

FHS - Health and Safety School Risk Assessment Policy

Five Rivers have developed this policy and procedure document to help all members of our community to minimise any risk of harm to themselves, students and staff in school and members of the public.

Aims

Our schools aim to monitor and evaluate risks and take a whole school approach to their assessment and management. We will prioritise risks and consult relevant parties e.g. staff, parents/carers, pupils, outside agencies. The effectiveness of each risk assessment will be reviewed and accordingly revised to reduce risk in future.

Risk Assessment

Think of possible hazards. A hazard is anything that has the potential to cause harm.

- Decide who might be affected and how
- Evaluate the level of risk and consider preventive measures. Risk is the likelihood of a hazard causing harm
- Discuss with school staff/parents/carers/and child as appropriate
- Formulate into a written plan
- Put measures into practice
- Review and revise as necessary

Risk Assessment Procedure

Identify hazards re:

- Young people – consider how the social, emotional and behavioural difficulties
- experienced by our students might impact on risk to self and others
- Environment – inside and outside
- Security/safety procedures
- Off-site activities
- Equipment

When thinking about a risk assessment, remember:

A hazard is anything that may cause harm, e.g. a physical condition, which can make the school unsafe, such as a slippery floor; unsafe acts e.g. rushing, horseplay, taking shortcuts. Unsafe omissions such as the failure to follow safe systems or wear protective equipment can also be termed hazards.

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

Hazard Identification

Staff should identify all the hazards relevant to the activity. Specific hazards should be assessed on a separate risk assessment form and cross-referenced with this document. Possible hazards may include:

Biological agents

Display screen equipment

Manual handling operations, lifting and handling of heavy objects

Hazardous substances

Locations beyond the school.

Other hazards to consider include:

Lone- or out-of-hours working,

Slipping/tripping hazards

Electricity

Noise, dust, temperature extremes

Fire/explosion, tools, machinery, pressure systems, compressed gases, work at height, confined areas, vehicles, irregular or unusual activities such as maintenance or repair work.

Hazards induced by people include:

Working on a one-to-one basis

Working in secluded areas

Risks resulting from irrational behaviour

Risks resulting from poor anger management

Who May Be Affected

Students

Staff, include cleaning or office staff, contractors, other agency workers and visitors to the schools and parents

Expectant mothers

Those who may not be directly involved with the activity but who may still be affected by the process

Members of the public

Risk Evaluation

Evaluate the risks (low/medium/high) to which individuals might be exposed. This will be a subjective evaluation but should be used to give an indication of the priority with which the risks need to be addressed. Where risks are already controlled, monitor the effectiveness of the control to decide whether they are sufficient. Where the risk to individuals is thought to be medium or high, additional control measures must be considered.

Risk Control

Decide what controls are necessary to reduce the risk to individuals. The steps to controlling the risks are as follows:

Avoid, substitute or replace the hazard – evaluate whether or not the hazard be avoided or altered to reduce the likelihood of risk

Procedural controls – evaluate whether or not the procedure be altered to avoid or reduce the risk. Can the individual be removed/distanced from the risk? Can the activity be carried out at a time that would have a lesser impact on others?

Student management –staff need to be aware of each student's needs

Setting management – such as the monitoring of exits and entrances.

Additional staff – can an additional person be utilised to avoid or reduce the risk?

Personal Protective Equipment - consider the value of using such things as gloves, over garments or a hat.

Emergency procedures – have contingencies in the event of things going wrong such as an accident, incident or fire

Health surveillance – are your staff or students physically able or sufficiently fit to engage in the planned activity.

Monitor the control measures you have instigated to ensure that they are effective and implemented correctly.

Record Your Findings:

Record the significant hazards and conclusions using the appropriate risk assessment form.

Assessment Review:

The assessment must be reviewed periodically to ensure it remains relevant and effective. In addition, the assessment must be reviewed if there are any significant changes to the activity such as different students or staff, new procedures, substances or equipment.

School Visits

The school has a policy on school visits, which should be read by all members of staff.