

# Risk Assessment Policy

Academic year: 2018-19

## **Part 1: Health and Safety Risk Assessment Policy**

It is the policy of Derby Grammar School to comply with the Management of Health and Safety at Work Regulations 1999 and its Approved Code of Practice. The School will make a suitable and sufficient assessment of the risks to health and safety of its employees whilst they are at work and pupils and visitors whilst they are at the School, to identify the preventative and protective measures necessary to comply with the requirements of relevant statutory provisions. Risk Assessments will be undertaken and relevant documentation produced by the following members of staff:

- Site Managers (e.g. Grounds, Maintenance, Catering)
- Heads of Department
- Teaching Staff (where relevant)

**The person responsible for overseeing that adequate and appropriate risk assessments are completed is the Head.**

Derby Grammar School staff will use the following Risk Assessment recording protocol and assistance for those putting together / updating risk assessments:-

Appendix 1 - Preliminary Information & Hazard Identification

Appendix 2 - General Risk Assessment

Where the Risk Assessment identifies any appropriate measures /surveillance / health surveillance; this will be carried out, following consultation with suitably qualified and competent persons. The School requires that all relevant Risk Assessments, including identified risks and any necessary preventative and protective measures, are brought to the attention of relevant employees, pupils and visitors and this is the responsibility of the Heads of Department / Teaching Staff/ Caretaking staff/ Bursar as appropriate.

### **Laboratory experiments**

Where a non - standard laboratory experiment is taking place in the science department that will require additional procedures e.g. the burning of materials that require disposal or the use of chemicals that may pose an additional risk, an additional, specific risk assessment must be completed by the member of teaching staff planning the experiment. The risk assessment should then be forwarded to the HoD and the relevant technician in order for the HoD to approve the activity.

### **Educational trips / visits**

A risk assessment should be completed to cover all trips / visits undertaken by pupils by the member of staff organising the trip / visit. The Senior Master is responsible for ensuring that a risk assessment is in place that adequately covers the activity before the trip / visit occurs. It is acceptable to have a general risk assessment that is continuously in place for frequently occurring trips e.g. transport to the Cathedral but the Senior Master is responsible for ensuring that these assessments are reviewed at least every 12 months and amended where necessary. The Trips and Visits policy gives further guidance and should be referred to.

## GENERAL GUIDANCE ON COMPLETION OF GENERAL RISK ASSESSMENTS

The Management of Health & Safety at Work Regulations 1999, Regulation 3, requires employers, i.e. the School, to make a suitable and sufficient assessment of the risks to the health and safety of its employees to which they are exposed whilst they are at work. This is also extended to cover risks to non-employees, e.g. pupils, visitors, contractors; arising out of or in connection with the employer's undertaking.

A General Risk Assessment is nothing more than a general examination of things that could cause harm to people and consideration of measures that can be taken to reduce the likelihood of the hazard occurring or to reduce its severity of harm if it did occur (thus reducing the risk). Therefore a General Risk Assessment involves identifying the **HAZARDS**, evaluating the extent of the **RISKS** involved, taking into account **EXISTING CONTROL MEASURES** and their effectiveness and considering what further action can be taken to reduce the likelihood of the hazard occurring (this reduce the risk). These considerations are then written in a formal document which becomes the risk assessment.

### Step 1

The first stage is to **identify what needs to be assessed**. This could be based on assessing individual items of work equipment, particular tasks, cover a particular room such as a classroom or office, an educational visit, a P.E. session or cover whole area/site issues. It is important to cover as many reasonably foreseeable activities within College as possible.

### Step 2

For each area / activity to be assessed, the next stage is to **identify all relevant hazards**. A hazard is anything with the potential to cause harm and can include articles, substances, plant or machines, methods of work, games activities, or the work environment. Whatever is being assessed, there are likely to always be a significant number of hazards. Even in a relatively safe, i.e. low risk, environment such as offices, classrooms etc., there will still be a significant number of hazards. Examples could include:-

The **potential** for:-

- Slips, trips and falls - due to slippery substances, uneven flooring, poor condition of floor coverings, trailing cables, obstructions;
- Electrical shock, burn or equipment malfunction from electrical equipment and installations, e.g. damage to equipment or cables, lack of inspection, testing or maintenance, damaged plugs and sockets, uncontrolled access into electrical cupboards/panels; overloading of sockets;
- Enhanced trip or striking hazards due to inadequate lighting;
- Potential injuries due to poorly stored items, unstable fixtures or fittings, fixtures and fittings being in poor condition;
- Sprain, strain, etc. injury from any manual handling, e.g. of stationery, furnishings or furniture;
- Strain or musculoskeletal injury from use of display screen equipment;
- Fire due to combustible materials, inadequate provision of fire-fighting equipment, inadequate means of escape, lack of Emergency Planning and Practices;
- Injury from unprotected low level glazing;
- Ill health due to poor ventilation or high/low temperature;
- Burns, scalds from hot surfaces or liquids.

A Preliminary Information & Hazard Identification Form (Appendix 1) indicates the most obvious Hazards you are likely to encounter and can therefore be used to aid the production of general risk assessments. Identified hazards should then be transferred on to the **HAZARDS** column of the General Risk Assessment Form (Appendix 2)

### Step 3

**Identify which groups of people may be harmed.**

### Step 4

Against each identified hazard you should then establish what are the **existing control measures**, ie the preventative and protective measures that are already in place.

### Step 5

**Evaluate the risk and decide on precautions.** To assist in this, a Risk Rating System is used. For each identified Hazard you should consider the:-

- **Effect Severity Rating (ESR)** of the hazard potential, taking into account the existing control measures you have identified are in place;
- **Likelihood/Probability Rating (L/PR)** that the harm will occur, taking into account the effectiveness of any existing control measures you have identified, the number of persons who could be exposed, the duration of exposure, etc.
- The **Risk Rating** indicates the overall risk taking into consideration the ESR and the L/PR and is reached by multiplying the E/SR with the L/PR.

If any relevant control measures identified in the hazard list are missing, then it is likely that these will need to be implemented as an action. Furthermore, you may ascertain that the existing control measures you have identified are ineffective or there is a requirement to undertake a further and separate assessment, eg COSHH, Manual Handling, Display Screen Equipment, Personal Protective Equipment.

As a minimum, even if you consider that all the existing control measures are adequate and reduce the risks to the lowest reasonable level, there will still be a requirement that they are implemented consistently and the relevant HoD / teaching staff is responsible for this.

Once the General Risk Assessment has been completed it is inevitable that a number of Actions will arise and these should be planned, with the timescales for completion being commensurate with the assessed level of residual risk (ie your Action Priority).

### Step 6

**Record your findings and implement them.** Record all findings in the Departmental Risk Assessment folder and update your Risk Assessments on the I drive. Implement your finding by sharing them with all appropriate staff in a timely manner, and ensuring that you treat your departmental risk assessments as relevant and dynamic documents.

### Step 7

**Review your risk assessments annually updating them where necessary.** A health and safety review will be scheduled with the Bursar and Governor in charge of Health & Safety at least every 4 terms to ensure that your risk assessments follow the guidance above and are sufficiently robust.

### \*\*\*Urgent Actions following RA completion or following a near miss incident\*\*\*

Any health and safety actions or concerns that are deemed urgent should not wait for the risk assessment or health and safety review. These must be brought to the attention of HR Manager and the Premises Manager (if appropriate) as soon as possible.

### **Training on Risk Assessments**

This policy will be discussed with all new members of teaching staff and relevant operations staff as part of the new staff induction.

For further information on risks assessments or any other health and safety queries, please refer to the Health & Safety Policy and Department Heads.

## Appendix 1

### DERBY GRAMMAR SCHOOL

#### PRELIMINARY INFORMATION AND HAZARD IDENTIFICATION

Does the work involve a potential for harm from...

1. Slips/Trips/ Falls
2. Electricity - Portable appliances
3. Electricity – Fixed Installations
4. Low level glazing
5. Fixtures & Fittings
6. Inadequate Lighting
7. Fire
8. Manual Handling
9. Falling Objects, Articles or Equipment
10. Environment (Temperature, Cleanliness etc)
11. Hot or cold surfaces or substances
12. Ill-health from exposure to Hazardous Substances
13. Contact with Objects, Tools, etc
14. Noise
15. Machinery
16. Inability to safely stop equipment
17. Inadequate training
18. Display screen equipment (VDUs)
19. Ejected materials
20. Explosive/Flammable substances e.g. Gas, Petrol
21. Inadequate marking, labelling, means of isolation
22. Working at height
23. Pressure systems
24. PE/Sports activities
25. Drowning
26. Use of minibuses
27. Unsafe working practices
28. Lone working
29. Lack of PPE
30. Expectant mother
31. Radioactive sources
32. Transport
33. Contractors
34. Deteriorating conditions
35. Stress

This list is not exhaustive and there may be other hazards.

Also think about whether there have been any previous accidents or incidents of a similar nature.

People who may be affected by these hazards : Employees, Pupils, members of the public, visitors, other workers

Special groups that may need consideration : Young or inexperienced workers, new & expectant mothers, disabled staff, lone workers

**Appendix 2 DERBY GRAMMAR SCHOOL - General Risk Assessment**

Date of Assessment: \_\_\_\_\_ Name of Assessor(s) \_\_\_\_\_

Location & Subject of Assessment \_\_\_\_\_

HAZARDS/FINDINGS	EXISTING CONTROL MEASURES		People Affected	E/SR	L/PR	RR	ACTION TO BE TAKEN TO REDUCE RISKS

**Notes**

ESR = Effect Severity Rating X L/PR = Likelihood/Probability Rating = RR (Overall risk rating)

Remember to consider if risks can be avoided, the activity substituted, reducing the number of people exposed or their exposure time. If appropriate record your consideration in the Action Column;

Remember to try and identify any measures which could reduce risks further and record in Action Column. This will allow decisions to be made on whether they are reasonably practicable to implement.

For any further guidance or concerns speak to HR Manager / Premises Manager

## **Part 2: Risk Assessment Policy for Pupil Welfare**

### **Responsibilities**

The Governing Body have overall responsibility for safeguarding and promoting pupil welfare and well-being at the School.

At an operational level, the Head will

- ensure that all staff are aware of, and adhere to, the School's policies and procedures on pupil health, safety and welfare;
- ensure that key staff have clearly established roles and responsibilities;
- ensure that staff are appropriately trained to deal with pupil welfare issues;
- ensure that where concerns about a pupil's welfare are identified, the risks are appropriately managed;
- consult with staff, pupils, parents and others, where appropriate, to find practical solutions to welfare issues;
- ensure that standards of pupil welfare at the School are regularly monitored both at an individual level and globally to identify trends and issues of concern and to improve systems to manage these.

### **Pupil welfare**

The School recognises its responsibility to safeguard and promote the welfare of pupils in its care.

This responsibility encompasses the following principles:

- To support pupils' physical and mental health and emotional wellbeing (as well as their social and economic wellbeing);
- To protect pupils from harm and neglect;
- To recognise that corporal punishment can never be justified;
- To provide pupils with appropriate education, training and recreation;
- To encourage pupils to contribute positively to society;
- To ensure that pupils are provided with a safe and healthy environment and to improve the physical environment of the School in order to improve its provision for disabled pupils;
- To manage welfare concerns effectively.

The School addresses its commitment to these principles through:

**Prevention** - ensuring that all reasonable measures are taken to minimise the risks of harm to pupils and their welfare by:

- Ensuring all staff are aware of and committed to this policy
- Establishing a positive, supportive and secure environment in which pupils can learn and develop;
- Including in the curriculum, activities and in PSHE opportunities which equip pupils with skills to enable them to protect their own welfare and that of others;
- Providing medical and pastoral support that is accessible and available to all pupils.

**Protection** - ensuring all appropriate actions are taken to address concerns about the welfare of a pupil, whether of a safeguarding nature or otherwise. This includes:

- Sharing information about concerns with agencies who need to know and involving pupils and their parents appropriately;
- Monitoring pupils known or thought to be at risk of harm and formulating and/or contributing to support packages for those pupils.

The School recognises that pupil welfare and well-being can be adversely affected by many matters whether in or away from School, including abuse, bullying, behavioural and health issues.

### **Risk assessment**

Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed, appropriate action will be taken to reduce the risks identified, and this will be recorded and then regularly monitored and reviewed. The format of risk assessment to be used for pupil welfare may vary and may be included as part of the School's overall response to a welfare issue or using the risk assessment in appendix 1. Regardless of the form used, the School's approach will be systematic with a view to promoting pupil welfare. The information obtained through this process and the action agreed will then be shared, as appropriate, with other staff, parents and third parties in order to safeguard and promote the welfare of a particular pupil or of pupils generally.

### **Safeguarding**

With regards to safeguarding risks, and in accordance with current statutory guidance, including Keeping Children Safe in Education (KCSIE 2018) and Working Together to Safeguard Children (2018) and Part 3 of the ISSRs, the School has systems in place to identify pupils who may be in need of extra help, or those who are suffering, or are likely to suffer significant harm, and will take appropriate action to address and mitigate those risks by working in conjunction with social care, the Police, health services and other services, where necessary. Full details of the School's safeguarding procedures are set out in the Safeguarding policy.

### **Anti-Bullying**

The School has a written Anti-bullying Policy which covers our approach to the management of bullying.

### **Behaviour**

Derby Grammar School has a written Behaviour Policy and a Discipline & Exclusion Policy which sets out how it promotes good behaviour amongst pupils and the sanctions to be adopted in the event of pupil misbehaviour.

### **Protection from radicalisation and extremism (Prevent)**

Details of the procedures to prevent pupils from becoming radicalised and/or being drawn into extremism and/or terrorism, in accordance with the guidance in Prevent Duty Guidance, are included in our Safeguarding Policy.

Derby Grammar School will meet these obligations by assessing the risk of pupils being drawn into radicalisation and/or extremism and/or terrorism and putting in place control measures to support those at risk. However, we balance this duty against the fact that schools should be safe spaces in which children and young people can consider and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

The School will ensure that the arrangements for visiting speakers, whether invited by staff, pupils or parents, are suitably risk assessed before the visit takes place and that clear protocols are in place to ensure that those visiting speakers are suitable and are appropriately supervised when on the premises.

### **First aid and medical incidents:**

Derby Grammar School has a separate policy which explains the procedures that we would follow in the event of a medical emergency. We ensure that children do not have unsupervised access to potentially dangerous areas such as science laboratories, the art room, etc. All flammables are kept securely locked. Pupils do not have unsupervised access to the grounds, maintenance, and catering and caretaking areas of the school.

### **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, the Science Laboratories, the Design Technology classrooms, the Art classrooms or the Music 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. Pupils do not have access to the operational areas of the school, such as Maintenance, and Catering Departments or Prep rooms.

### **Medical issues**

In accordance with its obligations under Health and safety at work Act 1974 and with part 3 of the ISSR, DGS has a duty to make appropriate arrangements for First Aid- to ensure it is administered to anyone who requires it in a timely and competent manner, the administration of medication, as well as supporting pupils with medical conditions. Details of the School's arrangements are set out in the First Aid Policy, Medical care policy, and SEND Policy.

### **Mental Health**

Mental Health affects all aspects of a child's development including their cognitive abilities and their emotional wellbeing. Childhood and adolescence are when mental health is developed and patterns are set for the future. For most children, the opportunities for learning and personal development during adolescence are exciting and challenging and an intrinsic part of their school experience. However, they can also give rise to anxiety and stress. Children may also suffer mental health issues owing to circumstances outside of school. We take all reports of concerns over the mental health and wellbeing of its pupils seriously and not delay in investigating and, if appropriate, in putting support in place, including where necessary, taking immediate steps to safeguard a pupil.

### **Reporting**

When assessing risks to pupil welfare and well-being at the School, all staff should also consider whether the matter should be reported to outside agencies and /or regulatory bodies.

If a pupil is in immediate danger or is at risk of harm, a referral should be made to children's social care and / or the police immediately. Anybody can make a referral in these circumstances (see the School's Safeguarding policy). If a referral is made by someone other than the Designated Safeguarding Lead, the Designated Safeguarding Lead should be informed of the referral as soon as possible.

The School shall inform the applicable local authority in the appropriate circumstances of any pupil who is going to be added to or deleted from the School's admission register.

### **Information sharing**

The School recognises that effective information-sharing between it and local agencies is essential for effective identification and assessment of need and the delivery of appropriate support and the key to providing effective early help where there are emerging problems.

### **Monitoring and review**

Relevant risk assessments and any action taken in response to risk assessments will be monitored regularly by the Deputy Head, Senior Master and DSL. In undertaking the monitoring and review of relevant risk assessments and this policy (as necessary), the Deputy Head, Senior Master and DSL will seek to identify trends and understand issues of concern and to take steps to improve systems to manage these.

### **Guidance on risk assessment of Pupil Welfare**

A risk assessment in the pupil welfare context is a careful examination of what could cause harm to pupil welfare and appropriate control measures, so that one can weigh up whether adequate precautions have been taken or should do more to prevent harm. The purpose of a risk assessment is to identify sensible measures to control real risks - those that are most likely to occur and/or will cause the most harm if they do.

When thinking about your risk assessment in this context, remember:

- a welfare issue is anything that may harm a pupil, including cyber-bullying or abuse;
- the risk is the chance that a pupil could be harmed, together with an indication of how serious the harm could be if they are.

Step 1: Identify the issue

First you need to work out how pupils could be harmed. This will generally be set out in the concern raised about a pupil's welfare.

Step 2: Decide who might be harmed.

The Identify how individual pupils or groups who might be harmed and how they might be harmed by the concern raised.

Step 3: Evaluate the risks and decide on precautions.

Decide what to do about the risks. The extent of the risk will depend on the likelihood of the harm occurring and the severity of the harm. The effectiveness of controls should be considered and the extent of risk remaining assessed. When deciding if precautions are acceptable, the assessor should take into account the legal requirement to do all that is “reasonably practicable” to protect people from harm. Compare what you currently do with what is required by law, DfE guidance or is accepted good practice. If there is a difference, list what needs to be done to protect the pupil's welfare. If the remaining risk is unacceptable then further controls must be identified to further reduce the risk. Where further action is necessary then an action plan should be included in the risk assessment, this should include:

- name of individual responsible for completing the action
- target date for completion
- any interim measures to reduce risk in the short term
- confirmation that the action has been completed
- reassessment of the level of risk following completion of the action.

Step 4: Record your findings and implement them.

Make a written record of your significant findings - the issue, how pupil(s) might be harmed and what arrangements the College has in place to control those risks.

Step 5: Review your risk assessment and update if necessary.

Review what you are doing for the pupils identified and across the School generally and monitor the efficacy of the measures you have put in place on a regular basis, or as required.

Last reviewed: RY September 2018 Next review due: September 2019