



Risk Assessment Policy and Procedures

March 2019

Appendix 1 General Risk Assessment Template and Guidance

Risk Assessment Guide and Instructions

Below are some guidelines to assist you with completing a Risk Assessment.

The first column highlights the **Task or Activity** that is being assessed, e.g. using a ladder, working alone, using chemicals, using tools.

Step 1: Look for the hazards & list any that will exist as a result of the Task or Activities. A hazard is something that has the potential to cause harm.

- What equipment, materials and chemicals will be used?
- What are the ground and weather conditions?
- How waste will be stored and disposed of?
- Are there any electrical installations?
- Any working at height or risks from activities at height?
- How much noise and dirt/dust will there be created?
- Will anyone be undertaking any heavy lifting?
- Are there any chemical or hazardous substances being used?
- What hazardous vehicles/equipment will be used?
- Can other contractors, staff, students or visitors harm themselves as a result of your activity?
- What mechanical movements and lifting operations have to be considered?
- Will there be any hot works?
- How will flammable substances be stored?
- What is the risk of fire starting or spreading - what prevention measures will be put in place for your activity?
- Are any power/hand tools being used?
- Is there anything that could pose a slip/trip hazard?

Step 2: Decide who could be harmed and how:

Who will be affected by the work and most at risk? How might they be harmed?

Think of staff, students, other contractors and visitors near where you are working. Safe working depends on co-operation and exchange of information between all on site, so take this into account and consider necessary precautions on every aspect of the work being carried out, which may include training and the provision of relevant information.

Step 3: Evaluate the risk level

A risk is the likelihood of someone (or something) being harmed by the hazard. Once you have done this adequately, you can then decide on the appropriate action you are going to take or are needed to eliminate the risks to people's health or safety. Use the matrix below to assess the risk before you control it.

RISK MATRIX - EVALUATION OF RISKS							Green = Very Low Risk	
CONSEQUENCE or SEVERITY								
L I K E L I H O O D	X	1	2	3	4	5	Light Green = Low Risk Yellow = Medium Risk Amber = High Risk Red = Very High Risk	
	Very Likely	5	5	10	15	20		25
	Likely	4	4	8	12	16		20
	Possible	3	3	6	9	12		15
	Unlikely	2	2	4	6	8		10
	Very Unlikely	1	1	2	3	4		5
		Near Miss	Minor Injury Cuts and abrasions	7 Day + Injury Deep wounds, fracture, burns, temporary blindness	Serious Injury Fractures, loss of fingers, damaged eyes.	Major injury/Death Loss of limbs/sight/hearing		

Step 4: Detail the control measures you will be putting in place to control the hazard and reduce the likelihood of injury.

Ask yourself:

- Can the hazard or risk be removed completely or done in a different way.
- If the risk cannot be eliminated, can it be isolated, controlled or reduced and how.
- Can protective measures be taken that will protect the entire all people on site?
- Protective work wear (PPE) should be considered as the last step to take and may not be the only solution.
- Use the matrix to assess the risk when you have control measures in place.

Write down the findings of your Risk Assessment. Pass on information about significant risks to those people identified as "Who might be harmed" and record what measures you have taken to control those risks. Write it all down, and remember to keep it simple. If actions are required record on the form what is needed, by who & by when. You only need to keep the actual risk assessment, not this guidance section.

Step 5: Review your findings:

This allows you to learn by experience and take account of any unusual conditions or changes that occur throughout. Update the Risk Assessment as and when required, such as if new work practices equipment are brought in or new staff employed or the working environment changes in any way. Ordinary hand-written changes are quite acceptable, but remember to implement the changes required for next time.

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Health and Safety Checklist for Classrooms

Written risk assessments are not required for every classroom activity; this checklist is how Haileybury will ensure a safe learning environment for classrooms in low risk subjects. This checklist does not cover drama, sports facilities or specialist classrooms, including laboratories, art, IT, design and technology or outdoor activities e.g. CCF and Coghill/Life skills.

Members of staff are asked to use this checklist to help ensure ordinary classrooms meet minimum health and safety standards and contribute to the whole-school risk assessments.

This checklist covers the most common areas of concern/risk in ordinary classrooms, but is not exhaustive.

PERSON COMPLETING FORM:	
NUMBER/NAME OF CLASSROOM:	
BUILDING:	
DATE COMPLETED:	

Questions to be answered:		Yes	No	Further Action Needed	N/A
Movement around the classroom (slips and trips)	Is the internal flooring in a good condition?				
	Are there any changes in floor level or type of flooring that need to be highlighted?				
	Are gangways between desks kept clear?				
	Are trailing electrical leads/cables prevented wherever possible?				
	Is lighting bright enough within the classroom & for safe access and exit?				
	Are procedures in place to deal with spillages, e.g. water				
	For stand-alone classrooms e.g. external porta cabins: <ul style="list-style-type: none"> • Are access steps or ramps properly maintained? • Are access stairs or ramps provided with handrails? 				
Work at height (falls)	Do you have an 'elephant-foot' step stool available for use where necessary?				
	Are steps/ladders used in the classroom?				
	Is a window-opener provided for opening high-level windows?				
Furniture and fixtures	Are permanent fixtures in good condition and securely fastened, eg, cupboards, display boards, shelving?				
	Is furniture in good repair and suitable for the size of the user, whether adult or child?				
	Is portable equipment stable?				

		Yes	No	Further Action Needed	N/A
	Where window restrictors are fitted to upper-floor windows, are they in good working order?				
	Are hot surfaces of radiators etc. protected where necessary to prevent the risk of burns?				
Manual handling	Are members of staff required to lift heavy objects, e.g. computers?				
Computers & similar equipment	Is your computer, desk and chair arranged so it is comfortable?				
	Does your computer chair provide good back support and is it adjustable?				
	Is your computer screen directly in front of you and in line with the keyboard? (i.e. avoiding the need to twist your head/neck/back when using the keyboard/mouse?)				
	How long do you use your classroom computer for at any one time?				
Electrical equipment and services	Are fixed electrical switches and plug sockets in good repair?				
	Are all plugs and cables in good repair?				
	Have you visually checked portable electrical equipment, e.g. computers, been before use?				
	Has damaged electrical equipment been taken out of service or replaced?				
Fire	If there are fire exit doors in the classroom, are they: <ul style="list-style-type: none"> ■ unobstructed; ■ kept unlocked; and ■ easy to open from the inside? 				
	Is fire-fighting equipment in place in the classroom?				
	Are fire evacuation procedures clearly displayed?				
	Are you aware of the evacuation drill procedures, including arrangements for pupils?				
	Where is the fire assembly point nearest to your classroom?				
Workplace environment (ventilation, heating & lighting)	Does the room have natural ventilation?				
	Can windows be opened to improve ventilation if needed?				
	Can a reasonable room temperature be maintained during use of the classroom?				
	Are measures in place, for example blinds, to protect from glare and heat from the sun?				
Shared areas e.g. Corridors, stairways	Are handrails stable and secure?				
	Are stairs in good order? E.g. no loose carpet or treads?				
	Are fire doors kept shut along corridors?				
	Is the floor in good condition? E.g. does not cause any slips or trips?				

Additional hazards or issues, not listed above	Detail the action needed