



REIGATE GRAMMAR SCHOOL

Risk Assessment Policy

ISI Code:	I6a Risk Assessment Policy
Policy Author:	Steve Douty, Bursar
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Introduction

As part of managing the health and safety organisations must control the risks in the workplace. To do this, organisations must think about what might cause harm to people and decide whether they are taking reasonable steps to prevent that harm. This is known as risk assessment and it is something organisations are required to do by law. A risk assessment is about identifying sensible measures to control the risks, risk assessments will help organisations decide whether they have covered all that they need to do. Organisations should think about how accidents and ill health could happen and concentrate on those real risks, those that are most likely to happen and which will cause the most harm. For some risks other health and safety regulations require particular control measures (e.g. work at height). An organisations risk assessments can help identify where certain risks need particular control measures in more detail. These control measures do not have to be assessed separately but can be considered as part of, or an extension of, an overall risk assessment.

Policy (Plan)

- The School has a formal, strategic approach to ensuring all required risk assessments are completed, communicated and reviewed. Therefore, ensuring our moral and legal duties are complied with for managing risk.
- Heads of Department are aware of and fulfil their responsibilities to ensure that all risk assessments required in their departments are completed, the findings are communicated to relevant staff and risk assessments are reviewed regularly.
- Relevant staff receive appropriate training to ensure they can easily complete suitable and sufficient risk assessments, know the importance of communicating the findings and the need for risk assessments to be reviewed.
- The appropriate resources are provided for relevant staff to complete risk assessments and a central record keeping system is provided to store all risk assessments.
- A competent source of advice is available should relevant staff need advice on specific health and safety matters.

Strategy

The Reigate Grammar School strategy for ensuring that all necessary generic, specific and dynamic risk assessments are completed is:

- The **Bursar**, through delegation to the relevant managers, analyses where harm or loss could be caused by the work activities or working in hazardous locations by the following departments; Grounds, Operations, Facilities, Swimming Pool, Lettings. The Bursar is also responsible for ensuring that the requirement for risk assessments, in compliance with specific health and safety legislation are completed, e.g. Fire, Legionella, COSHH etc.
- **Heads of Department** analyse the activities and hazardous locations in their departments where there is the likelihood that harm could be caused, produce a register of activities and locations to list the required risk assessments and ensure that these are completed.
- The **member of SLT who is responsible for ensuring academic staff health and safety arrangements** are completed by academic staff is responsible for ensuring that all risk assessments for school events are completed by the relevant staff.
- Generic risk assessments are permitted for activities, events, school trips which are completed and arrangements do not change. These are also applicable for permanent hazardous locations.
- Specific risk assessments are completed for activities, events, school trips which are 'one off' type events. These are also applicable for temporary hazardous locations.
- Dynamic risk assessments are needed when an emergency tasks that is unusual needs to be carried out and the activity therefore requires a risk assessment before the task can be completed.

The Reigate Grammar School strategy for ensuring that the findings of all necessary risk assessments are communicated to staff, pupils and others (e.g. visitors, contractors) is:

- The **Bursar**, through delegation to relevant managers, ensures that the findings of all risk assessments are communicated to relevant staff through direct communication initially and staff are reminded in team meetings.

- **Heads of Department** ensure that the findings of all risk assessments are communicated to relevant staff through direct communication initially and staff are reminded in team meetings.
- The **member of SLT who is responsible for ensuring academic health and safety arrangements** are in place ensures that staff completing event risk assessments communicate the findings to relevant staff, pupils and others, e.g. visitors, contractors.
- There is a form at the end of this document that should be used to record that relevant staff have been communicated the findings of risk assessments.

The Reigate Grammar School strategy for ensuring that all risk assessments are reviewed when necessary is that the aforementioned parties; ensure that risk assessments are reviewed in the following circumstances:

- If a procedure changes
- If a new job role is introduced
- If there is a near miss, incident or accident
- After an event, school trip, one off activity
- If there is new equipment
- If equipment fails
- When legislation changes
- If guidance (i.e. CLEEPS) changes
- Annually, or sooner if the need arises

Other risk assessments are organised due to statutory requirements and these include a Legionella risk assessment, fire risk assessment, workstation assessments and COSHH assessments.

Completing Risk Assessments

The following information details the five steps to completing risk assessments and can be used as guidance:

1. Identify the Hazards

One of the most important aspects of completing a risk assessment is accurately identifying the potential hazards of the work activities, hazardous location or event. If this is done correctly it makes the completion of the rest of the risk assessment easier. A hazard is 'anything with the potential to cause harm'.

An easy way to identify hazards is to think of the following categories:

	For example:
Physical	Manual handling, working at height, fire
Chemical	Hazardous substances
Biological	Bacteria, viruses
Ergonomic	Poor posture, working at a workstation
Organisational	Stress

Other ideas to think about what hazards might be present include; checking manufacturers' instructions, looking back at accident and ill health records, take into account non-routine operations, consider long term hazards (i.e. exposure to noise), visit the HSE website www.hse.gov.uk.

2. Decide who might be harmed

Think how staff and pupils and all others who might be present, such as parents, visitors, contractors, might be harm. Identify groups by name.

Some people may have particular requirements, e.g. new members of staff and pupils, young workers, new and expectant mothers, people with disabilities, temporary staff members, contractors and lone workers,

3. Evaluate the risks

Having identified the hazards, you then have to decide how likely it is that harm will occur, i.e. the level of risk and what to do about it. Risk is a part of everyday life and you are not expected to eliminate all risks. What you must do is make sure you know about the main risks and the things that you need to do to manage them responsibly.

Generally, you need to do everything 'reasonably practicable' to protect people from harm. This means balancing the level of risk against the measures needed to control the real risk in terms of money, time or trouble. However, you do not need to take action if it would be grossly disproportionate to the level of risk.

4. Your risk assessment should only include what you could **reasonably be expected to know**; you are not expected to anticipate unforeseeable risks.

Look at what you are already doing and the control measures you already have in place. Ask yourself:

- Can I get rid of the hazard altogether?
- If not how can I control the risks so that harm is unlikely?

Some practical steps you could take include:

- trying a less risky option
- preventing access to the hazards
- organising work to reduce exposure to the hazard
- issuing protective equipment
- providing welfare facilities, such as hand washing
- involving and consulting with staff and pupils

You may come across model assessments (i.e. CLEAPSS), you may use these but you must satisfy yourself that the model assessment is appropriate for the tasks you are carrying out and adapt the model to the detail of your own situations, including any extension necessary to cover hazards and risks not referred to in the model.

Record your significant findings

The findings need to be recorded on the risk assessment template form provided at the back of this document. (Any organisation that has fewer than 5 employees do not have to write anything down). When writing it down keep it simple and write what is in place not what should be in place. If a risk assessment is ever used as evidence the document needs to demonstrate what actually happens.

A risk assessment must be suitable and sufficient, i.e. it should show that a proper check was made of the likely hazards.

- You asked who might be affected
- You dealt with all the obvious significant hazards, taking into account the number of people that
- could be involved
- The precautions are reasonable, and the remaining risk is low
- You involved staff in the process

If the risk assessment identifies a number of hazards you need to put them in order of importance and address the most serious risks first. Identify long-term solutions for the risks with the biggest consequences, as well as those risks most likely to cause accidents or ill health. You should even establish whether there are improvements that can be implemented quickly, even temporarily, until more reliable controls can be put in place. Remember the greater the hazard the more robust and reliable the measures to control the risk of an injury occurring will need to be.

5. Regularly review your risk assessments

Few activities, workplaces, events etc. stay the same so risk assessments have to be reviewed on an ongoing basis. In accordance with the school strategy for reviewing risk assessments look at your risks assessments and ask yourself:

- have there been any significant changes?
- are there improvements that you still need to make?
- has anyone involved spotted a problem?
- have you learnt anything from accidents or near misses?

Make sure your risk assessment stays up to date.



Risk Assessment Register

Activity/Location	Implementation Date	1 st Review (Insert Date)	2 nd Review (Insert Date)	3 rd Review (Insert Date)	4 th Review (Insert Date)
Workstation assessments (delete if not applicable)					
COSHH risk assessments (delete if not applicable)					

Annual Review of Register by Head of Department:

Name	Date	Signature	Comments



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School Site:		Department:		Assessment Date:	
Risk Assessment Title:		Assessment Type			
		Generic	Specific	Dynamic assessment	
Location:					
Activity/event/letting/trip dates:					
Assessor S Douty			Head of Department Acceptance		
Name:		Name:			
Position:		Position:			
Signature:		Signature:			



Risk Assessment Reviews:

Reviewed by:	Signed:	Date:
Reviewed by:	Signed:	Date:
Reviewed by:	Signed:	Date:

Risk rating outcomes:

Severity of injury	
Fatality	5
Major	4
Moderate	3
Minor	2
Insignificant	1

Likelihood of occurrence	
Almost certain	5
Very likely	4
Possible	3
Unlikely	2
Rare	1

1 – 5	No additional controls required, monitor the activity/location to ensure that the safety control measures are maintained
6 – 10	Monitoring is required to ensure that the safety control measures are maintained. Consideration may be given to any further control measures that are cost effective or no additional cost burden.
11 – 15	Efforts should be made to reduce the risk rating further, however the costs of prevention should be carefully measured and justified
16 – 20	Activities should not be started or continued until the risk has been reduced to a level that is as low as is reasonably practicable, seek further competent advice.
20 - 25	Work should not be started or continued until the risk has been reduced, seek competent advice.

Risk Rating:

Severity of injury	Likelihood				
	5	4	3	2	1
5	25	20	15	10	5
4	20	16	12	8	4
3	15	12	9	6	3
2	10	8	6	4	2
1	5	4	3	2	1