HEALTH AND SAFETY
RISK ASSESSMENT POLICY

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Pierview Academy Risk Assessment Policy – June 2019
Pierview Academy is a trading name of ASD Learning Ltd

1.   General Policy on Health and Safety Risk Assessment

Management at all levels must ensure that all significant hazards within their area of responsibility are identified, properly assessed and that the risks are eliminated or controlled so far as is reasonably practicable. Appropriate information, instruction, training and supervision must be provided to staff, students and others who may be affected. Risk assessments must be reviewed at suitable intervals or when any significant change takes place.

2.   Scope

This policy is applicable to the risk assessment of the health and safety risks associated with the day-to-day tasks, trips and activities or the working environment of Pierview Academy.

This policy should be used where possible as a standard method unless it is considered inappropriate. If an equivalent system has been previously used it is not necessary to rewrite assessments but consideration should be given to change to the standard system at a future date.

There are specific / additional risk assessment procedures for certain activities such as manual handling, display screen equipment, COSHH, lone working etc. Where a separate procedure exists, that procedure should be used.

3.   Authorisation

All activities conducted at Pierview Academy must have the authorisation of the correct management as instructed by the Headteacher. These risk assessments should then be used accordingly to prevent injury.

4.   Responsibility

4.1   Management Responsibility

Headteachers and/or the Executive Board are responsible for ensuring that risk assessments are conducted at all levels within their School

The Senior Management Team (SMT) and staff leading on activities or subject areas are responsible for ensuring that task risk assessments are conducted within areas under their control and that the content of risk assessments are communicated to staff and students as appropriate. They should also ensure that Safety Representatives, where appointed, are included in the risk assessment process.

4.2   Employee/Student Responsibility

Employees and students are required to participate in the risk assessment process when requested, to make themselves familiar with the contents of risk assessments and for co-operating with the measures contained within the assessments for controlling and managing the risks to health and safety.

5.   <u>Communication, Cooperation and Coordination</u>

Risk assessments must be clearly communicated as appropriate to management, employees and students. Management must ensure that assessments are brought to the attention of staff and students on a periodic basis whenever necessary but particularly following any changes or significant review. Risk Assessments should always be accessible to staff via the schools Google Education system.

6.   <u>Procedure for Risk Assessment</u>

The main elements of Risk Assessment are:

- Identification of the operation or activity
- Identification of the hazards
- Assessment of the risk
- Identification of the persons at risk
- Determination of the necessary control or preventative measures
- Assessment of the residual risk
- Recording the assessment
- Communication of the assessment
- Reviewing the assessment

6.1   Identification of the operation or activity

The scope of the assessment must be clearly defined. Activities should be broken down into clear operations or tasks. It is common for some activities to require several risk assessments.

6.2   Identification of the hazards

A hazard is something with the potential to cause harm (physical injury or ill health). Hazards arise from activities, from the use of equipment or the use or production of hazardous substances. A list of key words useful in identification of hazards is provided in the Appendix.

6.3   Assessment of the Risk

Risk is comprised of two elements, the likelihood of harm occurring and the severity of that harm. In a risk assessment, the likelihood of harm is the estimated frequency of the harm

occurring and severity is the estimated seriousness of the potential to cause harm. A subjective estimate of both must be made. Opinions will vary and it may sometimes be good practice for assessments to be undertaken by a group so that a consensus of opinion and an average of the estimates obtained.

Hazard severity should be rated on a scale of 1 to 4.

1 – Very Minor (Trivial effect or very minor first aid attention required)
2 – Minor (Likely to require first aid or minor medical attention, short term effect)
3 – Significant (Significant injury or condition, may result in lost time)
4 – Major (Serious injury or condition, may have long term effects)

Likelihood of harm occurring should be rated on a scale of 1 to 4

1 – Unlikely (Unlikely to occur but not impossible)
2 – Possible (Less likely to occur than not to occur)
3 – Likely (More likely to occur than not to occur)
4 – Very Likely (Very likely though not necessarily certain to occur)

The factors for severity and likelihood are multiplied together to give the risk rating. This value will help evaluate the risk as to whether the risk is controlled to the required level.

A general rating of the level of risk can be made depending on the score achieved:

Severity	Probability			
	Unlikely	Possible	Likely	Very Likely
Very Minor	1	2	3	4
Minor	2	4	6	8
Significant	3	6	9	12
Major	4	8	12	16

Risk Rating	
Score	Risk Level
1-2	Low
3-6	Medium
8-9	High
12-16	Very High

LOW (1 – 2)
MEDIUM (3 - 6)
HIGH (8 – 9)
VERY HIGH (12 – 16)

The risk rating enables decisions to be taken on the amount of effort to be expended on the control of a risk, but any hazard that is certain or very likely to cause injury must be attended to and the risk reduced even if the severity is low.

All risks must be controlled so far as is reasonably practicable. The term reasonably practicable is interpreted as the balance between the risk, and the cost and difficulty or inconvenience involved in controlling it.

The process above is advised, however, Pierview Academy has access to templates through Judicium which rate the risk as low, medium and high. These can also be used if

the person completing the assessment prefers this methods. However, the process to decide on a low or high risk assessment should be calculated using the process above.

6.4   Identification of the Persons at Risk

When undertaking a risk assessment, all persons who are at risk of being harmed should be identified. This may not only include those carrying out the task but other persons in the vicinity including other staff, students, visitors, contractors, members of the public and trespassers. The number of persons at risk should be taken into consideration.

The risk assessment should also take into account, where necessary, other risk factors such as age, gender, health, young persons, and children, those with impairments or disabilities and new or expectant mothers.

6.5   Determination of the Necessary Control and Preventative Measures

Management must ensure that the most appropriate and effective method or methods of risk control are utilised in eliminating or managing risks. Where appropriate and as far as is reasonably practicable, the hierarchy of risk control measures listed below should each be considered and applied in the order given. In many cases a suitable combination of control methods may be necessary.

- Elimination of hazard
- Substitution with lower hazard or risk
- Enclosure
- Guarding/Segregation
- Safe Systems of Work
- Written Procedures
- Supervision
- Training
- Information/Instruction
- Personal Protective Equipment

6.6   Assessment of the Residual Risk

The risk to health and safety of a task should be assessed with all the necessary control measures in place to establish the net or residual risk. The risk should be reduced to Low or to As Low As Reasonably Practicable (often referred to as ALARP). If the risk is not Low or As Low As Reasonably Practicable, consideration should be given to additional control measures to reduce the risk further.

Once the risk has been reduced to As Low As Reasonably Practicable, any remaining risk should be highlighted in the assessment so that it can be communicated to those affected or responsible for implementing any of the control measures.

6.7   Recording the Assessment

The risk assessment must be recorded (electronically). A general form is available for this purpose. All significant details and findings must be included though reference may be made to other documents such as procedures rather than reproducing them in full. Ideally, the template used should include the an assessment of risk using the severity times probability. However, the template provided by Judicium Education is also acceptable providing that the grid above has been used to calculate the risk.

6.8   Communication of the Assessment

The information contained within the assessment must be communicated with those staff and students who may be affected by the work. For assurance purposes it is good practice to keep a record of when and how the assessments have been communicated.

Information about the risks may also need to be communicated to other people e.g. to members of the public through signage and other staff such as safety representatives or auditors who will require access to the information from time to time.

6.9   Reviewing the Assessment

Risk assessment should be seen as a continual process. Risk assessments must be reviewed and kept up to date to take account of changes in processes and work methods, new staff/students or changes to other activities or hazards for example.

In addition, a general periodic review of all assessments must be undertaken other than those risk assessments undertaken for a one off requirement such as an off site trip for example. There is no set period for general review though 6 to 12 months is often advised. A general review date should be recorded as part of the assessment.

7.   Training

Anyone undertaking a risk assessment must have received appropriate training and have sufficient knowledge and understanding of the assessment process. Input is often required from others during the risk assessment process. Whilst it is not necessary for everyone to be trained, anyone involved should receive a briefing or an overview of the process from a competent person. Training is available via Judicium's online training platform. Staff should complete this at the point of induction and complete refresher training every two years.

8.   Record Keeping

Records of risk assessments should be kept for at least seven years. Some assessments in connection with medical records and health surveillance may have to be kept for forty years.

9.   Monitoring/Audit

The schools Executive Board should monitor the compliance of this policy and take appropriate action where necessary. Records of risk assessment, instruction and training, maintenance events etc. should be made available for audit by internal / external auditors.

10.   Regulations & Guidance

Management of Health and Safety at Work Regulations 1999

Management of Health and Safety at Work - Management of Health and Safety at Work Regulations 1999, Approved Code of Practice & Guidance (L21)

- Risk Assessment Simplified (HSENI 99 11-A)
- Five Steps to Risk Assessment (INDG 163 rev2)
- A Guide to Risk Assessment – Common Provisions in Health and Safety Law (INDG 218 and 218L)

11.   Appendix

Appendix 1 - Hazards List

Handling & Lifting	Bending, twisting, stooping, pushing, pulling, precise positioning of the load, sudden movement, the size/shape/temperature of the load, existing predisposition of the person doing the lifting, the environmental elements such as uneven/slippery surfaces, poor lighting.
Fire & Explosion	Damage to property and people, flammable chemicals and dangerous substances
Electricity	Electric shocks, loss of power causing slips and/or trips
Workplace Factors	Noise, Vibration, Light, Humidity, Ventilation, Temperature, Pressure/Vacuum
Transport	Faulty vehicles, human error, busy periods on the roads/transport systems
Mechanical	Entanglement, Friction/abrasion Cutting, Shearing, Stabbing/puncturing Impact, Crushing/trapping, Ejection
Chemical	Toxic, Irritant, Sensitising Corrosive Explosive, Carcinogenic
Biological	Bacterial, Viral, Fungal
Radiation	Ionising, Non-Ionising

Organisational	Poor maintenance, Lack of supervision Lack of training, Lack of information Unsafe systems, Unsuitable equipment
Individual	Not suited to work, High work rate Unsafe behaviour