

EQUITAS ACADEMIES TRUST



Chilwell Croft
Academy

Risk Assessment & Procedures Policy

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Agreed: F & GP Board
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Risk Assessment Policy and Procedures

1. Introduction and Objectives

The purpose of this policy is to enable the Trust to meet its duty of care to pupils and staff (and others) by creating a culture of undertaking risk assessments to reduce the risks of all Trust business operations, as far as is reasonably practical. The aim is to protect the health, safety and wellbeing of pupils, staff, visitors and others affected by our operations.

This policy and associated procedures provides a framework for staff to follow in the completion of risk assessments. The Management of Health and Safety at Work Regulations 1999 dictate that the Trust has an absolute duty to carry out risk assessments to ensure such obligations are met. The HSE requirements demand that the Trust ensures the welfare of pupils is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and that appropriate action is taken to reduce risks identified.

The Trust must take a proactive approach to managing risk, and thereby reduce the likelihood that pupils (and others) will be harmed through negligence and lack of foresight or proper planning.

The purpose of risk assessment

By focussing on prevention, as opposed to reacting when things go wrong, it is possible to prevent accidents and injuries that could ruin lives, damage reputations and cost money. Once a risk assessment has been completed the significant risks must be communicated to staff and others, to enable their co-operation and informed decisions. Such communication can be done verbally, for example through a Toolbox Talk or where appropriate more formally by providing a copy of the risk assessment and discussing the findings during a team or department meeting.

What is a risk assessment?

Risk assessment is a tool for conducting a formal examination of the harm or hazard to people, particularly in the Trust's case to staff and pupils that could result from a business activity or situation.

- A hazard is something with the potential to cause harm.
- A risk is an evaluation of the probability (or likelihood) of the hazard (harm) occurring.
- A risk assessment is the resulting assessment of the severity of the outcome (e.g. loss of life, destruction of property).

Risk control measures are the measures, actions and procedures that are put in place in order to minimise the consequences of unfettered risk (e.g. staff training, appropriate supervision, clear work procedures, preliminary visits, warning signs and barriers). Risk assessments are used to identify the potential hazards to people from the College's activities (e.g. safeguarding related, site security, slipping, falling, poor health, equipment, sports, boarding, recreation), property (fire), strategic (reputation, loss of pupils, impact on development), financial (falling pupil rolls), compliance (data protection) and environmental (hazardous waste).

2. Responsibilities For Risk

Assessments The Trust's

responsibility

It is the Trust's responsibility, through its management, to ensure risk assessments are completed and implemented. The work involved to meet this responsibility is delegated to key roles within the school; namely Heads of Departments or Managers, their direct line managers (e.g. Deputy Head (Academic) or Business Managers) and site supervisors. The Business Manager monitors and evaluates risk assessments, and reports on risk assessment to the facilities team within each school.

Training

Equitas Trust will provide suitable and sufficient training for staff required to complete risk assessments to ensure staff have the knowledge and understanding to fulfil this responsibility and undertake effective risk assessments.

Heads of Teaching and Support Departments

The Heads of Departments or class teachers have control over the activities in that department and therefore need to ensure decisions made take into account safety requirements. A key way to achieve this is by completing a risk assessment and ensuring work activities within the department are carried out safely. Heads of Departments or class teachers are responsible for ensuring appropriate risk assessments are in place and reviewing them to ensure the risk assessment accurately reflects operations and activities in their department. Heads of Department or class teachers should ensure that risk assessments are stored on the shared area for ease of access and reference. Heads of Department or class teachers should ensure department risk assessments are reviewed regularly, after an incident/accident or at least on an annual basis. Line managers are expected to ensure this happens.

Responsibilities of all staff

All new members of staff are given an induction into the Trust's arrangements for risk assessments and health and safety. Specialist training is given to those whose work requires it. However, staff are responsible for taking reasonable care of their own safety, together with that of pupils and visitors. They are responsible for cooperating with the health and safety policy and arrangements (including risk assessments) and members of the SLT in order to enable the Governors to comply with their health and safety duties. Finally, all members of staff are responsible for reporting any risks/defects or concerns to their line manager.

3. General Arrangements

Each department is responsible for ensuring risk assessments are in place for all work activities, the Business Manager will work with all departments to provide advice and support.

General risk assessments should consider the following generic hazards:

• Safeguarding of pupils	• Substances hazardous to health (COSHH)
• Manual handling	• Noise
• Working at height	• Access and egress
• Slips and trips	• Preventing unauthorised access to high risk areas
• Hazards from equipment and machinery used	• Lone Working

However, every department will have specific hazards that need to be assessed; for example, recruitment checks by the Human Resources Department, site security by the site supervisors, and PE by the Sports coaches. Risk assessments should aim to eliminate the hazard where reasonably practicable and then look to reduce the risks, protecting pupils, staff and others, identifying safe ways of working and reducing the likelihood of ill-health or injury.

Line Managers and Heads of Departments are responsible for ensuring their staff are briefed on risks specific to their department and the control measures to be used to protect the health and safety of pupils and staff.

Pastoral risk assessments

These are either written and recorded or completed orally in a group setting. Safeguarding risk assessments are confidential and prepared by the DSL and the DSL team. These are stored on the relevant pupil's safeguarding file. Information is shared, where needed, to protect individuals. Supervision requirements for an activity will most often be considered in a group session.

Educational Areas

There are number of higher risk pupil focused activities which take place within the Trust, each of which requires risk assessment:

- safeguarding, child protection, and Prevent
- outdoor adventurous training and overnight trips
- science experiments
- design and technology equipment and tasks
- each sport and PE activity
- Duke of Edinburgh award and Adventure Skills scheme activities
- art activities and equipment (including the clay and print studios)
- music activities (including minimising the risk of hearing loss to staff)
- drama activities and sets (including the set build and break down, back stage, stage/performance, props room and lighting box)

All staff responsible for completing risk assessments will be provided with training to provide them with the knowledge and understanding of the risk assessment process and the skills required to undertake a suitable and sufficient risk assessment. Those organising Duke of Edinburgh Award Scheme activities, those leading trips, are responsible for the completion of risk assessments, with support from the Educational Visits Co-ordinator (EVC) and must ensure that they complete the risk assessment online using the Evolve system.

The Trust has access to the CLEAPSS Advisory Service (www.cleapss.org.uk) that provides model risk assessments for activities in Science, Art and Design and Technology. The Trust provides professional training courses for both teachers and technicians who work in Science, Art and Design and Technology. All teaching staff and technicians receive regular induction and refresher training in risk assessments tailored to their specific areas.

Classroom and Office Risks

In line with the HSE's guidance, the Trust has created and uses a generic Health and Safety Checklist for classroom use, such as Primary based, English, History and Geography classes. The Health and Safety checklist will be provided to teachers annually, each teacher should complete the checklist and return it to the Business Manager. All responses will be collated, and an action plan created with risk levels and priorities identified, this plan will be given to the Site Supervisor to implement the necessary remedial measures.

All teaching subjects will be asked to complete the H&S checklist to assist with providing a safe environment for teaching and learning to take place.

Office staff will also be requested to complete a simple health and safety checklist, although these are low risk work environments it's important to ensure safe access/egress, suitable lighting and ventilation for example

Educational Visits

The Trust have a separate policy for educational trip involving pupils, this is overseen by the Business Managers who also fulfil the role of Educational Visits Co-ordinator (EVC), by approving all trips. For full details please see the "Educational Visits Policy" which covers routine trips, major trips and arrangements for dealing with external organisations. All Trips must be approved in advance and that staff complete the risk assessment and trip request online using the Evolve system.

Access by pupils to risky areas

Risk assessments of all areas of the school reinforce the policy of ensuring that our pupils do not have unsupervised access to potentially hazardous areas, such as cleaners' cupboards or boiler rooms. Doors to these areas are kept locked when not in use. Pupils are only allowed access if risks are suitably controlled or accompanied by a member of staff.

Recruitment

The Recruitment and Selection Policy requires a risk assessment to be completed in cases where a member of staff is appointed prior to all DBS and vetting checks being in place:

Members of staff will not be permitted to start work until all the required vetting checks have been completed. Notwithstanding the above, a member of staff may be permitted to start work prior to receipt of an Enhanced DBS check, provided:

- their Enhanced DBS application has been completed and has been dispatched to the DBS
- a separate check has been completed against the Barred List, before they start work
- all other recruitment checks have been completed, including a minimum of two references

- the member of staff is supervised at all times whilst on campus by someone that has completed all the required vetting checks. The member of staff will be required to sign a declaration that they understand and agree to the supervision arrangements. Such arrangements will be reviewed fortnightly until such time as the Enhanced DBS check has been received;

Pupil Welfare and Supervision

When completing risk assessments, staff, particularly teaching staff should ensure safeguarding risks to pupils are considered and documented. One of the controls used to protect pupils will be adequate competent supervision. The 'Supervision of Pupils and Missing Pupil Procedure' details the expectations of how pupils are supervised during various activities and times of the day. Staff ratios and availability play a key part of ensuring appropriate supervision of pupils.

Requirements for contractors engaged on behalf of the Trust.

If a contractor is employed to undertake work on behalf of Trust the person engaging the contractor must ensure appropriate arrangements are in place before work starts. The requirements include:

- Suitable and sufficient risk assessment that covers the work must be provided by the contractor
- Public and Employers Liability Insurance – copies must be provided by the contractor.
- Safeguarding arrangements must be adhered to. The contracting member of staff must liaise with the HR department or site supervisor to ensure appropriate vetting checks are in place for the contractor staff or arrangements for suitable supervision of the contractor.

These requirements apply to contractors undertaking maintenance work at all times.

Events within the schools

Planning for significant events within the Trust will also require a risk assessment. The event organiser should consider the following (please note this list is not exhaustive) with support from the Business Manager:

- safety of temporary structures
- sufficient lighting
- safe access and egress
- first aid provision and equipment
- recording of accidents/incidents
- fire safety arrangements and venue capacity limits
- segregation of pedestrians and vehicles (Inc. parking arrangements)
- safeguarding requirements

First Aid risk assessment

The Business Manager has undertaken a risk assessment to establish the level of first aid provision required.

Display Screen Assessments

The Health and Safety (Display Screen Equipment) Regulations 1992 require the Trust to protect employees from any risks associated with Display Screen Equipment (DSE) (i.e. computers and laptops). These Regulations only apply to employees who regularly use DSE as a significant part of their normal work (daily, for continuous periods of 2 hours or more). The Regulations do not apply to workers who use DSE infrequently or for short periods of time.

For staff that are classed as DSE users, the Trust must:

- analyse workstations to assess and reduce risks;
- make sure controls are in place;
- provide information and training;
- provide eye and eyesight tests on request, and special spectacles if needed;
- review the assessment when the user or DSE changes.

The above requirements will be achieved by requesting all DSE users to complete a DSE assessment, which will take approximately 10 minutes to complete. The assessment will identify any additional controls needed e.g. document holders or a foot rest, with the results being shared with the individual's line manager and the Business Manager.

Once the assessment has been completed and the individual confirmed as a DSE user, by the Business Manager; the Trust will pay for an eye test and contribute £50 towards the cost of spectacles required for use with the DSE. The costs should be reclaimed by the individual via an expense claim form, with a copy of receipts attached

Young Workers

When employing a young person under the age of 18, whether for work or work experience, under the Management of Health and Safety at Work Regulations 1999, the Trust has the same responsibilities for their health, safety and welfare as they do for other employees. While there is no requirement for a separate risk assessment specifically for a young person, if a department has not previously employed a young person they should review their risk assessment and take into account the specific factors for young people, before a young person starts with them. It is important to take into account a young person's lack of maturity, lack of risk awareness, insufficient attention to safety and lack of experience or training.

A young person should not be asked to do work which involves a risk to health from extreme cold or heat; noise; or vibration. There are also specific restrictions within the Approved Code of Practice, relating to young people using lifting machinery, power presses, woodworking machinery, and fork lift trucks. If a department within the Trust wishes to employ a young person directly or via a work experience/apprenticeship scheme, the Head of Department must contact the Business Manager for further advice.

New and Expectant Mothers

New or expectant mother, means an employee who is pregnant; who has given birth within the previous six months; or who is breastfeeding. The Trust should take account of women of child-bearing age when carrying out all risk assessments and identify the preventive and protective measures that are required.

Heads of Departments or Managers should ensure that departmental risk assessments adequately cover risks to new and expectant mothers. If this has not been covered or is felt to be insufficient a specific risk assessment should be completed by the line manager, using the template provided in the Expectant and Nursing Mothers at Work Policy.

Where the risk assessment identifies risks to new and expectant mothers and these risks cannot be avoided by the preventive and protective measures taken, the Trust will need to do one of the following:

- a. Alter her working conditions or hours of work if it is reasonable to do so and would avoid the risks or, if these conditions cannot be met.
- b. Identify and offer her suitable alternative work that is available
- c. Suspend her from work. The Employment Rights Act 1996 (which is the responsibility of the Department of Trade and Industry) requires that this suspension should be on full pay. Employment rights are enforced through the employment tribunals.

4. Conducting A Risk Assessment

Appendix 1 contains a template document and guidance on how to undertake a risk assessment. The template is based on the HSE's Five Steps to risk assessment. A risk assessment should be carried out by anyone who is trained and competent to do so someone who understands the circumstances, the potential harm and the deviations.

To do a risk assessment, consider what, in the activities, might cause harm to people and decide whether you are doing enough to prevent that harm. Once you have decided that, you need to identify and prioritise putting in place, appropriate and sensible control measures.

It's crucial that the risk assessment contents, particularly the control measures actually reflect activities and arrangements that are in place. If a control measure is identified as being required in the recorded risk assessment this must be implemented. Staff involved in the activities/operations should be consulted and involved with the risk assessment process and the results must be effectively communicated to staff and pupils. The written document should help with communicating and managing the risks.

When completing a risk assessment, the focus should be on significant risks associated with the activity, you do not need to include insignificant risks. In other words, you do not need to include risks from everyday life unless your work activities increase the risk.

Risks should be reduced to the lowest reasonably practicable level by taking preventative measures, in order of priority. This is what is meant by a hierarchy of control. The list below sets out the order to follow when planning to reduce risks you have identified. Consider the headings in the order shown, do not simply jump to the easiest control measure to implement.

1. Elimination - Redesign the job or substitute a substance so that the hazard is removed or eliminated.
2. Substitution - Replace the material or process with a less hazardous one.

3. Engineering controls - for example use work equipment or other measures to prevent falls where you cannot avoid working at height, install or use additional machinery to control risks from dust or fume or separate the hazard from operators by methods such as enclosing or guarding dangerous items of machinery/equipment. Give priority to measures which protect collectively over individual measures.
4. Administrative Controls - These are all about identifying and implementing the procedures you need to work safely. For example: reducing the time workers are exposed to hazards (e.g. by job rotation); prohibiting use of mobile phones in hazardous areas; increasing safety signage and performing risk assessments.
5. Personal protective clothes and equipment - Only after all the previous measures have been tried and found ineffective in controlling risks to a reasonably practicable level, must personal protective equipment (PPE) be used. For example, where you cannot eliminate the risk of a fall, use work equipment or other measures to minimise the distance and consequences of a fall (should one occur). If chosen, PPE should be selected and fitted by the person who uses it. Workers must be trained in the function and limitation of each item of PPE.

Control Measures

Control measures in place at the trust include:

- Training
- Statutory inspections and regular maintenance
- Audit inspection programmes
- Safe systems of work

Review of risk assessments

All risk assessments will be reviewed annually, and if:

- If there is significant change in the circumstances, e.g. new equipment/ways of working
- After an accident or incident
- If the original assessment is no longer valid, e.g. change in legislation or changes in technology/science.
- In all other cases regularly (annually)

Risk assessments should also be reviewed and recorded, when major structural work is planned, if work practices change or in the event of an accident. The Trust arrangements for the management of health and safety, includes plans for regular health and safety audits of the fabric of the school, its plant, machinery and equipment. The Trust operates a fault reporting system that all staff have access to, for the reporting of faults and hazardous conditions on the premises. As each department (teaching and support), review and develop their risk assessments it will be possible to maintain a "library" of risk assessments on our shared drive for staff to refer to and adapt for their own use.

Communication of Risk Assessment Process

Communication of the risk assessment procedure will be via the academies website and the staff handbook. Staff training is also given by Solihull MBC who are external H&S advisors.

References, Resources and Related Policies

- The Management of Health and Safety at Work Regulations 1999
- The Health and Safety at Work Act etc. 1974
- HSE Publication “Risk Assessment – A brief guide to controlling risks in the workplace.”
- HSE publication “5 Steps to Risk Assessment”.
- CLEAPSS Advisory Service www.cleapss.org.uk
- Equitas ‘Supervision of Pupils and Missing Pupil Procedure’
- Equitas ‘Health and Safety Policy’.
- Equitas ‘Educational Visits Policy’

Appendices

1. General Risk Assessment Template and Guidance
2. Health and Safety Checklist for Low Risk Classrooms

Risk Assessment Guide and Instructions

Below are some guidelines to assist you with completing a Risk Assessment.

The first column highlights the **Task or Activity** that is being assessed, e.g. using a ladder, working alone, using chemicals, using tools.

Step 1: Look for the hazards & list any that will exist as a result of the Task or Activities. A hazard is something that has the potential to cause harm.

- What equipment, materials and chemicals will be used?
- What are the ground and weather conditions?
- How waste will be stored and disposed of?
- Are there any electrical installations?
- Any working at height or risks from activities at height?
- How much noise and dirt/dust will there be created?
- Will anyone be undertaking any heavy lifting?
- Are there any chemical or hazardous substances being used?
- What hazardous vehicles/equipment will be used?
- Can other contractors, staff, students or visitors harm themselves as a result of your activity?
- What mechanical movements and lifting operations have to be considered?
- Will there be any hot works?
- How will flammable substances be stored?
- What is the risk of fire starting or spreading - what prevention measures will be put in place for your activity?
- Are any power/hand tools being used?
- Is there anything that could pose a slip/trip hazard?

Step 2: Decide who could be harmed and how:

Who will be affected by the work and most at risk? How might they be harmed?

Think of staff, students, other contractors and visitors near where you are working. Safe working depends on co-operation and exchange of information between all on site, so take this into account and consider necessary precautions on every aspect of the work being carried out, which may include training and the provision of relevant information.

Step 3: Evaluate the risk level

A risk is the likelihood of someone (or something) being harmed by the hazard. Once you have done this adequately, you can then decide on the appropriate action you are going to take or are needed to eliminate the risks to people's health or safety. Use the matrix below to assess the risk before you control it.

RISK MATRIX - EVALUATION OF RISKS							Green = Very Low Risk	
L I K E L I H O O D	CONSEQUENCE or SEVERITY							
	X	1	2	3	4	5	Light Green = Low Risk	
	Very Likely	5	5	10	15	20		25
	Likely	4	4	8	12	16	20	
	Possible	3	3	6	9	12	15	Amber = High Risk
	Unlikely	2	2	4	6	8	10	
Very Unlikely	1	1	2	3	4	5	Red = Very High Risk	
		Near Miss	Minor Injury Cuts and abrasions	7 Day + Injury Deep wounds, fracture, burns, temporary blindness	Serious Injury Fractures, loss of fingers, damaged eyes.	Major injury/Death Loss of limbs/sight/hearing		

Step 4: Detail the control measures you will be putting in place to control the hazard and reduce the likelihood of injury.

Ask yourself:

- Can the hazard or risk be removed completely or done in a different way.
- If the risk cannot be eliminated, can it be isolated, controlled or reduced and how.
- Can protective measures be taken that will protect the entire all people on site?
- Protective work wear (PPE) should be considered as the last step to take and may not be the only solution.
- Use the matrix to assess the risk when you have control measures in place.

Write down the findings of your Risk Assessment. Pass on information about significant risks to those people identified as "Who might be harmed" and record what measures you have taken to control those risks. Write it all down, and remember to keep it simple. If actions are required record on the form what is needed, by who & by when. You only need to keep the actual risk assessment, not this guidance section.

Step 5: Review your findings:

This allows you to learn by experience and take account of any unusual conditions or changes that occur throughout. Update the Risk Assessment as and when required, such as if new work practices equipment are brought in or new staff employed or the working environment changes in any way. Ordinary hand-written changes are quite acceptable, but remember to implement the changes required for next time.

Health and Safety Checklist for Classrooms

Written risk assessments are not required for every classroom activity; this checklist is how Haileybury will ensure a safe learning environment for classrooms in low risk subjects. This checklist does not cover drama, sports facilities or specialist classrooms, including laboratories, art, IT, design and technology or outdoor activities e.g. CCF and Coghill/Life skills.

Members of staff are asked to use this checklist to help ensure ordinary classrooms meet minimum health and safety standards and contribute to the whole-school risk assessments.

This checklist covers the most common areas of concern/risk in ordinary classrooms, but is not exhaustive.

PERSON COMPLETING FORM:	
NUMBER/NAME OF CLASSROOM:	
BUILDING:	
DATE COMPLETED:	

Questions to be answered:		Yes	No	Further Action Needed	N/A
Movement around the classroom (slips and trips)	Is the internal flooring in a good condition?				
	Are there any changes in floor level or type of flooring that need to be highlighted?				
	Are gangways between desks kept clear?				
	Are trailing electrical leads/cables prevented wherever possible?				
	Is lighting bright enough within the classroom & for safe access and exit?				
	Are procedures in place to deal with spillages, e.g. water				
	For stand-alone classrooms e.g. external porta cabins: <ul style="list-style-type: none"> • Are access steps or ramps properly maintained? • Are access stairs or ramps provided with handrails? 				
Work at height (falls)	Do you have an 'elephant-foot' step stool available for use where necessary?				
	Are steps/ladders used in the classroom?				
	Is a window-opener provided for opening high-level windows?				
Furniture and fixtures	Are permanent fixtures in good condition and securely fastened, eg. cupboards, display boards, shelving?				
	Is furniture in good repair and suitable for the size of the user, whether adult or child?				
	Is portable equipment stable?				

		Yes	No	Further Action Needed	N/A
	Where window restrictors are fitted to upper-floor windows, are they in good working order?				
	Are hot surfaces of radiators etc. protected where necessary to prevent the risk of burns?				
Manual handling	Are members of staff required to lift heavy objects, e.g. computers?				
Computers & similar equipment	Is your computer, desk and chair arranged so it is comfortable?				
	Does your computer chair provide good back support and is it adjustable?				
	Is your computer screen directly in front of you and in line with the keyboard? i.e. avoiding the need to twist your head/neck/back when using the keyboard/mouse?				
	How long do you use your classroom computer for at any one time?				
Electrical equipment and services	Are fixed electrical switches and plug sockets in good repair?				
	Are all plugs and cables in good repair?				
	Have you visually checked portable electrical equipment, e.g. computers, been before use?				
	Has damaged electrical equipment been taken out of service or replaced?				
Fire	If there are fire exit doors in the classroom, are they: ■ unobstructed; ■ kept unlocked; and ■ easy to open from the inside?				
	Is fire-fighting equipment in place in the classroom?				
	Are fire evacuation procedures clearly displayed?				
	Are you aware of the evacuation drill procedures, including arrangements for pupils?				
	Where is the fire assembly point nearest to your classroom?				
Workplace environment (ventilation, heating & lighting)	Does the room have natural ventilation?				
	Can windows be opened to improve ventilation if needed?				
	Can a reasonable room temperature be maintained during use of the classroom?				
	Are measures in place, for example blinds, to protect from glare and heat from the sun?				
Shared areas e.g. Corridors, stairways	Are handrails stable and secure?				
	Are stairs in good order? E.g. no loose carpet or treads?				
	Are fire doors kept shut along corridors?				
	Is the floor in good condition? E.g. does not cause any slips or trips?				

□

Additional hazards or issues, not listed above	Detail the action needed