they can gain access to the building.

All members of staff and students must make their way outside to the Fire Assembly Point in a calm and efficient manner, using the nearest available fire exit, and be instructed to sit down. The Fire Assembly Point is located by the gate at the far-end of the playground and is clearly marked.

Staff should ensure that all the students have left the classroom. They should then close all windows and doors on the way out of the classroom. All possessions should be left behind.

The member of staff present in each classroom at the time should ensure they take their class register to the Fire Assembly Point. Otherwise, the School Secretary or Fire Safety Officer should bring the visitor book and any class registers from the office. Registers will be called to ascertain whether anyone is missing.

Should the fire alarm sound at playtime or lunch time, the supervising member of staff will instruct students to stop and proceed to the Fire Assembly Point. All staff inside the building will leave by the closest exit and also proceed to the Assembly Point. The normal procedures will then be followed.

No student or member of staff will be allowed back inside the building until instructed by the Headteacher or the Fire Safety Officer.

5.1.7 Fire Log Book

The Fire Safety Officer, Sarah Barker will keep and maintain a dedicated Fire Log book, which should be made available for inspection by the Fire Authority at any time.

The Fire Log book should include the following:

* The fire emergency plan for School
* A list of responsible persons
* Details of routine staff training
* A record of fire drills
* A record of fire alarm tests
* A record of emergency lighting tests
* A record of inspections of means of escape and fire routes

5.2 Car Park Safety

In order to minimise risks associated with the car park, the following precautions have been taken:

* The car park is purely for parking only.
* Parents/carers will be encouraged to park in the area closest to the school entrance.
* Parents/carers will also be encouraged to park safely and carefully while dropping off students. They will be asked to use Palmers Road but this one has a parking restriction between 11 am and 12.

5.3 General Safety

* Members of staff should ensure that students do not interfere with or misuse any of the fire safety equipment, and report any such behaviour to the Fire Safety Officer and/or Health and Safety Officer.
* Members of staff should promptly report anything that seems dangerous, damaged, or faulty to the Health and Safety Officer, including electrical equipment.
* Members of staff must ensure that students do not use or touch electrical equipment or appliances without permission or if unsupervised.
* Members of staff must ensure that entrance areas are kept clear of all impediments at all times.
* Members of staff must ensure that all the relevant safety equipment, such as goggles or protective clothing, is used where appropriate, for example in science lessons.
* Any chemicals for use in science lessons must be stored in a locked cupboard.
* Both the School Office and the Staff Room are out of bounds to students unless accompanied by a member of staff.
1. Security

Given that the welfare of the students at Focus 1st Academy is its paramount responsibility; all members of staff will be trained to appreciate their responsibility for helping to keep all of the students safe at all times. The staffing ratio has been designed in order to ensure that every student is supervised for the entire length of time that they are in the School’s care.

6.1. Supervision

* Students will not be left unsupervised in the classroom or school buildings either during lessons or at any other time during the school day.
* A member of staff will always be on playground duty during break times. If a student is injured in the playground, the member of staff on duty will ask one of the eldest students to go and get another member of staff if there is not a second adult in the playground already.
* All students should be outside at playtimes unless they have staff permission to remain indoors.
* Students should not arrive at school before 9 amunless a parent/carer remains with them or they can be handed over to a member of staff at the school entrance.
* No student will be left unaccompanied in the school hall or playground at the end of the day. Once parents/carers arrive at school at the end of the school day, they are asked to take responsibility for their children. Students can travel home unsupervised.

6.2 Visitors

* All visitors will be directed to report to reception on arrival at the School. This will be indicated via clearly displayed signs.
* At reception, visitors will be required to enter their details in the Visitor’s Book, including the date, their full name, the purpose of their visit, who they are visiting, their car registration number, and their arrival and departure time. This is important to keep an accurate record of who is on site at all times.
* It is the responsibility of the member of staff receiving a visitor to accompany him/her throughout the visit.
* Members of staff will be briefed about the importance of politely challenging any unrecognised visitors not wearing a visitor badge, directing them to reception where necessary, and notifying the School Secretary or Headteacher where necessary. This is particularly important at the beginning and end of the day.
* Members of staff will be briefed on who parents/carers have authorised to collect their children in their absence. They must not allow any other person to collect students without first obtaining the parents’/carers’ permission.
* Students will be briefed at the beginning of each term about the importance of notifying a member of staff if they notice someone in the school who does not have a visitor badge displayed.
* All volunteers will undergo the necessary safeguarding checks and training before or as soon as practicable after they begin volunteering at the School. They will be treated as a visitor and need to be supervised by a member of staff until these checks have been carried out.
1. Critical Incidents

A critical incident is a major occurrence that will affect the School, its people and reputation, such as a major accident or trauma, death on-site, death on a field trip, student l or staff suicide, contagious illness, paedophilia or embezzlement charges.

Two aspects of such disasters are important to note for planning purposes: first, the emotional and psychological harm caused to pupils and members of staff; and, second, the inevitable media interest.

7.1 Immediate action in the case of disaster

* The Chair of the proprietorial body will be contacted immediately and will be asked to join the team at the school.
* The police will be contacted immediately to ask for help in controlling access to the school and, if appropriate, the Local Authorities will be contacted and asked what resources they can make available.
* Roles will be allotted to members of staff and members of the School Management Board, as appropriate. It may be necessary to elect a Critical Incident Team.
* Depending on the situation, Headquarters will be located at the School or in another suitable building near the school, depending on the circumstances.
* If the disaster is abroad, a contact will be opened up to authorities in the foreign country through the appropriate embassy or the Foreign Office. Arrangements will be made to get a senior member of staff and someone familiar with the language, if possible, out to the scene of the critical incident as a matter of urgency to take charge from the members of staff involved.
* Parents/carers will be contacted by mobile phone. It may be sensible to send someone off-site to make this contact, as detailed below. If students are off-site, parents/carers should be re-united with their children as quickly as possible.
1. Communication

8.1 Communication to parents/carers

* Only nominated members of staff and School Management Board have the authority to contact parents/carers.
* In communicating about a critical incident, such persons will have a written list of known facts issued by the Headteacher or the Chair of the Board. They will only say what is known for a fact, how parents/carers will be updated as information becomes more complete, how parents/carers should contact hospitals etc., and check whether any help is needed with transport etc.
* While the school’s primary initial responsibility is to parents/carers whose children have been involved in the critical incident, there will be other parents/carers who will want to know what has happened. Depending on the circumstances, it may be necessary and appropriate to send a written account, post information on the school website, or use the media to communicate with parents/carers. The Headteacher will make the decision as to what action is appropriate.

8.2 Communication to Students

* If a disaster occurs during the school term, the first priority will be to ensure that pupils know what is true, and the second priority will be for the school community to share, as appropriate, its shock or grief.
* The students will be told the plain facts by selected staff either in classes or in a school assembly; selected staff will then go round to the various classes to answer their questions.
* If a disaster occurs during the school vacation, special arrangements may need to be made in order to allow families, friends, and others to come into school, and for an appropriate member of staff to be available to inform and support. This will be determined by the Headteacher.

8.3 Communication to the Media

* Statements to the media will only be made after discussion with the Headteacher and the School Management Board.
* The Chair of the School Management Board will make a statement at the earliest and most appropriate moment.
* Members of staff and the School Management Board will refer all questions to the Headteacher and must refuse to make any comment or react to any statement put to them by the media.
* It is the responsibility of the Headteacher, in consultation with the School Management Board, to determine whether a press conference should be arranged in a place away from the children.
* Students will be kept away from the media and the importance of this will be explained to the pupils.
* No addresses will be given to the media.

8.4 Reporting Critical Incidents

Reporting critical incidents, accidents and ill health at work is a legal requirement (RIDDOR: Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995). The information enables the Health and Safety Executive (HSE) and local authorities to identify where and how risks arise and to investigate serious accidents.

Focus 1st Academy will need to make a report in the following cases:

* Death or major injury: If there is an accident connected with school activity and a member of staff, a pupil, or a self-employed person working on the premises is killed or suffered a major injury, the Headteacher must notify the enforcing authority without delay and will have to follow this up with a completed accident report form (F 2508) within ten days.
* Over-three-day injury: If there is an accident connected with School and a person on the school premises suffers an over-three-day injury, the Headteacher must send a completed accident report form (F 2508) to the enforcing authority within ten days. An over-three-day injury is one which is not major but results in the injured person being away from work or unable to do the full range of their normal duties for more than three days (including any days that would not normally be expected to work, such as weekends, rest days or holidays), not counting the day of the injury itself.
* Disease: If a doctor notifies us that a member of staff suffers from a reportable work-related disease, the Headteacher must send a completed disease report form (F 2508A) to the enforcing authority. Reportable diseases include certain poisonings, some skin diseases, lung diseases and infections.
* Dangerous occurrence: If something happens which does not result in a reportable injury, but which clearly could have done so, it may be a dangerous occurrence which must be reported immediately (e.g. by telephone) to the enforcing authority. Dangerous occurrences include: the collapse or overturning of load-bearing parts of lifts and lifting equipment; explosion, collapse or bursting of any closed vessel or associated pipe work; electrical short circuit or overload causing fire and/or explosion; accidental release of a biological agent likely to cause severe human illness; etc.

Such incidents should be reported to the Incident Contact Centre:

* By phone: 0845 300 9923 (8.30 – 17.00)
* By fax: 0845 3009924
* By internet: [www.riddor.gov.uk](http://www.riddor.gov.uk)
* By email: riddor@natbrit.com
* By post: Incident Contact Centre, Caerphilly Business Park, Caerphilly, CF83 3GG.

Risk Assessment Policy

Risk assessment will be carried out in the school to determine the risks associated with working operations. The assessment is required to identify risks both to employees, pupils and to any other persons who may be affected.

Risk Assessments are updated normally and the responsibility for administering the completion of these lies with the Assistant Health & Safety officer, Sarah Barker.

C.O.S.H.H. regulations 1988 place a statutory duty on employees to make an assessment of the potential health risks to employees arising from work involving the use of hazardous substances.

C.O.S.H.H. also requires that except in very limited circumstances a written record must be maintained.

General assessments of risk are best carried out by staff in the curriculum areas concerned.

1. Risk Assessment Procedure

Introduction

It is a general legal requirement of the Management of Health & Safety at Work regulations (1999) to carry out risk assessments. There are also specific requirements under other regulations to carry out specialised assessments, for example, manual handling, the use of chemicals, noise, machinery etc.

The following procedure should be adopted for general risk assessment of an area or a job/task. It is based on the HSE guidance "Five Steps to Risk Assessment".

Risk assessment should be undertaken systematically so as to ensure that all significant hazards and risks are identified and, where appropriate, controls are put in place to either eliminate the risk or reduce it "as far as reasonably practicable".

What is a Risk Assessment?

 A risk assessment is a careful examination of how people may be harmed from a particular activity or situation. 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.

**Hazard:** A hazard is defined as something with the potential to cause harm.

**Risk:** A risk is the likelihood of potential harm from the hazard being realised. This is usually evaluated by considering the likelihood of the harm occurring and the potential severity of the harm.

Hazard & Risk

An examination of the workplace should be undertaken and should include identification of the following:

* Hazards - identify anything in the workplace that could cause harm. Common workplace hazards include:

***Chemicals
Display Screen Equipment
Dust / Fumes
Electricity
Fire
Machinery
Manual Handling
Noise
Poor lighting
Slipping / Tripping hazards
Vehicles
Working at height***

1. Generic Risk Assessments

These generic risk assessments have been produced to assist school with risk assessment, and provide a basis for individual sites to consider their specific circumstances. Some assessments may not be relevant to school, others may need customising to suit specific location and/or work activity and others may not need changing at all.

The forms are only partially completed and will need to be adapted by admin officer from the school, who can complete the rest of the form having considered the generic hazards, risks and control measures listed on the form and add any site specific items identified.

The assessments require the risk to be evaluated before and after the suggested controls are in place. This will help identify the urgency of control measures and whether, following the introduction of controls, the risk can be reduced sufficiently. The following matrix may help to determine your risk rating.

Risk Matrix:

|  |  |  |  |
| --- | --- | --- | --- |
| **Severity****Likelihood** | **Slightly harmful**(e.g. Superficial injury or temporary discomfort or distress) | **Harmful**(e.g. Sprains, minor fractures, ill health leading to disability) | **Extremely harmful**(e.g. major fractures, amputations, fatality, life shortening illnesses) |
| **Highly unlikely** | LOW (L) | LOW (L) | MEDIUM (M) |
| **Unlikely** | LOW (L) | MEDIUM (M) | HIGH (H) |
| **Likely** | MEDIUM (M) | HIGH (H) | VERY HIGH (VH) |

It is unlikely that all risks can be reduced to low levels. Table 1 will help you to determine action that needs to be taken.

Table 1:

|  |  |
| --- | --- |
| **Risk Rating** | **Action required** |
| **Initial risk rating** | **Residual risk rating** |
| **Very High (VH)** | May only take place if good control measures can be implemented. | Must not take place. You will need to identify further controls to reduce the risk rating. |
| **High (H)** | May only take place if good control measures can be implemented. | Seek further advice |
| **Medium (M)** | If it is not possible to lower risk further, you will need to consider the risk against the benefit.  |
| **Low (L)** | No further action required. |

The completed generic assessments will need to be signed off by the admin officer completing the assessment and monitored by the principal. They will then need to be reviewed and if necessary updated, at least annually. A review will be required sooner if an incident or accident occurs, or there are significant changes to the premises, staff or procedures.

Records

The assessment should be recorded on the standard Risk Assessment Form and should be kept in a visible/accessible folder identified for this purpose in the work area in question. The form also acts as an improvement action plan and should be used for tracking implementation of control measures. The findings should be made known to the staff it affects and information/training must be given.

Review

A risk assessment must be reviewed if there is any significant change to the area/ job/task or if there is any other reason to suspect it is no longer valid. Risk assessments should be reviewed after accidents/incidents involving the task assessed. In any event, it is good practice to review assessments regularly to ensure they are still accurate and controls remain in place.

**Review Leader:** Headteacher

Appointed Health and Safety Officer: Sarah Barker

Appointed Fire Safety Officer: Sarah Barker

Policy Written: August 2014

Reviewed: August 2015

Lasted review: July 2016

Last reviewed: June 2017

Last reviewed: May 2018

Last review: June 2019

Latest review: September 2020

Last reviewed: June 2021

Last reviewed: June 2022