

Mawnan CE VA Primary School



Risk Assessment Policy, Guidance and Procedure

| Review Cycle | Date of Current Policy | Author(s) of Current Policy | Review Date |
|--------------|------------------------|-----------------------------|-------------|
| 3 Year | March 2021 | J Pridmore | March 2024 |

| Review & Ratification Required by Governor's Sub-Committee Only | Name of Governor's Sub-Committee | Ratification required by Full Governing Board |
|---|----------------------------------|---|
| Yes/No | | Yes/No |

Reviewed by Governor's sub-committee

| Role | Name | Signature | Date |
|------|------|-----------|------|
| | | | |

Ratified by the Full Governing Board

| Role | Name | Signature | Date |
|------|------|-----------|------|
| | | | |

Details of Policy Updates

| Date | Details |
|------|---------|
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Statement of intent

At Mawnan C of E VA Primary School, we are committed to providing a safe and healthy learning environment that inspires and supports academic achievement. This policy sets out the procedures the school will follow in order to identify and manage the health and safety of staff members, pupils and visitors who may be affected by the school's activities.

The purpose of a risk assessment is to enable the school to determine what measures should be taken to comply with the duties under the relevant statutory provisions.

1. Legal framework

1.1. This policy has due regard to statutory legislation and guidance including, but not limited to, the following:

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Education Act 2002
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2020) 'Keeping children safe in education'

2. What is a Risk Assessment?

A risk assessment is a tool for conducting a formal examination of the harm or hazard to people that could result from a particular activity or situation. A **risk assessment** is the resulting assessment of the severity of the outcome. **Risk control measures** are the measures and procedures that are put in place in order to minimise the consequences of unfettered risk.

Risk Assessments focus on prevention, rather than reaction when things go wrong. In many cases simple measures are very effective and not costly.

A large range of activities will be carried out at Mawnan School, each of which will require a separate risk assessment. The most important of these cover:

- Fire safety and procedures
- Educational visits and trips
- Site usage e.g. the playground area & communal areas

But risk assessments are also needed for many other areas, including:

Curriculum

- Some Science and DT activities
- PE and Sport Activities

Safeguarding

In accordance with 'Keeping children safe in education' (KCSIE), the school recognises its specific safeguarding duties with regards to risk assessments. This includes safer recruitment and obtaining DBS checks for staff and volunteers.

Medical and First Aid

Our Administering Medicines and Inclusion Policies outline the procedures for managing children's medication. The Headteacher is responsible for reporting any notifiable accident that occurs on school premises to a pupil, member of staff, parent, visitor or contractor to the LA and HSE in accordance with the Reporting of Injuries Diseases and Dangerous Occurrence Regulations (RIDDOR).

Definitions:

“Risk assessment” is defined as a careful examination of what, in the school, could cause harm to people, so that the school can determine whether the necessary precautions are in place or whether more should be done to prevent harm.

“Hazard” is defined as anything that may cause harm, such as chemicals, electricity, working from ladders, an open drawer, etc.

“Risk” is defined as the chance, low to high, that someone could be harmed by it and other hazards, together with an indication of how serious the harm could be.

“Dynamic risk assessment” is defined as an assessment that takes into account unexpected or short, temporary changes that require immediate amendments to be made to control measures.

“Generic risk assessment” is defined as an individual assessment covering the common, significant hazards that staff and others face on a daily basis, such as low-risk activities or repeated activities that can be documented in another way.

“Suitable and sufficient risk” is defined as an assessment that is proportionate to the risk and ensures that all relevant hazards are addressed, complies with statutory requirements, ensures all groups who are affected are considered, takes account of existing control measures and identifies further measures as necessary.

3. HSE Guide to Risk Assessments (click to open to full document)



4. Roles and responsibilities

4.1. The governing board is responsible for:

- The overall responsibility of risk management at the school.
- Overseeing the management of risk and health and safety to the FPP committee.
- Delegating strategic decisions for operational management of risk and health and safety to the headteacher.
- Recording and reporting incidents involving:
 - Injuries and ill health of employees
 - Injuries involving pupils and other people not employed by the school
 - Dangerous occurrences
 - Near misses

4.2. The headteacher is responsible for:

- Ensuring potential hazards are identified and risk assessments are carried out as appropriate.
- Ensuring day-to-day risks are managed effectively, including health and safety matters.
- Ensuring that any individual tasked to carry out a risk assessment is suitably trained to do so.
- Allocating resources in response to risk assessments and determining a course of action, if it has been identified that a risk cannot be suitably controlled so far as is reasonably practicable.
- Implementing frameworks for decision-making and corporate strategies which consider risk assessment principles.
- Implementing appropriate mechanisms to communicate safe systems of work identified as part of the risk assessment process.
- Communicating elements of risk and health and safety management to the FPP Committee.
- Developing a Health and Safety Policy, that should be subject to reviews based on thorough risk assessment to reflect on and reduce occurrences of newly established risks.
- Recording any significant findings from risk assessments.
- The headteacher is also the Educational Visits Coordinator (EVC)

4.3. Staff members are responsible for:

- Taking reasonable care of their own safety, as well as that of pupils, visitors and other staff members.
- Being aware of any established risks and understand the measures the school has put in place to manage these.
- Undertaking their work in accordance with training and instructions.
- Cooperating with the school on health and safety matters.
- Carrying out assigned risk assessments effectively, ensuring all risks are identified as well as suitable control measures.
- Carrying out risk assessments at least a week before any off-site visit. In the case of residential visits this should be four weeks.

- Reporting any risks or defects to the headteacher in order to create new, or update, risk assessments.
- Participating in risk management training delivered by the school.

An education visit request form should be completed prior to the planning of any trip or visit. See appendix 1. Please do not book any trips or visits without consultation with the headteacher.

5. Health and safety

- 5.1. In accordance with the school's Health and Safety Policy and requirements under The Management of Health and Safety at Work Regulations 1999, the school will assess the risks to the health and safety of staff, pupils and others affected by the school's activities.
- 5.2. The school will ensure that a common-sense and proportionate approach is applied to risk assessment management – the school understands that a separate written risk assessment is not required for every activity.
- 5.3. The headteacher is responsible for ensuring potential hazards are identified and risk assessments are completed for all areas of risk in the school.
- 5.4. The headteacher will ensure that any individual assigned to carrying out a risk assessment understands the risks and is familiar with the activity that is planned.
- 5.5. The headteacher will ensure risk assessments are completed by staff leading day trips or residential stays.
- 5.6. For activities that are higher risk, if these are annual or infrequent activities, a review of an existing risk assessment will take place, rather than a newly written risk assessment.
- 5.7. Where a new activity is taking place, a specific risk assessment of significant risks will be conducted.
- 5.8. Where an activity usually forms part of a school day, e.g. pupils regularly undertaking swimming lessons at an alternative location, the school will not conduct separate risk assessments for each visit.
- 5.9. Risk assessments will identify all defects and potential risks along with necessary solutions or control measures.

6. The Risk Assessment Process

Our approach to risk assessments is "suitable and sufficient" and shows:

- A proper check was made
- Significant hazards identified and controlled
- Persons that might be harmed identified
- Reasonable precautions with remaining risk low
- Appropriate to task or activity
- Compliance with legislation
- Validity over a period of time

We follow this 5 step process:

- A. Identify Hazards
- B. Assess/evaluate Risk
who might be harmed and how
- C. Consider Controls
- D. Record Significant Findings
- E. Review

A. **Identifying Hazards** - A Hazard is anything that has the potential to cause harm

B. **Assess/evaluate Risk** - who might be harmed and how

How likely is it that someone could be harmed by the hazards identified and how serious would it be?

Consider;

- Who could be harmed and how?
- Not trying to eliminate risk just control it
- Balancing risk against cost, time, effort and the benefit of the activity
- Particular needs
- Human Behaviour
- Individual perception
- What is already in place?
- What further action is required?

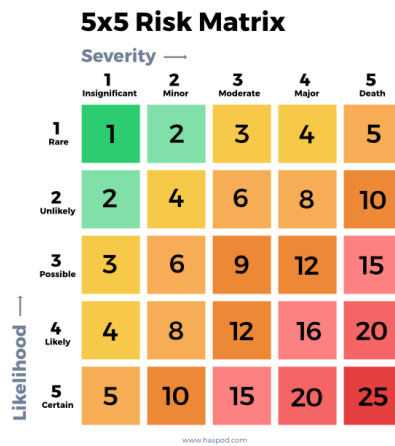
Evaluate the risk considering the **severity** and **likelihood** of the hazard causing harm.

Evaluate overall risk considering both the **severity** and **likelihood** of any potential harm event with AssessNET this evaluation should be after the introduction of controls but it can be useful to evaluate mentally at the start of the process just for reassurance that controls appear effective.

AssessNET uses the 5 x 5 matrix. In this method the potential severity of any injury is rated 1-5 which can be clarified as;

- 1 – minor** - small cut, graze, bruise or similar dealt with by in-house first aid
- 2 – moderate** - cut, sprain, finger break or dislocation medical help needed. treatment by medical professional/hospital outpatient, etc.
- 3 – significant** - arm or leg fracture or other non-permanent injury of similar severity will require treatment by medical professional/hospital outpatient or inpatient, etc.
- 4 – serious** - extensive permanent injury (e.g. loss of finger/s) extended hospitalisation
- 5 – major** - death, permanent disabling injury (e.g. blindness, loss of hand/s, quadriplegia)

The **likelihood** is similarly categorised 1-5 as shown and then multiplied with the **severity** rating to give an overall rating (1-25). This is then used by the system to produce a high, medium, low rating with associated 5 bar traffic light.



| Degree of risk | Risk treatment |
|----------------|---|
| Low | <ul style="list-style-type: none"> Acceptable level of risk. Risks should be monitored and reassessed at appropriate intervals. No further action or additional controls should be necessary. |
| Moderate | <ul style="list-style-type: none"> Unacceptable level of risk. Efforts should be made to reduce risk. Establish more precisely the likelihood of harm as a basis for determining the need for improved control measures. Resources may need to be allocated to reduce the risk. Where the risk involves work in progress, immediate action should be taken. |
| High | <ul style="list-style-type: none"> Unacceptable level of risk. Immediate action must be taken to manage the risk. Control measures must be put into place which significantly reduce the impact of the event or the likelihood of it occurring. A significant number of control measures are required. Resources will need to be allocated to reduce the risk. |

C. Consider the Controls

- What is already being done?
- Can the hazard be eliminated or removed?
- How can any risks be controlled such that harm is unlikely?
 - Trying a less risky option
 - Preventing access to the hazards
 - Organising your work to reduce exposure to the hazard
 - Issuing protective equipment
 - Providing welfare facilities such as first aid and washing facilities
- Who will do it and when?

D. Record Significant Findings

- Make a record of your significant findings
 - The hazards
 - How people might be harmed by them
 - What you have in place to control the risks
- Any record produced should be simple and focus on controls
- **AssessNET** is our method of recording

E. Review

Periodically review controls to make sure they are working as few activities stay the same and changes could need revised controls

Consider;

- Significant changes in task or activity?
- Are there any improvements needed?
- Have any problems been spotted?
- Accidents or near misses?

Risk assessment

A brief guide to controlling risks in the workplace



This is a web-friendly
 version of leaflet
 INDG163(rev4),
 published 08/14

This leaflet is aimed at employers, managers and others with responsibility for health and safety. It will also be useful to employees and safety representatives.

Introduction

As part of managing the health and safety of your business, you must control the risks in your workplace. To do this you need to think about what might cause harm to people and decide whether you are taking reasonable steps to prevent that harm.

This is known as risk assessment and it is something you are required by law to carry out. **If you have fewer than five employees you don't have to write anything down.**

A risk assessment is not about creating huge amounts of paperwork, but rather about identifying sensible measures to control the risks in your workplace. You are probably already taking steps to protect your employees, but your risk assessment will help you decide whether you have covered all you need to.

Think about how accidents and ill health could happen and concentrate on real risks – those that are most likely and which will cause the most harm.

For some risks, other regulations require particular control measures. Your assessment can help you identify where you need to look at certain risks and these 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, your overall risk assessment.

Identify the hazards

One of the most important aspects of your risk assessment is accurately identifying the potential hazards in your workplace.

A good starting point is to walk around your workplace and think about any hazards. In other words, what is it about the activities, processes or substances used that could injure your employees or harm their health?

When you work in a place every day it is easy to overlook some hazards, so here are some tips to help you identify the ones that matter:

- **Check manufacturers' instructions** or data sheets for chemicals and equipment so they can be very helpful in explaining the hazards and putting them in their true perspective.

The school uses the AssessNet risk assessment software.

<https://www.riskex.co.uk/>

Risk Assessment Manual

Risk Assessment Manual

Introduction

Thanks to the continual effort to make AssessNET an easy-to-use working environment for Health & Safety personnel, you should have little difficulty learning how to use the Risk Assessment module. Should you require assistance, however, you can access this manual at any time for a comprehensive reference on all aspects of using the Risk Assessment module.

This guide has the following sections:

Contents

| | |
|--|----|
| Introduction..... | 1 |
| Carry out a Risk Assessment..... | 1 |
| General Assessment Details..... | 2 |
| Persons Affected..... | 2 |
| Hazards..... | 3 |
| Remedial Actions and Additional Control Measures Required..... | 4 |
| Potential Risk Rating with Additional Controls in Place..... | 5 |
| OPTIONAL: Related Files / Attachments..... | 5 |
| Assessment Review Details..... | 5 |
| Assessment Report..... | 6 |
| Search for a Risk Assessment..... | 10 |
| Templates..... | 11 |
| Create a template..... | 12 |
| Search for a template..... | 12 |
| Running a template..... | 12 |

Carry out a Risk Assessment

The process of carrying out a risk assessment is broken down into several simple stages. AssessNET allows you to edit one stage at a time. Once all stages have been completed you will be forwarded to the assessment report.

8. Cornwall Outdoors and Residential Visits

Educational Visits approval

All offsite educational visits require Headteacher approval before they can proceed. However due to the nature and variety of some off-site visits we seek professional advice when we are planning to take our children on a trip, that is anything of other than ordinary.

The Local Authority requirement is:

All maintained schools and any academies, or other organisations, which have purchased the Safety on Educational Visits SLA are required to submit the following types of visit to Cornwall Outdoors for endorsement.

- **Foreign Visit**
- **Residential Visit**
- **Adventurous Activities**
- **Visits which take place more than 50 miles from base**

The information should be submitted via the [online EV form](#).

On application Cornwall Outdoors will look at our plans, risk assessments and activity providers list, to check that all necessary measures and controls have been put in place to ensure the safety of the children, volunteers and staff involved. They then endorse the trip and offer any additional advice deemed appropriate.

Educational Visit form online

To complete the Educational Visit form click here <https://db.cornwall.gov.uk/educationalvisits>

Notification for foreign visits should be submitted 3 months before departure and other visits 2 months before.

Cornwall Outdoors Safety Policy

[Cornwall Outdoor Safety Policy](#) - Policy document for the Management of Off-Site Visits and Outdoor Learning.



Appendix 1 Mawnan CE VA Primary School - Educational Visit Request Form

| | | | |
|--|---|--------------------------|--|
| Group Leader | | | |
| Class /Club Name | | | |
| Date of Trip | | | |
| Time Leaving school | | Time Returning to school | |
| Purpose of visit and specific educational objectives | | | |
| Details of Trip Place to be visited / workshops | | | |
| Transport arrangements | Walking /Coach / Parents/Minibus/ Public Bus/Train/ Other If you are meeting at the location please provide details of the arrangements: | | |
| Lunch Arrangements | Packed Lunches required: Yes/No | | |
| Number of Staff needed for trip | | | |
| No of EHCP children | | | |

| Names of staff accompanying trip | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------------------------|----------------|----------------|-------|---------------------|--|--|--|---------------------|--|--|--|-------------|--|--|--|----------------|--|--|--|---------------|--|--|---|--|--|
| Cost Breakdown Are you using your class trip budget to subsidise trip? Cost per child = £ Total cost /number of children (remember to check if all pupils will be attending the trip) Charge to each child - £ | <table border="1"> <thead> <tr> <th>Item</th> <th>£</th> <th>No of children</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Admission per child</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Admission per adult</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Free Adults</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Transport Cost</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total of Trip</td> <td></td> <td></td> <td>£</td> </tr> </tbody> </table> | Item | £ | No of children | Total | Admission per child | | | | Admission per adult | | | | Free Adults | | | | Transport Cost | | | | Total of Trip | | | £ | | |
| | Item | £ | No of children | Total | | | | | | | | | | | | | | | | | | | | | | | |
| | Admission per child | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Admission per adult | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Free Adults | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Transport Cost | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Total of Trip | | | £ | | | | | | | | | | | | | | | | | | | | | | | |
| Headteacher sign off | | Date | | | | | | | | | | | | | | | | | | | | | | | | | |
| In the Calendar? | | Staffing arrangements made? | | | | | | | | | | | | | | | | | | | | | | | | | |
| Risk assessment (including one for each EHCP child) This needs to be shared will all accompanying adults | AssessNET RA Cornwall Council RA Venue RA | Headteacher sign off | | | | | | | | | | | | | | | | | | | | | | | | | |

Educational Visit Risk Assessment



At least 2 weeks before - Complete trip request form



Meet with Headteacher to get trip signed off and put on the calendar



Where possible complete a preliminary trip if the trip location is new or the group needs are very specific.



1 week before - Complete Risk Assessment on AssessNET

Email/print a copy to share with Headteacher. The risk assessment should be signed by the Headteacher and you.



On the day of the trip - share risk assessment with all accompanying adults



After the trip - Review risk assessment - add any notes that will improve the trip next time

In advance of the trip:

- ☐ Trip request form
- ☐ Plan trip itinerary
- ☐ Make transport arrangements
- ☐ Make arrangements for lunch
- ☐ Make arrangements for staffing/parent helpers
- ☐ Write trip letter (share with Jilly/Ruth)
- ☐ Complete risk assessments
- ☐ Complete a risk assessment for each EHCP child (if appropriate)
- ☐ Collate consent forms and funds

On the day of the trip:

- ☐ Share your itinerary and risk assessment with supporting adults
- ☐ Take register before you leave and return to the office (take a copy with you) please include accompanying adults
- ☐ Share your transport plans with Jilly/Ruth (who is going with who?)
- ☐ If you are meeting at the location phone into school with pupil numbers/absences
- ☐ Ensure your mobile phone is charged

Ratios and Effective Supervision

Staffing ratios are a risk management issue and should be determined through the process of risk assessment. It is not possible to set down definitive staff/participant ratios for a particular age group or activity. The DfES publication HASPEV (1998) suggested the following "starting points":

- School year Reception 1:3
- School years 1 - 3, 1:6
- School years 4 - 6, 1:10/15

A useful framework for assessing requirements for ratios and effective supervision is **SAGE**:

- **Staffing**: who is needed/available? The plan must work within the limits of available numbers, abilities and experience.
- **Activities** to be undertaken: what do you want the group to do and what is possible?
- **Group characteristics**: prior experience, abilities, behaviour and maturity, gender, any specific or medical/dietary needs.
- **Environment**: indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded; within the establishment grounds, close to the establishment or at a distance; and the ease of communications between the group and base.