



## Risk Assessment Policy

Date:	Review Period*:	Reviewed by:	Authorised by*:	Next Review Date:
August 2022	2022/2023	Chris Enoh	Geoffrey Opoku	August 2023
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**Approval Period:** Annually\*

\* Unless there are changes in the law or circumstances in which case the policy and/or documents shall be revised accordingly

**Approval Level Required:** Governing Body or individual Governor

**Linked Policies:**

**Appendices:** Risk Assessment [1]

Risk Control Matrix [2]

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## Purpose:

The purpose of this Risk Assessment Policy is to identify the action Supreme Education needs to take in order to comply with its legal requirements, make suitable and sufficient assessments of risks, develop arrangements for the effective planning, organisation, control, monitoring and review of the school's devised preventive and protective measures..

## Policy:

- ☐ Supreme Education is required to provide documented Risk Assessments under the Management of Health and Safety at Work Regulations 1999 (the Regulations).
- ☐ The School shall assess the risks associated to the health and safety of Staff members and any persons who may be affected by the work carried out by the school. The intention would be to identify measures that may need to be implemented in order to comply with all applicable legislation.
- ☐ Conducting these written risk assessments will provide the school with the opportunity to identify and implement appropriate protective and preventive measures that comply with the Regulations.
- ☐ It shall be the responsibility of individual form teachers, as appropriate, as well as Heads of Departments, to carry out risk assessments relevant to their specific area/department/class.
- ☐ Department Heads may carry out the risk assessments, alternatively, the task may be delegated to another Staff member; however, the Department Head shall remain responsible for producing the written risk assessment.
- ☐ Supreme Education shall follow the Health and Safety Executive's 5 stage approach to Risk Assessments, as follows:
  - **Step 1** – Identify the hazard;
  - **Step 2** – Identify who might be harmed and potential degree of severity;
  - **Step 3** – Evaluate the risks and decide on precautionary measures;
  - **Step 4** – Record and implement findings;
  - **Step 5** – Review the assessment and update, if necessary.
- ☐ All copies of developed risk assessments should be signed and dated by the author and include details of the department/person who shall be responsible for completing the tasks as well as a proposed completion date.
- ☐ Written risk assessments will be held in the area of work and copies will be provided to the Head, the Deputy Head, and the Board of Governors. A copy shall be available, at all times, for inspection by the HSE, Governing Body and the outside Inspectorates, as required.
- ☐ Risk assessments shall be reviewed annually by the school's designated Health and Safety Officer and revised regularly or, at least:
  - Annually;
  - When a need arises, i.e., there is reason to suspect that the current risk assessment is no longer valid, e.g., increase in the number of accidents/incidents, safety complaints, ill-health trends;
  - Change in legislation;

- When there has been a significant change in the matters to which the assessment relates, e.g., introduction of new work equipment, changes in management personnel, new markets or applications for the school's products, cutbacks in training etc.
- ☐ When carrying out any risk assessments, the Staff member carrying out such risk assessment should record and report any findings to the relevant personnel that are of concern (refer to the Risk Assessment template at **Appendix 1**).
- ☐ Supreme Education shall carry out a number of risk assessments, as required, which shall be carried out by the school's designated Health and Safety Officer, including such risk assessments as may be required under law, e.g.:
  - Fire Risk;
  - Young workers employed by the school/work experience;
  - New and expectant mothers;
  - Control Of Substances Hazardous to Health;
  - Lone working;
  - Workplace equipment;
  - Confined space.

## 1. Different Types of Risk Assessment

- ☐ Supreme Education may carry out different types of risk assessments, as suitable as follows:
- ☐ **Generic Risk Assessments.** Supreme Education may develop generic risk assessments for activities/processes/operations that are consistent across the workplace. However, the designated Health and Safety Officer is required to review these generic risk assessments and adapt them, as appropriate, to account for the needs of particular individuals and situations, as required.
- ☐ **Specific Risk Assessments.** Supreme Education may produce specific risk assessments that are applicable for one specific event and/or activity. Other assessments may be referenced in the specific risk assessment but the specific risk assessment will have very prescriptive controls that relate specifically to the particular event/activity.
- ☐ **Dynamic Risk Assessments.** Staff members of Supreme Education should always be on the look out, and report, potential risks that need to be addressed. These are typically on the spot assessments of a dynamic situation/task that are not written down. These should not be relied on completely for a task, as there is no written evidence of the control measures in place. Dynamic risk assessments alone are not accepted by the HSE in the event of an accident and subsequent accident investigation. Dynamic risk assessments may be noted in a full Risk Assessment as part of an ongoing assessment of the risk.
- ☐ Contractors carrying out work in and around the school premises shall be required to submit method statements before the contracted task is undertaken. This method statement shall be reviewed by the designated Health and Safety Officer and the person instigating and overseeing the contracted works.
- ☐ External clubs and users of the school's facilities shall be required to submit their own risk assessments. Supreme Education shall assume responsibility for obtaining these as part of the supply process.

## 2. Guidelines for Written Risk Assessment

### Definitions:

- **Hazard:** Something with the potential to cause harm.
- **Risk:** The likelihood of harm being realised and its severity

1. Identify and record an activity, process or operation using **Appendix 1**, where there is potential for injury or damage.
2. Consider whether it is essential for the activity to continue, given that without the hazard there is no risk.
3. Identify the hazard/s within the activity, e.g. using machinery, confined spaces, working at height, electricity, manual handling, lone working, etc.
4. Determine the risks involved and what type of incident is anticipated, e.g. contact with moving/sharp equipment, asphyxiation, falls, electrocution, back injury, violence/abuse. Consider who and how many people will be affected, e.g. Staff members, visitors, students, contractors.
5. Estimate the risk level without the benefit of any control measures using the matrix at **Appendix 2**.
6. High and medium risk levels will require control measures to reduce the risk level to as low as is reasonably practicable. This could be achieved by guarding, safety procedures/working practices, training, mechanical assistance, contracting out etc. Personal Protective Equipment (PPE) should only be considered as the last resort if alternative control measures cannot achieve a lower risk level.
7. Reassess (quantify) the risk level with existing control measures in place to ensure that the risk is reduced – if it is not then further controls will be needed.
8. Some additional control measures may be required to reduce the risk level further. Share and discuss with all persons involved in the activity/process/operation and obtain signatures to confirm their understanding and involvement. The completed assessments should be signed and dated by the Assessor. All assessments should be reviewed annually or when there is any significant change, whichever is sooner; this is indicated on the top of the assessment document.

## 3. An Introduction to Risk Assessments

### 3.1 Why Risk Assess?

- ☐ Risk assessments are a legal requirement under the Management of Health and Safety at Work Regulations 1999 which states that:

*‘Every employer shall make a suitable and sufficient risk assessment of –*

*(a) the risks to the health and safety of his employees to which they are exposed whilst they are at work; and*

*(b) the risks to the health and safety of persons not in his employment arising out of or in connection with the conduct by him of his undertaking.’*

### 3.2 What is Risk Assessment?

- ☐ Carrying out a risk assessment requires the assessor to carry out a careful examination of what could potentially cause harm to people that will enable the assessor to weigh up whether any precautions or sufficient precaution has been taken to prevent harm.

### 3.3 What is Risk?

- ☐ A risk is defined herein as the likelihood of harm being realised and the severity of such harm. It is the chance or possibility of danger, loss or injury. As a school, there may be a range of risks associated with buildings, property and people. The aim is to minimise or reduce the effect of the risk as much as possible through careful assessment.

### 3.4 What is Hazard?

- ☐ A hazard is defined herein as something with the potential to cause harm.

### 3.5 What is Harm?

- ☐ Harm includes death, bodily injury and damage to physical or mental health.

### 3.6 What is Duty of Care?

- ☐ Within the context of a school, there is a duty of care placed on teachers, based in common law. This means that:
  - A teacher has a duty of care for young people under their supervision;
  - A higher duty is expected of teachers because of their specialised knowledge;
  - The age of the young person and the nature and location of the activity should help to determine the degree of supervision required.
- ☐ At Supreme Education, teachers are expected to exercise the highest duty of care for students that is comparable to that of a reasonable, prudent and careful parent/guardian applying their mind to the school situation.
- ☐ A teacher's duty of care is continuous and specific to the teacher. It is a duty that cannot be delegated to anyone else.
- ☐ In the event of the occurrence of an incident, the school may be required to determine whether such was an accident (as a result of unforeseeable circumstances) or negligence (as a result of foreseeable and preventable circumstances). The questions likely to be asked when assessing the incident, either by the school or a court of law, whichever is applicable are:
  - Was there a duty of care?
  - Was there a breach of such duty?
  - Did harm result directly from the failure to exercise reasonable care?

- ☒ Supreme Education takes its responsibilities in terms of risk assessments very seriously. Risk assessment shall be an ongoing process within the school and they shall be regularly reviewed and revised, as necessary.

### **Procedure:**

- ☐ All Staff members of Supreme Education shall follow the direction of the policy. Should any Staff member be in any doubt about how the policy informs the procedure, such Staff member must immediately seek advice from the Head Teacher.

**Appendix 1: Risk Assessment**

**Supreme Education School Curriculum Area/Department  
 Risk Assessment for In-House Activities  
 (Staff, students, visitors)**

<b>Name of Curriculum / Department</b>		<b>Date/s of activity</b>	
<b>Head of Curriculum / Department</b>			
<b>Place/s of Activity</b>			

<b>Activity</b>	<b>Hazard</b>	<b>Responsible Person</b>	<b>Severity</b>	<b>Likelihood</b>	<b>Control</b>


Assessed by (signature and print name):

\_\_\_\_\_



Date:

## Appendix 2: Risk Control Matrix

		Likelihood				
		1.Very Unlikely (freak event – no known history)	2.Unlikely (unlikely sequence of events)	3.Likely (Foreseeable under unusual circumstances)	4.Very Likely (easily foreseeable – odd incident may have occurred)	5.Almost Certain (common occurrence – aware of incidents)
Severity	Negligible (First Aid injury/Illness – no real visible sign of injury/pain)	1 LOW	2 LOW	3 LOW	4 LOW	5 LOW
	Minor Injury (minor cuts, bruises – no long term effects)	2 LOW	4 LOW	6 LOW	8 MEDIUM	10 MEDIUM
	Moderate (heavy bruising, deep flesh wound, 3-day lost time accident)	3 LOW	6 LOW	9 MEDIUM	12 HIGH	15 HIGH
	Severe (lost time accidents and major injuries)	4 LOW	8 MEDIUM	12 HIGH	16 HIGH	20 HIGH
	Very Severe (long term disability or death)	5 LOW	10 MEDIUM	15 HIGH	20 HIGH	25 HIGH