



# Risk Assessment Policy

Next Review Date: October 2021

Policy Owner: Deputy Head

## **Policy Statement**

This policy forms part of Lyndhurst School's Health and Safety procedures and must be read in conjunction with the school's **Health and Safety Policy** and Early Years **Staying Safe Policy**.

This is a whole school policy and applies to all members of Lyndhurst School.

## **Associated Policies and Documents**

- Lyndhurst School Health and Safety Policy
- Lyndhurst School Early Years Staying Safe Policy
- Lyndhurst School First-Aid Policy
- Lyndhurst School Fire Procedures and Prevention Policy
- Lyndhurst School Educational Visits Policy
- Lyndhurst School Critical Incident Plan

## **Roles and Responsibilities**

### The School's Directors/Governors

- 16 • the welfare of the pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
- 16 • appropriate action is taken to reduce risks that are identified.

### Staff

All staff are responsible for assessing risks throughout the school and should make the Designated Persons of Responsibility aware of those risks. Responsibility for completing generic risk assessments lies with the Senior Leadership Team. Where an event or specific activity requires a risk assessment (e.g. a school trip) the person responsible for organising that event or activity should complete the risk assessment which is then signed off by their line manager.

## **When to complete a written Risk Assessment**

DfEE guidance states that "Sensible management of risk does not mean that a separate written risk assessment is required for every activity" and that "School employers should always take a common sense and proportionate approach, remembering that in schools risk assessment and risk management are tools to enable children to undertake activities safely, and not prevent activities from taking place."



Examples of where a risk assessment control sheet are needed include school trips off-site, activities which contain a higher than normal level of risk e.g. activities involving potentially dangerous equipment (such as use of saws in technology), physical activities where the risk of accidents is increased (such as using the adventure playground).

If these are annual or infrequent activities, a review of an existing assessment may be all that is needed. If it is a new activity, a specific assessment of significant risks must be carried out and a risk control sheet completed.

However, it is not necessary to carry out a new risk assessment for every activity that usually forms part of the school day, for example, taking pupils to a local venue which it frequently visits, such as the swimming pool or games field. An annual (or more frequent if there is a significant change) review to make sure the precautions identified in the generic risk assessment for the activity is sufficient.

### **Types of Risk Assessment**

There are 3 types of risk assessment:

- Generic: general school policies on risks and hazards and how they are dealt with.
- Specific: specific risk assessments made in response to a specific event or circumstance
- On-Going (Sometimes Called Continuing or Dynamic): the continuing risk assessment as circumstances change.

### **The Risk Assessment Process**

The following six stages should be followed when undertaking a risk assessment:

1. Identify the hazards
2. Identify who may be harmed
3. Evaluate the risks
4. Identify the control measures needed to reduce the risk to an acceptable level
5. Record your significant findings on the Risk Assessment Control Sheet (Appendix 1)
6. Review your risk assessment after the event (or regularly in the case of an ongoing risk).

### **Identifying Hazards**

One of the most important aspects of your risk assessment is accurately identifying the potential hazards.

When thinking about the hazards consider what is it about the activities, processes or substances used that could cause injury or harm to health.

### **Identifying who may be harmed**

For each hazard you need to be clear about who might be harmed e.g. pupils or staff (or others who may be present, such as contractors or visitors - it will help you identify the best way of controlling the risk. That doesn't mean listing everyone by name, but rather identifying groups of people (e.g. children passing in the corridor).



## Evaluating the Risk

When Assessing risks, two factors have to be assessed:

- How serious an injury could be; and
- The likelihood of it occurring.

### Levels of Risk

- High Risk: Could be a very serious injury with a high probability of it occurring
- Medium Risk: Could cause a serious injury, but unlikely to occur; or less serious injury but likely to occur.
- Low Risk: A slight injury but unlikely to occur.

To assess whether a risk is low, medium, or high apply the following steps:

1. Assess how serious an injury could be:

- |   |   |   |
|---|---|---|
| 5 | = | Very high potential for death.  |
| 4 | = | High potential for a reportable injury.   |
| 3 | = | Moderate, causing injury or disease capable of keeping a person off work for 3 days or more, may require reporting. |
| 2 | = | Slight, causing minor injuries e.g. able to work after first aid.   |
| 1 | = | No risk.  |

2. Assess the likelihood of the risk occurring:

- |   |   |  |
|---|---|--|
| 5 | = | Very likely, almost certain.   |
| 4 | = | Likely to occur, i.e. easily precipitated by slight carelessness.                                      |
| 3 | = | Quite possible, only likely to occur if caused by outside event, e.g. a slip, or a light not being on. |
| 2 | = | Low or minimal likelihood.   |
| 1 | = | Not likely at all.   |

3. Multiply the 2 to give a scale as follows:

- |         |   |             |
|---------|---|-------------|
| 1 – 8   | = | low risk    |
| 9 – 17  | = | medium risk |
| 18 – 25 | = | high risk   |

When evaluating the risks in school it is also necessary to consider:

- The environment that activities will take place in.
- The qualifications and experience of those supervising the activity.
- The suitability of equipment, and
- The age, ability, aptitude, and experience of the pupils



### **Identifying the control measures**

Having assessed the risks, it is important to manage the identified risks in such a way as to:

- Avoid them; and
- Do what is reasonably practicable to minimise their effect.

Such measures might include:

- supervision of the pupils
- protection and
- training

### **Reviewing the risk assessment**

Risk assessments should be regularly reviewed, or in the case of risk assessments in response to an event (e.g. a school trip) reviewed after the event to assess:

- Have there been any significant changes?
- Are there improvements you still need to make?
- Have you spotted a problem?
- Have you learnt anything from accidents or near misses?

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**Risk Assessment Control Sheet (Appendix 1)**

Risk Assessment for		Assessment completed by:	
Date		Other information	

Hazard	Who is at risk	Assessed level of risk*	Control measures

Approved by:	Position:	Date:
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Periodic or Post-event Review:	Reviewed by:
	Date:

*The School's Risk Assessment Policy should be followed when completing this control sheet.*

*\*See below for risk assessment score*



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### Risk Assessment Control Sheet (Appendix 1)

Notes:

#### *Assessed Level of Risk*

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