



LIONHEART

EDUCATIONAL

TRUST

Health and Safety

Risk Assessment Policy

Incorporating Leicestershire HSW

Risk Assessment Inventory Primary & Risk Assessment Inventory Secondary

2021-23

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Throughout this document 'employees' refers to staff, parents, pupils and all others affected by the undertakings of schools within the Trust.

1.0 Introduction

1.1 Lionheart Educational Trust is committed to protecting the health, safety and welfare of its employees and others affected by their undertakings. In order to ensure that risks to employees are identified and controlled at the earliest possible opportunity, risk assessments need to be conducted as required by various pieces of H&S legislation.

1.2 The Management of Health and Safety at Work Regulations 1999 states that:

Every employer shall make a suitable and sufficient assessment of:

- a) the risks to the health and safety of his employees to which they are exposed whilst they are at work; and*
- b) the risks to the health and safety of persons not in his employment arising out of or in connection with the conduct by him of his undertakings.*

1.3 This procedure document sets out the arrangements in place within Trust schools to ensure compliance with appropriate legislation regarding risk assessment. It also provides guidance to assist risk assessors to conduct suitable and sufficient risk assessments, determine and implementing suitable control measures and thus, reduce the risk of potential accidents and incidents.

2.0 Roles and Responsibilities

2.1 According to the Management of Health and Safety (at Work) Regulations, (1999) the *employer* is responsible for risk assessing within their organisation. At Trust schools this responsibility is delegated through the hierarchy to appropriate managers as described below:

2.2 Head Teacher / Principal / Head of School/ Associate Principal

The Head Teacher / Principal /Head of School/ Associate Principal is responsible for:

- Ensuring that all health and safety policies, including this policy, are fulfilled within the organisation. In order to achieve this, sufficient resource should be allocated, proportionately by the Governing Body and the Trust, through the management hierarchy, to enable the effective management of health and safety in all service areas.

2.3 Chair of Governors and Governing Bodies

It is the responsibility of the Governing Body to ensure:

- That Heads of Department, Managers, Head Teacher/Principal, Associate Principal and Supervisors risk assess all work activities/processes under their control, where significant risk is identified. Where a risk has been identified, Head Teacher/Principal should ensure that appropriate control

measures are implemented to reduce the risk so far as is reasonably practicable.

- That all persons with designated responsibility to carry out risk assessments are competent to do so and have received adequate training.
- That the findings of all risk assessments are communicated to persons who may be affected by the work activity.

2.4 Heads of Key Stages and Departments, Managers and Supervisors

Heads of Department, Managers, and Supervisors are responsible for ensuring:

- The planning, co-ordinating, conducting, monitoring and reviewing of risk assessments within their respective Departments. **Note: Risk assessments should be conducted in conjunction with appropriate staff members that actually carry out the activities being risk assessed as well as by staff that have received risk assessment training.**
- That all work activities/processes within their control are risk assessed and appropriate control measures are implemented. **Note: Only activities / processes where significant risk of harm is identified should be assessed.**
- Employees are consulted on the risk assessment and the risk assessment is communicated to those affected by the activity/process.
- That a risk assessment is undertaken prior to the introduction of new equipment or changes in the working practices.

2.5 All Employees

All employees within Trust schools are responsible for:

- Co-operating and engaging in the risk assessment process with the management staff.
- Familiarising themselves with and adhering to the controls stipulated in the risk assessment process (as appropriate to the activities they engage in).
- Ensuring that controls designed for their safety (such as PPE and machine guarding) are maintained and not tampered with. Where necessary, defects should be immediately reported to the appropriate responsible person.
- Communicating with their manager if they have concerns with the risk assessment or identify any further hazards or risks during their work activities which may require formal assessment.

3.0 Types of Risk Assessment

3.1 Depending upon the activities / processes being risk assessed, there may be a need to approach risk assessments in different ways. Generally, there are 3 types of risk assessment:

- Generic,
- Specific and
- Dynamic.

The different risk assessment types are discussed below.

It should be noted that model risk assessment can be used as a starting point but these must be developed and be made site specific.

3.2 Generic Risk Assessment

A *generic* risk assessment may be carried out at Trust schools where activities, although are carried out at different times and locations, may still present the same hazards and risks. For example, general classroom risk assessments as activities are carried out in the same setting. This would mean that the same *generic* risk assessments can be used in all establishments where the activities are the same. Hazards may be included in the generic risk assessment as a result of accidents and incidents which have occurred within a service. Once an accident has occurred, it becomes *reasonably foreseeable* that it may occur again in future.

3.3 Specific Risk Assessment

A *specific* risk assessment should be conducted for activities where the hazards faced by staff differ at each site. For example, a Design and Technology department may have different machinery; different activities within different locations, therefore presenting different hazards, e.g. pillar drill will require a specific risk assessment.

3.4 Dynamic Risk Assessment

A *dynamic* risk assessment may be conducted in circumstances where there is a requirement for staff to deviate from stipulated controls on the grounds that the above *generic / specific* risk assessments become irrelevant owing to changing circumstances. A dynamic risk assessment will only usually be required in emergency situations. Where a dynamic risk assessment is likely to be required, this will not need to be written down owing to the potential urgency of the situation. Staff will need to be of a high level of competence in order to consider the situation in hand and make impulsive decisions to ensure the safety of themselves and others affected by their actions.

A dynamic risk assessment may be required, for example, when a youth worker enters a situation where a gang of young people become aggressive. The particular location may restrict the ability for the youth worker to escape. In this situation, the youth worker may decide to apply alternative controls not stipulated in the specific risk assessment for working with gangs. This assessment is conducted mentally and

impulsively by the youth worker and does not need to be recorded.

3.5 Other Types of Risk Assessment

There are occasions where there is a requirement to undertake additional risk assessments. These include individuals (e.g. young persons with challenging behaviour), during emergency / non-routine circumstances or as a result of a specific piece of HS&W legislation.

- 3.6 *Individual risk assessments* should be conducted where activities involve disabled people, young people (under 18) or new and expectant mothers. These assessments may need to be carried out with the individual present to ensure that they are familiar with the necessary controls.
- 3.7 *Emergency / Non-routine* risk assessments may be incorporated into all of the above assessment types or may be a completely separate assessment. It is good practice to consider what controls may need to be in place in the event of a non-routine / emergency situation. For example, while routing cables through a building, an electrical installations engineer may accidentally drill through a wall containing hazardous asbestos material. Good practice would be to assess the potential risk of this happening in order to decide what controls would need to be in place should such an incident occur. Note: Assessments of emergency circumstances should focus on areas where there is a potential significant harm. The risk assessment form in [Appendix 1](#) will assist managers in planning for Emergency / Non-routine scenarios.
- 3.8 Specific Legislation requiring special kinds of risk assessments to be conducted include, but is not limited to:
- First Aid at Work Regulations, (1981)
 - Regulatory Reform (Fire Safety) Order (2005)
 - Manual Handling Operations Regulations (1992)
 - Display Screen Equipment Regulations (1992)
 - Control of Vibration Regulations (2005)
 - Control of Substances Hazardous to Health Regulations (2002)
- 3.9 Note: Assessments of this kind will not need to be conducted unless it is foreseeable that somebody may be affected by the appropriate hazards.
- 3.10 If further advice is required in conducting the above assessments then the Health, Safety & Wellbeing Service can be contacted, 0116 305 5515.

4.0 Generic Risk Assessment Form

4.1 In order to ensure that risk assessments are completed in accordance with a standard requirement Leicestershire Health, Safety and Wellbeing Team have produced a generic risk assessment form which may be used by risk assessors. Trust schools may use any suitable form suited to their school and the particular risk being assessed. An example of the Leicestershire form can be found below and in [Appendix 1](#). Guidance on completing this form is given in section [6.0](#).



Activities Covered by this Assessment		
Site Address / Location	Department / Service / Team	CFS and Traded Services
Note: A person specific assessment must be carried out for young persons, disabled staff and new and expectant mothers conducting this activity		

Hazard (Something with a potential to cause harm)	Who might be Harmed & How?	Existing Controls (Consider Hierarchy of Control)	Initial Risk Rating (S x L)			Further Controls Required (Consider Hierarchy of Control)	Final Risk Rating (S x L)			Action Required		
			Severity	Likelihood	Risk Rating		Severity	Likelihood	Risk Rating	Who (Initial)	Date By: (---/---/---)	Done ?
		<ul style="list-style-type: none"> Example 	H	M	L							

To add more rows to the risk assessment, place the cursor within the last row right click and select insert row below.

During this activity, what could go wrong resulting in an emergency situation?	
How could this emergency situation be prevented / controlled?	
Who should respond to a potential emergency situation and how? Have staff been trained to respond to this emergency situation?	
Could any non – routine changes affect the safety arrangements in place for this activity? (E.g. weather, people, equipment etc.) What can be done?	

Risk Assessor (s) Name(s):		Risk Assessor(s) Signature (S):	
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Authorised By:		Authoriser Signature:		Initial
Date Conducted:		Date of Next Review:		
		Date of Review:		
		Date of Review:		
		Date of Review:		
		Date of Review:		

Potential Severity of Harm	High Death, paralysis, long term serious ill health.	Medium	High	High
	Medium An injury requiring further medical assistance or is a RIDDOR incident.	Low	Medium	High
	Low Minor injuries not resulting in any first aid or absence from work.	Low	Low	Medium
		Low The event is unlikely to happen.	Medium It is fairly likely to happen.	High It is likely to happen.
Likelihood of Harm Occurring				


RA1/PB/HSW/2012 – Version 3

3

Risk Rating Definitions	
Low	This is an acceptable level of risk. No further controls are required as the risk rating cannot be reduced any further. However, it is advised that continual monitoring occurs in order to ensure that no changes / deviation of control measures occur.
Medium	It is advised that further controls are implemented to reduce the risk rating to as low a level as possible. If the risk cannot be reduced to lower than a medium, then on site monitoring should occur to ensure that all stipulated controls are being adhered to.
High	This is an unacceptable risk rating. Urgent interim controls should be implemented to reduce the risk so far as is reasonably practicable. If the risk rating cannot be reduced to lower than a High , then a documented safe system of work should be implemented to control the activity. It may be necessary to seek further professional advice. Serious considerations should be given to the validity of carrying out the activity at all. Regular monitoring of the activity should occur.

5.0 Identifying Activities

- 5.1 Prior to commencing the risk assessment process, it is a good idea to walk around your workplace or communicate with staff to identify exactly what activities take place within Trust school. Your staff will be able to inform you of the hazards associated with these activities and also which activities involve little or no risk.
- 5.2 It is strongly advised that the activity identification process is recorded to help demonstrate exactly why you have chosen which activities to risk assess and which are considered non-hazardous. Accident data or near misses can help to identify these.
- 5.3 The following matrix may be useful in helping risk assessors determine which hazards will need to be considered when assessing appropriate activities. This matrix can be located in [Appendix 2](#)

HAMATRIX/PB/Jan12/VER1  Leicestershire County Council

Hazard Type		Physical Hazards	Chemical	Biological	Environmental	Psychological	Other
Dept:	Service:	Hazard:	Hazard:	Hazard:	Hazard:	Hazard:	Hazard:
Activity:		Slips and Trips	Wets or Height	Falling from	Manual Handling	Contact with Equipment	Contact with Vehicles
Activity:		Dusts	Noise	Vibration	Electricity	Fire	Explosion
Activity:		Lifting	Working at Height	Confined Spaces	Asbestos	Ionising Radiation	Biological
Activity:		Lifting	Working at Height	Confined Spaces	Asbestos	Ionising Radiation	Biological
Activity:		Lifting	Working at Height	Confined Spaces	Asbestos	Ionising Radiation	Biological
Activity:		Lifting	Working at Height	Confined Spaces	Asbestos	Ionising Radiation	Biological
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Activity:		Lifting	Working at Height	Confined Spaces	Asbestos	Ionising Radiation	Biological
Activity:		Lifting	Working at Height	Confined Spaces	Asbestos	Ionising Radiation	Biological
Activity:		Lifting					

- 6.2 A hazard is described as “*anything with the potential to cause harm.*” So therefore it may be necessary for a risk assessor to liaise with staff who are involved with the activity being assessed. This will help to find out what may cause harm. Some hazards may be obvious, however staff involved with the activity will be able to inform of additional, less obvious hazards.
- 6.3 Generally, hazards can be categorised into 5 types. These are:
- Physical,
 - Chemical,
 - Biological,
 - Environmental and
 - Psychological
- 6.4 Examples of the hazards which fall under these categories can be found on the Hazard /Activity Matrix in [Appendix 2](#).
- 6.5 Once the hazards associated with an activity have been identified, they should be recorded in the left hand column (one hazard per row.) of the [Risk Assessment Form](#). An assessment of each hazard should occur.
- 6.6 When determining which hazards to include, it is important to focus only on those which may present a *significant risk* of harm.
- 6.7 It may also be necessary to identify hazards as a result of previous incidents. For example, if there have been several accidents relating to violence and abuse from pupils/students, then it is reasonably foreseeable that staff may be exposed to violence and abuse. This therefore should be factored into the risk assessment.

7.0 Who Might be Harmed and How?

- 7.1 When determining who might be harmed and how, it is important to consider all staff, pupils/students, and any other person that may be affected by the activity or an omission of control measures associated with that activity including contractors or support staff on site.
- 7.2 Note: People behave in many differing ways and in some circumstances; people that you may not expect to be in the work proximity may surprise you. A typical example of this might be a Tree Surgeon working with a chainsaw in an isolated area, displaying warning signs and within a cordoned off area segregated from the public. It has been known for Tree Surgeons to be tapped on the shoulder by local residents who are asking for some advice regarding the trees over hanging in their gardens. This may have obvious, unpleasant consequences. Efforts should be made to plan for such unforeseen changes to the working environment to accommodate this.
- 7.3 When all persons have been identified, they should be recorded in column 2 of the Risk Assessment Form next to the appropriate hazard. Typical examples of people to consider include:

- Staff,
- Pupils / Students,
- Parents / Visitors,
- Service Users
- Contractors,
- Members of the Public,
- Trespassers etc.

7.4 When discussing how the above mentioned people might be harmed, you should describe the likely types of accident / incident and the potential consequences of this accident / incident occurring, for example roof works in a school:

“Staff, children, parents and visitors may be injured as a result of contact with falling items. This may result in bumps/blows, fractures and potentially death.”

7.5 This will help to focus efforts appropriately when preventing possible accidents and incidents.

8.0 Existing Control Measures

8.1 In the third column of the Risk Assessment Form, list all of the control measures you have in place relating to the particular hazard. For example, if the hazard is slips and trips in a school corridor, the controls may include: “keep left” policy, discipline procedure for disorderly behaviour and no trailing cables etc.

8.2 Do not list control measures that are not in place. This may potentially expose a manager in the event of an accident resulting in civil claims or an external regulator investigation. Similarly, if you do document control measures, you must ensure that they are implemented.

9.0 Initial Risk Rating

9.1 Once the hazards, people who may be harmed and existing controls have been identified, it is time to calculate the *initial risk rating*. This helps to determine whether or not the risk of injury is acceptable or whether further action is required to reduce the level of risk to an acceptable level.

9.2 A tool has been devised to help managers calculate the risk rating. This tool (see diagram below) follows the Health and Safety Executive’s (HSE) approach in determining the risk rating.

Risk Rating = Severity of Injury x Likelihood of Harm occurring.

Potential Severity of Harm	High Death, paralysis, long term serious ill health.	Medium	High	High
	Medium An injury requiring further medical assistance or is a RIDDOR incident.	Low	Medium	High
	Low Minor injuries not resulting in any first aid or absence from work.	Low	Low	Medium
		Low The event is unlikely to happen.	Medium It is fairly likely to happen.	High It is likely to happen.
		Likelihood of Harm Occurring		

Risk Rating Definitions	
Low	This is an acceptable level of risk. No further controls are required as the risk rating cannot be reduced any further. However, it is advised that continual monitoring occurs in order to ensure that no changes / deviation of control measures occur.
Medium	It is advised that further controls are implemented to reduce the risk rating to as low a level as possible. If the risk cannot be reduced to lower than a medium, then on site monitoring should occur to ensure that all stipulated controls are being adhered to.
High	This is an unacceptable risk rating. Urgent interim controls should be implemented to reduce the risk so far as is reasonably practicable. If the risk rating cannot be reduced to lower than a High , then a documented safe system of work should be implemented to control the activity. It may be necessary to seek further professional advice. Serious considerations should be given to the validity of carrying out the activity at all. Regular monitoring of the activity should occur.

9.3 It is important to document how you arrive at the risk rating. This helps you to determine where further efforts may be made to reduce the level of risk. I.e. reduce the impact of an injury or reduce the likelihood of it occurring. For example, if there was a high likelihood that a member of staff could be pricked by a used syringe and the severity of such an injury could result in serious long term ill-health or death, the risk rating will be:

High Likelihood x High Severity = High Risk Rating.

9.4 Regardless of how likely the potential for contact with a used syringe is, the severity will always be high. However, it is possible to implement further controls to reduce the likelihood of the event occurring. As such, in this example, efforts should be made to reduce the likelihood of harm occurring.

9.5 Once risk ratings have been calculated, they should be recorded in the appropriate (4th, 5th and 6th) columns of the Risk Assessment Form.

10.0 Further Control Measures

10.1 Where risk ratings portray that an activity is a Medium or High risk, efforts need to be made to reduce the risk rating to as low a level as *reasonably practicable*. This entails implementing further control measures.

10.2 In order to determine which control measures are most effective, the following risk control hierarchy should be followed:

- **Eliminate** the hazard, (For example, replacing a hazardous substance with a non-hazardous one).
- **Reduce** exposure to a hazard, (For example, conduct a swimming lesson in shallower water or apply the use of segregation ropes).
- **Isolate** the hazard(s), (For example, preventing access to children into a school kitchen).

- **Control** the hazard by implementing a safe system / method of working. (For example, a step by step procedure for informing / training grounds maintenance staff on how to spray pesticides safely).
- **Protect** staff from a hazard by issuing Personal Protective Equipment (PPE).
- **Discipline** staff for deviating from planned arrangements.

10.3 Deciding on suitable control measures may be difficult and a risk assessor would need to balance the benefit of further controls against the *time, cost* and *effort* of implementing them. For example, it would not be reasonable for a sole trader to spend thousands of pounds on an elaborate scaffolding system to assist with changing a light bulb. It may be reasonable however, to develop a safe system of work for using stepladders and ensuring that the sole trader has the knowledge to use the ladders correctly. Similarly, it would be unreasonable for a contracting organisation with a multi-million-pound turnover to not supply staff with disposable hearing protection in a noisy site environment.

10.4 In some circumstances, it may not be easy to reduce the risk rating to a *low* level. In these instances, it is important to reduce the level to as low as is reasonably possible. You may need to record on the risk assessment (in the *Further Controls* column), words to the effect of:

“Reasonable further controls will not reduce the overall risk rating.”

10.5 It would then be necessary to ensure that a safe system of work is documented and implemented. Direct supervision of the safe system of work may also be necessary to ensure that staff are working in accordance with the stipulated arrangements.

10.6 Risk assessors should consult best practice guidance in determining suitable control measures. Such guidance may be available through trade associations, the HSE website and experienced technical consultants.

11.0 Residual Risk Rating

11.1 Once further controls have been implemented, the risk rating should be revised to demonstrate that the further controls have reduced the risk to as low a level as possible. If the risk rating remains the same after controls have been put in place, then the controls are either ineffective or the risk is already at its lowest possible level. Generally, the residual risk rating will show an improvement after further controls have been implemented. The residual risk rating should be calculated as defined in section [9.0](#). This should be recorded in columns 8, 9 and 10 of the Risk Assessment Form.

12.0 Action Required

12.1 In the final three columns of the Risk Assessment Form, it is important to record who is being assigned with the task of implementing the further action, when the action needs to be taken by and whether or not it has been done. For example, a manager (Joe Bloggs) may need to arrange for some further training to help in controlling the risks of manual handling to staff. The final column should be ticked when completed. Hence, the columns would read:

Who: (Initial)	Date By: (--/--/--)	Done? ✓/✗
J.B.	01.01.16	✓

- 12.2 The accumulation of all of the actions identified within the risk assessments would help to form an action plan for a head teacher/principal/manager to demonstrate an intention for *continual improvement*. It is important that where actions have been identified, they are not ignored. You must be able to demonstrate that actions have been taken.

13.0 Non-routine / Emergency Consideration

- 13.1 At the end of the Risk Assessment Form, there are four questions to help the risk assessor identify potential solutions to unforeseen circumstances. It is recognised that things don't always go according to plan. As such, these questions are designed to help staff plan and prepare for what to do in a *worst case scenario*. For example, a catering assistant may suffer a severe burn in a kitchen while preparing food. Trying to plan for this in the risk assessment process might ensure that staff are aware of how to respond in a timely fashion. This may potentially reduce the effects of the injury and ensure that appropriate medical treatment is sought. Such procedures should be tested periodically as proportionate to the nature of the hazard.

14.0 Communication of Risk Assessment

- 14.1 A key requirement of H&S legislation is the effective communication of risk assessment findings with all appropriate staff. This can be done initially by involving all staff in the risk assessment process. However, the outcome of the risk assessment also needs to be explained to staff. When communicating risk the assessment with staff, it is not always necessary for them to be fully conversant with the assessment itself. The key points to convey are:
- Who conducted the risk assessments? (Include front-line staff)
 - Hazards present and how staff may be harmed when conducting activities.
 - Controls / Procedures that need to be followed,
 - Communication Methods to raise additional hazards with Managers if necessary. (Report to Line Manager etc.)
- 14.2 Records of risk assessment communication should be kept to evidence who has been briefed and also to identify who hasn't. The Risk Assessment Briefing form ([Appendix 3](#) below) may assist managers / risk assessors in documenting the risk assessment communicators. Note: the risk assessment content will need to be communicated to new starters and to all staff when changes to the assessment are made.

15.0 Risk Assessment Review

- 15.1 Once the assessment is complete, it is important that the form is signed and dated by all assessors and authorised by the appropriate responsible manager. A suggested review date should also be documented on the form.

- 15.2 During a risk assessment review, it is important to check that all of the information on the form is still relevant to the activities being assessed. Consider whether the activities have changed, whether additional controls have been identified since the initial assessment and check that all identified further actions have been ticked off as complete. Any outstanding actions will need to be implemented.
- 15.3 The frequency of a risk assessment review may vary depending on the nature of the task, the potential injury severity, and the resources available to conduct the review. Generally speaking, within Trust schools, reviews should take place annually or:
- If a significant operational change occurs, (for example, a new item of equipment)
 - If there has been an accident, (this may suggest that the controls in place were insufficient)
 - If there have been revisions to best practice guidance / legislation,
 - Change in the workforce, (for example, young / disabled employees) or
 - Following an audit or inspection that has highlighted significant weaknesses in the safety management system.
- 15.4 It is good practice to record the revisions / changes to the risk assessment during the review process. This may be noted on the Risk Assessment Form by hand or could be integrated into a formal document control procedure.

16.0 Further Information

- 16.1 Further information relating to the risk assessment methodology can be obtained by contacting the Health, Safety and Wellbeing Team on 0116 305 5515.

Appendix 1: Risk Assessment Form

Activities Covered by this Assessment			
Site Address / Location		Department / Service / Team	CFS and Traded Services
Note: A person specific assessment must be carried out for young persons, disabled staff and new and expectant mothers conducting this activity			

Hazard (Something with a potential to cause harm)	Who might be Harmed & How?	Existing Controls (Consider Hierarchy of Control)	Initial Risk Rating (S x L)			Further Controls Required (Consider Hierarchy of Control)	Final Risk Rating (S x L)			Action Required		
			Severity	Likelihood	Risk Rating		Severity	Likelihood	Risk Rating	Who (Initial)	Date By: (---/---/---)	Done ?
		<ul style="list-style-type: none"> Example 	H	M	L							

To add more rows to the risk assessment, place the cursor within the last row right click and select insert row below.

During this activity, what could go wrong resulting in an emergency situation?	
How could this emergency situation be prevented / controlled?	
Who should respond to a potential emergency situation and how? Have staff been trained to respond to this emergency situation?	
Could any non – routine changes affect the safety arrangements in place for this activity? (E.g. weather, people, equipment etc.) What can be done?	

Risk Assessor (s) Name(s):		Risk Assessor(s) Signature (S):		
Authorised By:		Authoriser Signature:		Initial
Date Conducted:		Date of Next Review:		
		Date of Review:		
		Date of Review:		
		Date of Review:		
		Date of Review:		

Potential Severity of Harm	High Death, paralysis, long term serious ill health.	Medium	High	High
	Medium An injury requiring further medical assistance or is a RIDDOR incident.	Low	Medium	High
	Low Minor injuries not resulting in any first aid or absence from work.	Low	Low	Medium
		Low The event is unlikely to happen.	Medium It is fairly likely to happen.	High It is likely to happen.
Likelihood of Harm Occurring				

Risk Rating Definitions	
Low	This is an acceptable level of risk. No further controls are required as the risk rating cannot be reduced any further. However, it is advised that continual monitoring occurs in order to ensure that no changes / deviation of control measures occur.
Medium	It is advised that further controls are implemented to reduce the risk rating to as low a level as possible. If the risk cannot be reduced to lower than a medium, then on site monitoring should occur to ensure that all stipulated controls are being adhered to.
High	This is an unacceptable risk rating. Urgent interim controls should be implemented to reduce the risk so far as is reasonably practicable. If the risk rating cannot be reduced to lower than a High , then a documented safe system of work should be implemented to control the activity. It may be necessary to seek further professional advice. Serious considerations should be given to the validity of carrying out the activity at all. Regular monitoring of the activity should occur.

Appendix 3: Risk Assessment Briefing Form

Name of Manager / Supervisor Giving Briefing:	
Position:	
Date:	
Time / Duration:	
Health and Safety Briefing Location:	

Delivering the Briefing

Aim: To ensure that all staff are familiar with the hazards present, required control measures and mechanisms for raising awareness of any additional workplace hazards.

Objectives: Manager and other Risk Assessors to verbally inform team of the risk assessment documents. Managers and Assessors to invite feedback in order to improve risk assessment and controls where necessary.

Things to Discuss:

- Who conducted the risk assessments? (Include front-line staff)
- Activity / Hazard Matrix – (Any additional Hazards not considered?)
- Hazards present and how staff may be harmed when conducting activities
- Controls / Procedures that need to be followed (Refer to risk assessments)
- Methods to raise additional hazards with Managers if necessary (Report to Line Manager etc.)

Report feedback from Staff

Invite questions to help ensure that staff are familiar with the hazards, controls and procedures. List any concerns raised in the box below for further consideration:

Issue / Question Raised	Staff Name	Answer Given	Further Action Required	Date of Action

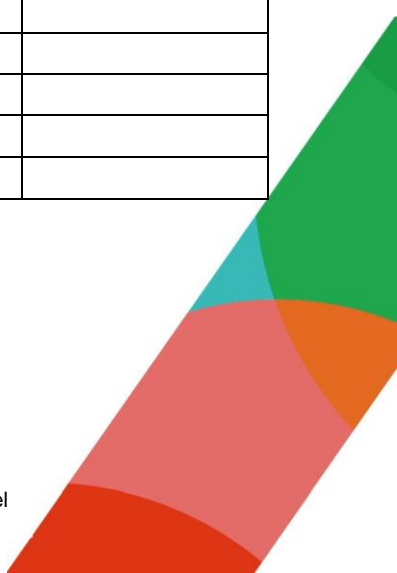
Double Check: Staff should be familiar with location of Risk Assessments for future reference. Check all staff have access to appropriate equipment / tools to conduct their work safely. Ask them to recite the methods for raising awareness of a particular hazard which

has not been assessed and what to do on discovering a new hazard. (Stop work if necessary until suitable controls are implemented.)

Feedback to Management: Any identified issues with risk assessment / controls, PPE, equipment required, clarity of procedures, any absent personnel etc. Seek approval for further action if necessary.

The following signatures are to demonstrate that the staff mentioned below have received a briefing on the risk assessment documents conducted and communicated on **XX/XX/20XX**, the identified hazards, controls and systems of work contained within the assessment and also the means of reporting hazards with their relevant supervisors and managers.

Name:	Position:	Signature:	Date:





**Leicestershire
Traded Services**

Appendix 4

**Risk Assessment – Advice on
Application**

Primary Schools

Information and Guidance

Author: Philip Broughton & Kayleigh Brown

Issue Date: 09/06/2017

Review Due Date: 09/06/2020

Issue No: 1

**We can
do that. ✓**

Introduction

Schools/academies often ask 'What risk assessments do we need to have?'

This is an almost impossible question to answer as it will greatly depend upon what the school/academy does as part of its regular activities. The purpose of this document is to guide schools/academies into thinking about the areas of the school/academy that may need to have risk assessments prepared and the activities that may need to be covered.

An explanation of the different types of written risk assessments

Words such as 'generic', 'specific' and 'dynamic' are used to describe different types of activities.

A 'generic' risk assessment is used for situations where the hazards with the potential to cause harm usually remain the same, irrespective of how many times the activity is carried out e.g. teaching in a classroom. These hazards will usually be things such as slip and trips, thrown objects, electricity, behaviour etc. The important thing is that a classroom is a relatively well controlled environment and the level of risk remains relatively constant and therefore a general or generic risk assessment can be sufficient.

A 'specific' risk assessment is usually required where the risks are individual to the place, activity or circumstances likely to be encountered at the time e.g. a pond, kitchen, maintenance work etc.

A 'dynamic' risk assessment is usually required in circumstances where there is a requirement for staff to deviate from stipulated controls on the grounds that the above generic / specific risk assessments become irrelevant owing to changing circumstances. A dynamic risk assessment will only usually be required in emergency situations e.g. window breaks whilst children are in the classroom.

Does the school/academy carry out the following?

Curriculum based risk assessments

- Academic based teaching in classrooms (usually generic)
- Practical teaching in classrooms i.e. performing arts (usually generic)
- Practical teaching in specialist settings i.e. science, D&T, PE, art, motor mechanics (usually generic but can require individual assessments for unusual or one off tutorials)(for science and D&T most schools subscribe to CLEAPSS for advice and guidance on how to conduct experiments/practical's. However, there is a requirement to make these model risk assessments individual to the school e.g. taking into consideration space, supervision ratios and behaviour etc.)
- Practical teaching in environmental education settings i.e. gardens or ponds (usually generic or site based)
- Off-site educational visits (required to be individually assessed for each visit)

Schools and academies will also be required to have control of the grounds and buildings in which they are based and may have risk assessments on the following:

Site based

- Site security including opening and lock up

- Pedestrian and vehicles movement on site (particularly important during beginning and end of school day where the risk of collision and traffic volumes are high)
- Playgrounds/outdoor equipment
- Winter gritting etc.,

Activity based risk assessments

- Lone working (usually generic)
- Manual handling (usually generic but must need to be produced for complex individual lifts e.g. hoists)
- Work at height (can be generic but may need to be specific e.g. using a tower scaffold)
- Summer fair (usually specific)
- Plays, productions and nativity etc. (usually specific)

Schools/academies will also need to prepare risk assessments for maintenance activities. After all, some staff carry out tasks that potentially carry the highest day to day risks.

Maintenance Activities

- Gutter clearing
 - Minor repair work
 - Building Inspections
 - Decorating
 - Cleaning
 - Boiler lighting etc.
- } Potentially all include work at height

Schools/academies may also have risk assessments to cover all the activities carried out by a particular part of the establishment:

Area based risk assessments

- Kitchen
- Pool
- Lettings including the hall, outside space etc.

There are also statutory risk assessments:

Statutory required risk assessments

- New and expectant mothers (prepared for an individual during her pregnancy)
- Young persons (anyone under the age of 18, for children still in full time education receiving training in work situations)
- Fire safety
- Asbestos (usually carried out by the surveyor as part of the survey)
- Legionella (usually carried out by the surveyor as part of the survey)
- First aid (to establish the requirement for first aid provision)

A note of caution- well in fact four!

1. Using 'model' risk assessments sourced from elsewhere without applying them to the particular environments of your school/academy is not recommended by the HSE, insurance assessors, fire officers etc.

2. All written risk assessments are merely the proof that management are engaged in the control processes required by law. However, if these control processes are not communicated to staff and implemented then the whole activity will have been for nothing.
3. It is occasionally noted that schools/academies have detailed written risk assessments drafted by one member of staff that are not 'owned' or acted upon by the rest of the relevant department. If you have direct management responsibility for staff then you are responsible for ensuring their safety and that suitable and sufficient risk assessments are in place for the people and activities they undertake. After all, if (and when) the accident happens it will be **you** who will have to defend how **you** managed **your** staff.
4. Even if you have good quality risk assessments there is still the need for constant vigilance. Any incident that indicates that the controls are not adequate should lead to the risk assessment being reviewed to accommodate any new controls identified. Remember risk assessments are about lessons learned and communicating those forward, to those who need them. Something that schools/academies are usually very good at.

Competency

All persons with designated responsibility to carry out risk assessments should be competent to do so and have received adequate training.

Risk Assessment List

Below is a list of model risk assessments available through the health and safety buy-back service. Some of these documents are available to download from our website www.leicestershiretradedservices.org.uk or you can discuss your needs with our duty officer on our helpline 0116 305 5515. They can direct you to the most appropriate model risk assessment, if available.

General

Bringing animals into school

Car Park – Transport and Vehicle Movement

Challenging behaviour

Cleaning up of bodily fluids

Contractors

Delivering training

General Classroom

General Whole School

Home Visits

Lone Working

Manual Handling

Member of staff with broken leg

Nappy changing & changing soiled clothes of pre-school children

	<p>New and expectant mothers Pedestrian and Traffic Conflict Return to work – Class teacher Sand and Water (primary school teaching) Severe Weather, Snow Clearing and Gritting Use of ICT Equipment Use of Play Equipment Using School Ponds Young People at Work Working at Height</p>
Curriculum – Physical Education	<p>Hall (Indoors) Playground (Outdoors) Playing Field (Outdoors)</p>
Curriculum – Design & Technology and Food Technology	<p>Design & Technology Food Technology</p>
Curriculum – Science	<p>Science</p>
Curriculum – Art	<p>Adhesive Spray Type Adhesives General Adhesives Glue Guns and Glue Sticks Drawing and Painting Use of Craft Knives Working with Glass</p>
Kitchen	<p>Kitchen</p>
Off-Site Educational Visits	<p>Accommodation Exchange visits with Foreign School Farm Visits Field study near water Off Site Day Visits Pony Trekking Ski Trip Sport Fixtures Swimming Transport (Contract Bus) Transport Minibus</p>

Generally the school/academy should look to have risk assessments for all the activities that it

carries out and broadly during the audit we would be expecting to see:

1. Whole school generic risk assessments
2. Specific risk assessments for higher risk activities e.g. gutter clearing
3. Specific risk assessments for practical subjects
4. Off-site educational visits
5. Maintenance activities, property based and contractor management
6. Home visits
7. Lettings

We hope that this helps.

Health, Safety and Wellbeing Team

**Leicestershire
Traded Services**

Our people, our values, our services





**Leicestershire
Traded Services**

Appendix 5

Risk Assessment – Advice on Application

Secondary Schools

Information and Guidance

Author: Philip Broughton & Kayleigh Brown

Issue Date: 09/06/2017

Review Due Date: 09/06/2020

Issue No: 1

**We can
do that. ✓**

Introduction

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- Site security including opening and lock up
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- Winter gritting etc.,

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- Building Inspections
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} Potentially all include work at height

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Area based risk assessments

- Kitchen
- Pool
- Lettings including the hall, outside space etc.

There are also statutory risk assessments:

Statutory required risk assessments

- New and expectant mothers (prepared for an individual during her pregnancy)
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<p>Use of ICT Equipment Use of Play Equipment Using School Ponds Young People at Work Working at Height</p>
<p>Curriculum – Physical Education</p> <p>Hall (Indoors) Playground (Outdoors) Playing Field (Outdoors) Athletics and Cross Country Running Badminton Cricket Dance Gymnastics Handball Hockey Netball Rounders, Softball and Baseball Rugby and Football Tennis Swimming (External Venue)</p>
<p>Curriculum – Food Technology</p> <p>Cleaning Convection Ovens, Hobs, Kettles, Microwaves, Toasting Food, Grilling, Purchase and Selection of Food Cooking, Reheating and Food Poisoning Knives, Food Processors, Powered Tools, Liquidising and Mixing Pest Control and Waste Disposal Use of Electric Cookers</p>
<p>Curriculum – Design & Technology</p> <p>Electrical and Electronics Work Heat Processes Welding Electric Arc Heat Processes Welding Oxyacetylene Laser Cutter Metal Working Cutting Oils Metal Working Grinding Surface and Tool Metal Working Lathes Metal Turning Metal Working Milling Machines Metal Working Pillar and Bench Drilling Machines Metal Working Polishing Metal Working Portable Power Tools Angle Grinders Metal Working Portable Power Tools Drills Metal Working Portable Power Tools Sheet Metal Shears Metal Working Power Saws</p>

<p>Plastics – Abrading and Trimming Equipment Plastics – Hazards of Materials Plastics – Hot – Wire Cutting, Fumes Plastics – Sheet Benders Plastics – Vacuum and Pressure Forming Equipment Plastics - Polishers Sewing Machine Surface Finishes – Air Brushes and Paint Sprays Surface Finishes – Enamelling Kilns and Enamelling Materials Surface Finishes – Solvent Based Paints (Aerosols) Surface Finishes – Solvent Based Paints (Liquids) Surface Finishes – Varnishes and Wood Polishes Use of Guillotine Wood Working Dust Wood Working Hand Tools Saws Wood Working Hand Tools, Chisels and Gouges Wood Working Machines – Bench Mounted Scroll Saw Wood Working Machines Band Saws Wood Working Machines Lathes – Wood Turning Wood Working Machines Mortising Wood Working Machines Planing and Thicknessing Wood Working Machines Sanders Belt, Bobbin, Disc Wood Working Machines Saws – Circular Saw Wood Working Machines Saws – Chop, Cross-Cut, Mitre and Radial Arm Wood Working Portable Power Tools – Biscuit Cutters Wood Working Portable Power Tools – Routers Wood Working Portable Power Tools Drills Wood Working Portable Power Tools Sanders Wood Working Portable Power Tools Saws</p>
<p>Curriculum – Science</p> <p>Electricity Lessons Forces and Motion Heating and Burning Use of Micro-Organisms</p>
<p>Curriculum – Art</p> <p>Adhesive Spray Type Adhesives General Adhesives Glue Guns and Glue Sticks Drawing and Painting Use of Craft Knives Working with Glass</p>
<p>Kitchen</p> <p>Kitchen</p>
<p>Off-Site Educational Visits</p> <p>Accommodation</p>

Exchange visits with Foreign School

Farm Visits

Field study near water

Off Site Day Visits

Pony Trekking

Ski Trip

Sport Fixtures

Swimming

Transport (Contract Bus)

Transport Minibus

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