



## **Risk Assessment Policy**

Yew Tree Farm School  
Bredgar and Wormshill Light Railway  
Swanton Street  
Sittingbourne  
ME9 8AT

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## Introduction

Health and safety legislation requires every employer to carry out a “suitable and sufficient” assessment of the risks to health and safety of both employees and persons not in their employment arising out of or in connection with their work activities. The law does not require that we eliminate all risk but to protect people as far as ‘reasonably practicable’. For significant risks these assessments should be formally documented and all staff made aware of them.

It is the responsibility of the Headteacher to ensure risk assessments are conducted. The actual assessment process may be delegated to other members of staff.

## What is a Risk Assessment?

A risk assessment is nothing more than a careful examination of how people could be harmed from a particular activity or situation. The assessment helps to identify the likelihood of harm and whether adequate precautions have been taken or if further control measures should be introduced to reduce the risk of harm to as low a level as possible.

## Definitions

**Hazard:** something with the potential to cause harm. For example a hazardous substance, working at height or the behaviour of a young person

**Risk:** the likelihood of potential harm occurring. For example ingesting the hazardous substance, falling from a ladder, physical assault. This is usually evaluated by considering the likelihood of the harm occurring and the potential severity of the harm.

**Control Measure:** Action taken to prevent someone being harmed. For example labeling and storing hazardous substances securely etc.

## Five steps to Risk Assessment

**STEP 1 – IDENTIFY THE HAZARDS** In most cases these can simply be identified by observation of the task / workplace and consulting with those staff involved in the activity. The focus should be on identifying the significant hazards and not the trivial.

**STEP 2 – IDENTIFY WHO MIGHT BE HARMED AND HOW** The next step is to decide who might be affected by the hazard/s. This could include staff, pupils, contractors, visitors and/or members of the public depending on the nature and location of the activity. Some individuals may have particular requirements e.g. new and young employees, new and expectant mothers, those with disabilities / medical conditions etc. and may be at particular risk.

**STEP 3 – EVALUATE THE RISKS AND DECIDE ON PRECAUTIONS** Having identified the hazards you must now decide what to do about them by considering the existing procedures and controls in place and determine if any additional actions need to be taken. i.e. whether you have done all that is reasonably practicable to reduce the risk of harm occurring. Ensure all of the control measures you have in place against each identified hazard are listed. In evaluating the risk the likelihood of harm occurring and the severity of potential injury should be considered. This will help identify the urgency of control measures and whether, following the introduction of controls the risk can be reduced sufficiently. This may be done using a simple High, Medium and Low system as outlined below.

<b>Very High</b>	Unacceptable risk – immediate action required. DO NOT CARRY OUT ACTIVITY. Identify further controls to reduce the risk rating to medium if activity is to continue.
<b>High</b>	Risk reduction required – high priority May only take place if good control measures can be implemented. Ensure a risk assessment is undertaken and cleared by Risk Assessment coordinator (HT) before this takes place
<b>Medium</b>	Medium risk – action required if practicable. If it is not possible to lower the risk further, you will need to consider the risk against the benefit, so far as is reasonably practical. Risk assessment necessary and must be checked by coordinator.
<b>Low</b>	Low risk – no further action required

For Very High, High and Medium risk activities supplementary risk assessments must be filled out.

**STEP 4 – RECORD AND IMPLEMENT THE FINDINGS** A risk assessment must be suitable and sufficient, the level of detail in a risk assessment should be proportional to the risk. The purpose is not to detail each trivial hazard but to ensure that significant hazards are adequately assessed with the aim of informing safe working practices. In the majority of cases the use of simple bullet pointed controls would be sufficient. Staff should be involved throughout the risk assessment process and upon completion risk assessments should be centrally filed and shared with all those (staff, contractors etc.) who may be affected. Completed risk assessments should be signed off by the person completing the assessment and should be agreed by the Headteacher.

**STEP 5 – REVIEW** Risk assessments should be reviewed regularly i.e. annually or as soon as any significant changes have occurred. You should review a risk assessment immediately after there has been an accident or incident in order to identify what went wrong and whether any additional controls are required.

### **Generic Risk Assessments in the Curriculum**

The process of risk assessment and the recording of significant findings are required by health and safety legislation. In accordance with HSE guidance, ‘model’ risk assessments developed by national bodies such as CLEAPSS (Consortium of Local Education Authorities for the Provision of Science Services) may be adopted where schools:

- satisfy themselves that the ‘model’ risk assessment is appropriate to their work; and
- adapt the model to their own actual work situations.

Simply referring to model assessments or other published schemes is insufficient, in particular with regard to curricular activities it must be possible to evidence that these assessments have been consulted, adapted where necessary and the protective and preventive measures required have been taken into account.

Risk assessment within the curriculum should be a process involving comparison with the model risk assessment and adaptation to local circumstances where necessary, such as the size of room, class size, behaviour of the class to be taught etc.

This is best achieved by incorporating risk assessments into materials normally used in teaching and annotating texts used daily i.e. schemes of work, lesson plans, worksheets etc.

Any lesson with a **medium risk** assessment will have a suitable risk assessment signed off by the coordinator.

Any lesson with a **high risk** assessment will be adapted and controls taken to minimise the risk to a medium risk, whereupon a risk assessment will be undertaken. No high risk activities in lessons will take place.