



BYRCHALL HIGH SCHOOL

Risk Assessment Policy

This policy is intended as guidance for departments/leaders of activities etc to produce their own risk assessments.

Risk assessment is the process by which the majority of accidents and incidents can be foreseen and prevented.

Risk Assessment

There are two main types of risk assessment, generic and specific. Generic risk assessments should be completed for hazards or activities that are common throughout the school. Specific assessments should be completed for particular tasks, procedures, equipment, locations, and educational visits, which have specific or significant risks.

The essential steps that are taken in order to comply with this policy are:-

- Identify the hazards to health or safety arising from the activity, learning environment or setting.
- Decide who might be harmed and how.
- Evaluate the risks and decide whether existing precautions are adequate or more needs to be done.
- Record your findings.
- Review your assessment and revise it if necessary.

Hazard and Risk

Hazard: A hazard is something with the potential to do harm.

Risk: The risk is the likelihood that actual harm will occur.

Hazard Identification:

Identify all the hazards relevant to the activity.

Specific hazards should be assessed on a separate risk assessment form and cross-referenced with this document. Specific assessments are available for hazardous substances, biological agents, display screen equipment, manual handling operations, lifting and handling of pupils and some locations beyond the school. Other hazards to consider include slipping/tripping hazards, electricity, noise, dust, temperature extremes, fire/explosion, portable tools, machinery, pressure systems, compressed gases, work at height, confined areas, vehicles, work with animals, lone-working, out-of-hours working, irregular or unusual activities such as maintenance or repair work.

Who May Be Affected:

Consider pupils, students, trainees, expectant mothers and also those who may not be directly involved with the activity but who may still be affected by the process. This may include cleaning or office staff, contractors or parents. Or when beyond the school, members of the public. What information should be made available and how will this be communicated to those at risk? What training or supervision will be required?

Risk Evaluation:

Evaluate the risks (low / medium / high) to which individuals might be exposed. This will be a subjective evaluation but should be used to give an indication of the priority with which the risks needs to be addressed. Where risks are already controlled, monitor the effectiveness of the control to decide whether they are sufficient. Where the risk to individuals is thought to be medium or high, additional control measures must be considered.

Risk Control:

Decide what controls are necessary to reduce the risk to individuals.

The steps to controlling the risks are as follows:-

- **Avoid the hazard** - can the hazard be avoided or altered to reduce the likelihood or risk?
- **Substitute or replace the hazard**
- **Procedural controls** – can the procedure be altered to avoid or reduce the risk? Can the individual be removed / distanced from the risk? Can the activity be carried out at a time that would have a lesser impact on others?
- **Child management** – make sure you and your staff are aware of each child's needs.
- **Setting management** – such as the monitoring of exits and entrances.
- **Additional equipment / staff** – can a lifting device or an additional person be utilised to avoid or reduce the risk?
- **Personal Protective Equipment** - consider the value of using such things as gloves, over garments or a hat.
- **Emergency procedures** – have contingencies in the event of things going wrong such as an accident, incident or fire.
- **Health surveillance** – are your staff or pupils physically able or sufficiently fit to engage in the planned activity.

Monitor the control measures you have instigated to ensure that they are effective and implemented correctly.

This guidance should be used in conjunction with the school Health and Safety Policy, Risk Assessment Forms and Examples and the Education Visits and Outings Off-Site Materials. These can be found in your Class Health and Safety Handbook.

Record Your Findings:

Record the significant hazards and conclusions using the appropriate risk assessment form.

Assessment Review:

The assessment must be reviewed periodically to ensure it remains relevant and effective. In addition, the assessment must be reviewed if there are any significant changes to the activity such as different children or staff, new procedures, substances or equipment.