

Risk Assessment

Policy

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This policy is systematic with a view to promoting the welfare of pupils, staff and visitors of Tor 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, or the environment. It helps staff focus on the risks within their department and activities that they undertake. In many instances, straightforward measures can readily control risks; for example ensuring staff have sufficient information when they are offsite with pupils, operating school equipment and that good housekeeping is maintained to ensure the safety of people within the school premises.

A copy of the risk assessment form can be found in **Appendix 1** of this policy or an electronic version can be found on the curriculum shared drive in the Risk Assessment folder.

# When should a risk assessment be completed?

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

All staff have a responsibility for ensuring risk assessments are completed for their area of work. With respect to school visits; the EVC team should check and review assessments.

# The External Visits Coordinators (EVC) at Tor School are:

* Matt Hill
* Kathryn Rogers

Risk assessments fall into the following categories;

* Environmental (the building and its surrounding)
* Departmental (subject specific)
* Off-site Activities
* Pupil specific.

Whilst responsibility for performing a given risk assessment is likely to be held by a particular individual, there remains a responsibility for all staff to perform their own dynamic risks assessment, and to inform the SLT or EVC’s of any new area of risk that has developed or is perceived.

# Storing Assessments

Once the completed assessments have been shared with appropriate staff they are to be electronically stored on the curriculum shared drive in the Risk Assessment folder

Staff are asked not to over write assessments, these are to be updated and the information verbally communicated to the staff team if necessary

# How to carry out a risk assessment – on site activities

**To be read in association with the ‘on-site activities risk assessment form’**

Staff who have risks which are associated with their teaching or department will need to complete risk assessments for activities or equipment which is used which has a risk associated with it. This does not need to be overly complicated, and need not include generic risks, such as not bumping into things, or risks that pupils are expected to understand from their daily lives, but identification of risks that may not be readily perceived must be identified and precautions made.

**Step 1 – What are the hazards?**

Consider how someone may be harmed, this will help to identify the hazards, disregard the inconsequential or trivial**.**

Walk around your work space; think through the activity; are there any risks to others which may not be readily identified by the intended participant?

**Step 2 – Who may be harmed and how?**

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

Who may be? Pupils, teaching, office, cleaning, maintenance, and/or security staff, visitors etc. Identify groups, which are more vulnerable such as young persons, the disabled, lone working staff, contractors, members of the public, etc.

How? May be accessing a box from a high shelf, slipping, injury during a sports activity, loud noise, machinery, offsite activity etc.

**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, is there more that could be done?

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

1. Can I remove the hazard altogether?

2. If not, how can I control the risks so that harm is unlikely?

3. Try a less risky option, can the same outcome be obtained with less risk?

4. Prevent access to the hazard (e.g. by guarding, warning or just making others aware)

5. Organise work to reduce exposure to the hazard

6. Issue personal protective equipment, PPE (e.g. clothing, footwear, goggles, etc.)

7. Provide welfare facilities (e.g. first aid, removal of contamination).

**Step 4 – How will you put the assessment into action?**

The completed risk assessment must be shared with the appropriate staff and where necessary pupils.

You may have outstanding issues. If so prioritise; say what needs to be done, by when and by whom.

Remember the assessment demonstrates how the event, task, activity etc. is to be managed. For example; information to be provided to staff and pupils via a briefing.

**Step 5 – Monitor and Review**

Monitor - There are a number of occasions, such as offsite activities, or a particular lesson. Where the environment or equipment changes as well as the associated risks. Staff should make comments and advise how they dealt with these new factors. This will assist staff to improve the situation in the future.

Should no changes occur, that you are aware of, there is still a need for a review of the assessment and it is suggested that this is completed **annually**.

# How to carry out a risk assessment – off site activities

For off-site activities please refer to the flow chart in Appendix 2 of this policy.

If you are running an offsite activity please be aware of any medical issues the students have e.g. allergies.

It is essential to carry a first aid kit and mobile phone with you, to enable you to contact the school office if the need arises.

**Category B – adventurous / Residential / Overseas / Overseas and Adventurous**

For category B activities, assessments must be completed using the Somerset County

EEC live risk assessment tool. The risk assessment must be completed at least 14 days prior to the activity taking place and will be authorised by Matt Hill, EVC co-ordinator / Headteacher.

# Appendix 1: Risk Assessment Form

|  |  |  |
| --- | --- | --- |
| Date | Staff member | Department |
|  | | |
| Description of situation/issue/activity to be assessed | | |
| (Step 1) Hazard(s): What’s the hazard(s). | | |
| (Step 2) Who may be harmed and how: Say how the hazard could cause harm and to whom. | | |
| (Step 3) What are you already doing? List what is already in place to reduce the likelihood of harm or make harm any less serious. | | |
| (Step 4) How will you put the assessment into action? You may have outstanding issues. If so prioritise; say what needs to be done, by when and by whom. | | |
| (Step 5) Monitor: How did the activity, task, project etc go? Could it be improved, did an incident/situation occur? How did you deal with it? Add your note so that the activity, task, project can be improved next time. | | |
| Date to be review: | | |
| Has this risk assessment been shared with the relevant staff? | | |
| Yes - with: | | |

# Appendix 2 – Flow Chart for External Visits / Activities

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