



PACKWOOD HAUGH SCHOOL

RISK ASSESSMENT POLICY

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RISK ASSESSMENT POLICY

This Policy is systematic with a view to promoting the welfare of pupils, staff and visitors of Packwood Haugh School.

What is a Risk Assessment?

A Risk Assessment is nothing more than a careful examination of what in your work could cause harm to people and the environment so that you can weigh up whether you have taken enough precautions or should do more to prevent harm.

A Risk Assessment is an important step in protecting staff, pupils, visitors, contractors the environment and the School as a whole.

It helps staff focus on the risks within their Departments and activities that they undertake. In many instances, straightforward management can easily control risks, for example ensuring Staff have sufficient information when they are off-site, operating machinery or using chemicals, spillages are cleared up promptly so that people do not slip or good housekeeping is maintained to ensure people to not trip.

When should a Risk Assessment be completed?

The Management of the Health & Safety at Work Regulations 1999 requires an Assessment to be made of the risks arising out of the activities that the School undertakes.

Who is responsible for drawing up and checking Risk Assessments?

There is a requirement for all Departments, Houses, Sports and activities to explain to Staff how health and safety is managed for their Department, House, Sport or activity. All Staff have a responsibility for ensuring Risk Assessments are completed for their area of work and the Head of Departments should check and monitor Assessments.

This may be one Assessment, by a number of Assessments linked together or by individual Assessments for different tasks/activities, off-site visits, experiments, machinery or processes within the Department.

Once the completed Assessments have been shared with appropriate Staff and pupils, they need to be uploaded to the Department, House, Sport, activity area of the Staff intranet. The sharing of Assessments and Best Practice will ensure that the Assessments are improved and that Staff have good reliable information.

Definitions

A **hazard** is anything that may cause harm, such as a hazardous chemical, electricity, working from ladders, or a trailing cable across a walkway.

The **risk** is the likelihood or probability that somebody could be harmed by these and other hazards, together with an indication of how serious the harm could be.

The processes for carrying out a Risk Assessment

Step 1 – What are the hazards?

Consider how someone may be harmed. This may help identify hazards but disregard the inconsequential or trivial.

Walk around your Classroom, Office, Work area and think through the tasks or activities that are being undertaken. Ask the Staff doing the task to consider the location and duration, and are there any long term health hazards associated with the task.

Consult manufacturers' instructions, safety datasheets, trade association information and associated websites.

Step 2 – Who may be harmed and how

Consider each hazard and who may be harmed and how they might be harmed.

Who may be harmed will depend upon the area where the Risk Assessment is being completed. Particularly within the School it will include pupils, teaching staff, support staff visitors and contractors. You have to identify vulnerable groups such as the very young, the disabled, lone working, contractors and members of the public.

How you may be harmed will depend on the hazard again but could be as a result of tripping on a bag left in a corridor, falling from a ladder, injury during sports activities, noise from a lawn mower or with hazards associated with off-site trips.

Step 3 – What are you already doing?

Having spotted the hazards, consider what is already in place to control them. Compare your list to good practice and ask the question as to whether or not anything further can be done.

When controlling risks, apply the following principles if possible in the following order:

- i) Can I remove the hazard altogether?
- ii) If not, how can I control the risks so that harm is unlikely
- iii) Try a less risky option e.g. switch to using a less hazardous chemical
- iv) Prevent access to the hazard e.g. by guarding or locking off access to a boiler room or similar
- v) Organise work to reduce exposure to the hazard such as placing barriers in front of hazardous machines or using a dust extraction system to remove wood dust from a DT workshop
- vi) Issue personal protective equipment such as protective footwear, safety goggles etc
- vii) Provide Welfare facilities such as first aid and changing rooms

Step 4 – What further action is required?

After you have identified what controls are already in place in Step 3, you have to consider if there are any further actions that can be taken to further control the hazard. An example of this could include:

- You may consider providing Refresher training for a particular machine, task or activity
- You may feel that before the trip goes ahead, the ratio of staff to pupils should be increased; these are examples only. In many instances you may make the decision that no further action is required.

Step 5 – Monitor and Review

Monitor – There are a number of occasions such as off-site activities, an event, projects etc., where it is recommended that a wash up be carried out, once the wash-up has occurred, use this section to make comments and action points for when the situation is carried out again. This will assist staff to improve the situation in the future.

Review – Few activities, classrooms etc., stay exactly the same. Sooner or later a piece of new equipment, substance, or procedure may be brought in and this can lead to new hazards. It is therefore important that it is reviewed at least on an annual basis.