



**LIONHEART**  
EDUCATIONAL  
TRUST

**HEALTH AND SAFETY**  
**RISK ASSESSMENT POLICY**

**This policy applies to all schools within  
the Lionheart Educational Trust**

**Approved by the Trust**

**December 2023 – December 2028**



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Throughout this document 'employees' refers to staff, parents, pupils and all others affected by the undertakings of schools within the Trust.

## 1. Introduction

- 1.1 Lionheart Educational Trust is committed to protecting the health, safety and welfare of its employees and others affected by their undertakings. In order to ensure that risks to employees are identified and controlled at the earliest possible opportunity, risk assessments need to be conducted as required by various pieces of H&S legislation.
- 1.2 The Management of Health and Safety at Work Regulations 1999 states that:  
Every employer shall make a suitable and sufficient 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 undertakings.
- 1.3 This procedure document sets out the arrangements in place within Trust schools to ensure compliance with appropriate legislation regarding risk assessment. It also provides guidance to assist risk assessors to conduct suitable and sufficient risk assessments, determine and implementing suitable control measures and thus, reduce the risk of potential accidents and incidents.

## 2. Roles and Responsibilities

- 2.1 According to the Management of Health and Safety (at Work) Regulations, (1999) the *employer* is responsible for risk assessing within their organisation. At Trust schools this responsibility is delegated through the hierarchy to appropriate managers as described below:

### 2.2 Head Teacher / Principal / Head of School/ Associate Principal

The Head Teacher / Principal /Head of School/ Associate Principal is responsible for:

- Ensuring that all health and safety policies, including this policy, are fulfilled within the organisation. In order to achieve this, sufficient resource should be allocated, proportionately by the Governing Body and the Trust, through the management hierarchy, to enable the effective management of health and safety in all service areas.

### 2.3 Chair of Governors and Governing Bodies

It is the responsibility of the Governing Body to ensure that:

- Heads of Department, Managers, Head Teacher/Principal, Associate Principal and line managers risk assess all work activities/processes under their control, where significant risk is identified. Where a risk has been identified, Head Teacher/Principal should ensure that appropriate control measures are implemented to reduce the risk so far as is reasonably practicable.
- All persons with designated responsibility to carry out risk assessments are competent to do so and have received adequate training.



- The findings of all risk assessments are communicated to persons who may be affected by the work activity.

## 2.4 Heads of Key Stages and Departments, Managers and Supervisors

Heads of Department, Managers, and Supervisors are responsible for ensuring that:

- The planning, co-ordinating, conducting, monitoring and reviewing of risk assessments within their respective Departments. **Note: Risk assessments should be conducted in conjunction with appropriate staff members that actually carry out the activities being risk assessed as well as by staff that have received risk assessment training.**
- All work activities/processes within their control are risk assessed and appropriate control measures are implemented. **Note: Only activities / processes where significant risk of harm is identified should be assessed.**
- Employees are consulted on the risk assessment and the risk assessment is communicated to those affected by the activity/process.
- A risk assessment is undertaken prior to the introduction of new equipment or changes in the working practices.

## 2.2 All Employees

All employees within Trust schools are responsible for:

- Co-operating and engaging in the risk assessment process with the management staff.
- Familiarising themselves with and adhering to the controls stipulated in the risk assessment process (as appropriate to the activities they engage in).
- Ensuring that controls designed for their safety (such as PPE and machine guarding) are maintained and not tampered with. Where necessary, defects should be immediately reported to the appropriate responsible person.
- Communicating with their manager if they have concerns with the risk assessment or identify any further hazards or risks during their work activities which may require formal assessment.

## 3. Types of Risk Assessment

3.1 Depending upon the activities / processes being risk assessed, there may be a need to approach risk assessments in different ways. Generally, there are 3 types of risk assessment:

- Generic,
- Specific and
- Dynamic.

The different risk assessment types are discussed below.

It should be noted that model risk assessment can be used as a starting point but these must be developed and be made site specific.

### 3.2 Generic Risk Assessment

A *generic* risk assessment may be carried out at Trust schools where activities, although are carried out at different times and locations, may still present the same hazards and risks. For example, general classroom risk assessments as activities are carried out in the same setting.



This would mean that the same *generic* risk assessments can be used in all establishments where the activities are the same. Hazards may be included in the generic risk assessment as a result of accidents and incidents which have occurred within a service. Once an accident has occurred, it becomes *reasonably foreseeable* that it may occur again in future.

### 3.3 Specific Risk Assessment

A *specific* risk assessment should be conducted for activities where the hazards faced by staff differ at each site. For example, a Design and Technology department may have different machinery; different activities within different locations, therefore presenting different hazards, e.g. pillar drill will require a specific risk assessment. Template assessments for design technology and science departments can be found by following the links below:

Science Risk Assessments

<http://science.cleapss.org.uk/Resources/Supplementary-RAs/>

Design & Technology Risk Assessments:

<http://dt.cleapss.org.uk/Resources/All/?Search=risk+assessment>

### 3.4 Dynamic Risk Assessment

A *dynamic* risk assessment may be conducted in circumstances where there is a requirement for staff to deviate from stipulated controls on the grounds that the above *generic / specific* risk assessments become irrelevant owing to changing circumstances. A dynamic risk assessment will only usually be required when plans change or in emergency situations. Where a dynamic risk assessment is likely to be required, this will not normally need to be written down owing to the potential urgency of the situation. Staff will need to be of a high level of competence in order to consider the situation in hand and make impulsive competent decisions to ensure the safety of themselves and others affected by their actions.

A dynamic risk assessment may be required, for example, when a youth worker enters a situation where a gang of young people become aggressive. The particular location may restrict the ability for the youth worker to escape. In this situation, the youth worker may decide to apply alternative controls not stipulated in the specific risk assessment for working with gangs. This assessment is conducted mentally and impulsively by the youth worker and does not need to be recorded.

### 3.5 Other Types of Risk Assessment

There are occasions where there is a requirement to undertake additional risk assessments. These include individuals (e.g. young persons with challenging behaviour), during emergency / non-routine circumstances or as a result of a specific piece of HS&W legislation.

3.6 *Individual risk assessments* should be conducted where activities involve disabled people, young people (under 18) or new and expectant mothers. These assessments may need to be carried out with the individual present to ensure that they are familiar with the necessary controls.

3.7 *Emergency / Non-routine* risk assessments may be incorporated into all of the above assessment types or may be a completely separate assessment. It is good practice to consider what controls may need to be in place in the event of a non-routine / emergency situation. For example, while routing cables through a building, an electrical installations engineer may accidentally drill through a wall containing hazardous asbestos material. Good practice would be to assess the



potential risk of this happening in order to decide what controls would need to be in place should such an incident occur. Note: Assessments of emergency circumstances should focus on areas where there is a potential significant harm. The risk assessment form in [Appendix 1](#) will assist managers in planning for Emergency / Non-routine scenarios.

3.8 Specific Legislation requiring special kinds of risk assessments to be conducted include, but is not limited to:

- First Aid at Work Regulations, (1981)
- Regulatory Reform (Fire Safety) Order (2005)
- Manual Handling Operations Regulations (1992)
- Display Screen Equipment Regulations (1992)
- Control of Vibration Regulations (2005)
- Control of Substances Hazardous to Health Regulations (2002)

3.9 Note: Assessments of this kind will not need to be conducted unless it is foreseeable that somebody may be affected by the appropriate hazards.

3.10 If further advice is required in conducting the above assessments then the Health, Safety & Wellbeing Service can be contacted, 0116 305 5515.

## 4. Generic Risk Assessment Form

4.1 In order to ensure that risk assessments are completed in accordance with a standard requirement Leicestershire Health, Safety and Wellbeing Team have produced a generic risk assessment form which may be used by risk assessors. Trust schools may use any suitable form suited to their school and the particular risk being assessed. An example of the Leicestershire form can be found below and in [Appendix 1](#). Guidance on completing this form is given in section [6.0](#).



<b>Activities Covered by this Assessment</b>			
<b>Site Address / Location</b>		<b>Department / Service / Team</b>	CFS and Traded Services
Note: A person specific assessment must be carried out for young persons, disabled staff and new and expectant mothers conducting this activity			

Hazard (Something with a potential to cause harm)	Who might be Harmed & How?	Existing Controls (Consider Hierarchy of Control)	Initial Risk Rating (S x L)			Further Controls Required (Consider Hierarchy of Control)	Final Risk Rating (S x L)			Action Required		
			Severity	Likelihood	Risk Rating		Severity	Likelihood	Risk Rating	Who (Initial)	Date By: (---/---/---)	Done ?
		<ul style="list-style-type: none"> <li>Example</li> </ul>	H	M	L							


To add more rows to the risk assessment, place the cursor within the last row right click and select insert row below.

During this activity, what could go wrong resulting in an emergency situation?	
How could this emergency situation be prevented / controlled?	
Who should respond to a potential emergency situation and how? <u>Have staff</u> been trained to respond to this emergency situation?	
Could any non – routine changes affect the safety arrangements in place for this activity? (E.g. weather, people, equipment etc.) What can be done?	

<input type="text"/>	<input type="text"/>
<b>Risk Assessor (s) Name(s):</b>	<b>Risk Assessor(s) Signature (S):</b>



Authorised By:	Authoriser Signature:	Initial
Date Conducted:	Date of Next Review:	
	Date of Review:	
	Date of Review:	
	Date of Review:	
	Date of Review:	

Potential Severity of Harm	<b>High</b> Death, paralysis, long term serious ill health.	<b>Medium</b>	<b>High</b>	<b>High</b>
	<b>Medium</b> An injury requiring further medical assistance or is a RIDDOR incident.	<b>Low</b>	<b>Medium</b>	<b>High</b>
	<b>Low</b> Minor injuries not resulting in any first aid or absence from work.	<b>Low</b>	<b>Low</b>	<b>Medium</b>
		<b>Low</b> The event is unlikely to happen.	<b>Medium</b> It is fairly likely to happen.	<b>High</b> It is likely to happen.
Likelihood of Harm Occurring				

Risk Rating Definitions	
<b>Low</b>	This is an acceptable level of risk. No further controls are required as the risk rating cannot be reduced any further. However, it is advised that continual monitoring occurs in order to ensure that no changes / deviation of control measures occur.
<b>Medium</b>	It is advised that further controls are implemented to reduce the risk rating to as low a level as possible. If the risk cannot be reduced to lower than a medium, then on site monitoring should occur to ensure that all stipulated controls are being adhered to.
<b>High</b>	This is an unacceptable risk rating. Urgent interim controls should be implemented to reduce the risk so far as is reasonably practicable. If the risk rating cannot be reduced to lower than a <b>High</b> , then a documented safe system of work should be implemented to control the activity. It may be necessary to seek further professional advice. Serious considerations should be given to the validity of carrying out the activity at all. Regular monitoring of the activity should occur.







- 6.2 A hazard is described as “*anything with the potential to cause harm.*” therefore it may be necessary for a risk assessor to liaise with staff who are involved with the activity being assessed. This will help to find out what may cause harm. Some hazards may be obvious, however staff involved with the activity will be able to inform of additional, less obvious hazards.
- 6.3 Generally, hazards can be categorised into 5 types. These are:
- Physical,
  - Chemical,
  - Biological,
  - Environmental and
  - Psychological
- 6.4 Examples of the hazards which fall under these categories can be found on the Hazard /Activity Matrix in [Appendix 2](#).
- 6.5 Once the hazards associated with an activity have been identified, they should be recorded in the left hand column (one hazard per row.) of the [Risk Assessment Form](#). An assessment of each hazard should occur.
- 6.6 When determining which hazards to include, it is important to focus only on those which may present a *significant risk* of harm.
- 6.7 It may also be necessary to identify hazards as a result of previous incidents. For example, if there have been several accidents relating to violence and abuse from pupils/students, then it is reasonably foreseeable that staff may be exposed to violence and abuse. This therefore should be factored into the risk assessment.

## 7. Who Might be Harmed and How?

- 7.1 When determining who might be harmed and how, it is important to consider all staff, pupils/students, and any other person that may be affected by the activity or an omission of control measures associated with that activity including contractors or support staff on site.
- 7.2 Note: People behave in many differing ways and in some circumstances; people that you may not expect to be in the work proximity may surprise you. A typical example of this might be a Tree Surgeon working with a chainsaw in an isolated area, displaying warning signs and within a cordoned off area segregated from the public. It has been known for Tree Surgeons to be tapped on the shoulder by local residents who are asking for some advice regarding the trees over hanging in their gardens. This may have obvious, unpleasant consequences. Efforts should be made to plan for such unforeseen changes to the working environment to accommodate this.
- 7.3 When all persons have been identified, they should be recorded in column 2 of the Risk Assessment Form next to the appropriate hazard. Typical examples of people to consider include:
- Staff,
  - Pupils / Students,
  - Parents / Visitors,
  - Service Users
  - Contractors,
  - Members of the Public,
  - Trespassers etc.
- 7.4 When discussing how the above mentioned people might be harmed, you should describe the likely types of accident / incident and the potential consequences of this accident / incident occurring, for example roof works in a school:



“Staff, children, parents and visitors may be injured as a result of contact with falling items. This may result in bumps/blows, fractures and potentially death.”

7.5 This will help to focus efforts appropriately when preventing possible accidents and incidents.

## 8. Existing Control Measures

8.1 In the third column of the Risk Assessment Form, list all of the control measures you have in place relating to the particular hazard. For example, if the hazard is slips and trips in a school corridor, the controls may include: “keep left” policy, discipline procedure for disorderly behaviour and no trailing cables etc. Or , if the hazard is uneven/damaged floor coverings in a school corridor, the controls may include, routine inspections conducted daily by PO, torn up carpet glued back level with the floor.

8.2 Do not list control measures that are not in place. This may potentially expose a manager in the event of an accident resulting in civil claims or an external regulator investigation. Similarly, if you do document control measures, you must ensure that they are implemented.

## 9. Initial Risk Rating

9.1 Once the hazards, people who may be harmed and existing controls have been identified, it is time to calculate the *initial risk rating*. This helps to determine whether or not the risk of injury is acceptable or whether further action is required to reduce the level of risk to an acceptable level.

9.2 A tool has been devised to help managers calculate the risk rating. This tool (see diagram below) follows the Health and Safety Executive’s (HSE) approach in determining the risk rating.

**Risk Rating = Severity of Injury x Likelihood of Harm occurring.**

Potential Severity of Harm	<b>High</b> Death, paralysis, long term serious ill health.	<b>Medium</b>	<b>High</b>	<b>High</b>
	<b>Medium</b> An injury requiring further medical assistance or is a RIDDOR incident.	<b>Low</b>	<b>Medium</b>	<b>High</b>
	<b>Low</b> Minor injuries not resulting in any first aid or absence from work.	<b>Low</b>	<b>Low</b>	<b>Medium</b>
		<b>Low</b> The event is unlikely to happen.	<b>Medium</b> It is fairly likely to happen.	<b>High</b> It is likely to happen.
		Likelihood of Harm Occurring		

Risk Rating Definitions	
<b>Low</b>	This is an acceptable level of risk. No further controls are required as the risk rating cannot be reduced any further. However, it is advised that continual monitoring occurs in order to ensure that no changes / deviation of control measures occur.
<b>Medium</b>	It is advised that further controls are implemented to reduce the risk rating to as low a level as possible. If the risk cannot be reduced to lower than a medium, then on site monitoring should occur to ensure that all stipulated controls are being adhered to.
<b>High</b>	This is an unacceptable risk rating. Urgent interim controls should be implemented to reduce the risk so far as is reasonably practicable. If the risk rating cannot be reduced to lower than a <b>High</b> , then a documented safe system of work should be implemented to control the activity. It may be necessary to seek further professional advice. Serious considerations should be given to the validity of carrying out the activity at all. Regular monitoring of the activity should occur.

9.3 It is important to document how you arrive at the risk rating. This helps you to determine where further efforts may be made to reduce the level of risk. I.e. reduce the impact of an injury or reduce the likelihood of it occurring. For example, if there was a high likelihood that a member of staff could be pricked by a used syringe and the severity of such an injury could result in serious long term ill-health or death, the risk rating will be:



### High Likelihood x High Severity = High Risk Rating.

- 9.4 Regardless of how likely the potential for contact with a used syringe is, the severity will always be high. However, it is possible to implement further controls to reduce the likelihood of the event occurring. As such, in this example, efforts should be made to reduce the likelihood of harm occurring.
- 9.5 Once risk ratings have been calculated, they should be recorded in the appropriate (4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup>) columns of the Risk Assessment Form.

## 10. Further Control Measures

- 10.1 Where risk ratings portray that an activity is a Medium or High risk, efforts need to be made to reduce the risk rating to as low a level as *reasonably practicable*. This entails implementing further control measures.
- 10.2 In order to determine which control measures are most effective, the following risk control hierarchy should be followed:
- **Eliminate** the hazard, (For example, replacing a hazardous substance with a non-hazardous one).
  - **Reduce** exposure to a hazard, (For example, conduct a swimming lesson in shallower water or apply the use of segregation ropes).
  - **Isolate** the hazard(s), (For example, preventing access to children into a school kitchen).
  - **Control** the hazard by implementing a safe system / method of working. (For example, a step-by-step procedure for informing / training grounds maintenance staff on how to spray pesticides safely).
  - **Protect** staff from a hazard by issuing Personal Protective Equipment (PPE).
  - **Discipline** staff for deviating from planned arrangements.
- 10.3 Deciding on suitable control measures may be difficult and a risk assessor would need to balance the benefit of further controls against the *time, cost* and *effort* of implementing them. For example, it would not be reasonable for a sole trader to spend thousands of pounds on an elaborate scaffolding system to assist with changing a light bulb. It may be reasonable however, to develop a safe system of work for using stepladders and ensuring that the sole trader has the knowledge to use the ladders correctly. Similarly, it would be unreasonable for a contracting organisation with a multi-million-pound turnover to not supply staff with disposable hearing protection in a noisy site environment.
- 10.4 In some circumstances, it may not be easy to reduce the risk rating to a *low* level. In these instances, it is important to reduce the level to as low as is reasonably possible. You may need to record on the risk assessment (in the *Further Controls* column), words to the effect of:
- “Reasonable further controls will not reduce the overall risk rating.”*
- 10.5 It would then be necessary to ensure that a safe system of work is documented and implemented. Direct supervision of the safe system of work may also be necessary to ensure that staff are working in accordance with the stipulated arrangements.
- 10.6 Risk assessors should consult best practice guidance in determining suitable control measures. Such guidance may be available through trade associations, the HSE website and experienced technical consultants.

## 11. Residual Risk Rating

- 10.7 Once further controls have been implemented, the risk rating should be revised to demonstrate that the further controls have reduced the risk to as low a level as possible. If the risk rating remains the same after controls have been put in place, then the controls are either ineffective or the risk is already at its lowest possible level. Generally, the residual risk rating will show an improvement after further controls have been implemented. The residual risk rating should be calculated as defined in section [9.0](#). This should be recorded in columns 8, 9 and 10 of the Risk Assessment Form.



## 12. Action Required

12.1 In the final three columns of the Risk Assessment Form, it is important to record who is being assigned with the task of implementing the further action, when the action needs to be taken by and whether or not it has been done. For example, a manager (Joe Bloggs) may need to arrange for some further training to help in controlling the risks of manual handling to staff. The final column should be ticked when completed. Hence, the columns would read:

Who: (Initial)	Date By: (--/--/--)	Done? ✓/✗
J.B.	01.01.16	✓

12.2 The accumulation of all of the actions identified within the risk assessments would help to form an action plan for a head teacher/principal/manager to demonstrate an intention for *continual improvement*. It is important that where actions have been identified, they are not ignored. You must be able to demonstrate that actions have been taken.

## 13. Non-routine / Emergency Consideration

13.1 At the end of the Risk Assessment Form, there are four questions to help the risk assessor identify potential solutions to unforeseen circumstances. It is recognised that things don't always go according to plan. As such, these questions are designed to help staff plan and prepare for what to do in a *worst-case scenario*. For example, a catering assistant may suffer a severe burn in a kitchen while preparing food. Trying to plan for this in the risk assessment process might ensure that staff are aware of how to respond in a timely fashion. This may potentially reduce the effects of the injury and ensure that appropriate medical treatment is sought. Such procedures should be tested periodically as proportionate to the nature of the hazard.

## 14. Communication of Risk Assessment

14.1 A key requirement of H&S legislation is the effective communication of risk assessment findings with all appropriate staff. This can be done initially by involving all staff in the risk assessment process. However, the outcome of the risk assessment also needs to be explained to staff. When communicating risk, the assessment with staff, it is not always necessary for them to be fully conversant with the assessment itself. The key points to convey are:

- Who conducted the risk assessments? (Include front-line staff)
- Hazards present and how staff may be harmed when conducting activities.
- Controls / Procedures that need to be followed,
- Communication Methods to raise additional hazards with Managers if necessary. (Report to Line Manager etc).

14.2 Records of risk assessment communication should be kept to evidence who has been briefed and also to identify who hasn't. The Risk Assessment Briefing form ([Appendix 3](#) below) may assist managers / risk assessors in documenting the risk assessment communicators. Note: the risk assessment content will need to be communicated to new starters and to all staff when changes to the assessment are made.



## 15. Risk Assessment Review

- 15.1 Once the assessment is complete, it is important that the form is signed and dated by all assessors and authorised by the appropriate responsible manager. A suggested review date should also be documented on the form.
- 15.2 During a risk assessment review, it is important to check that all of the information on the form is still relevant to the activities being assessed. Consider whether the activities have changed, whether additional controls have been identified since the initial assessment and check that all identified further actions have been ticked off as complete. Any outstanding actions will need to be implemented.
- 15.3 The frequency of a risk assessment review may vary depending on the nature of the task, the potential injury severity, and the resources available to conduct the review. Generally speaking, within Trust schools, reviews should take place annually or:
- If a significant operational change occurs, (for example, a new item of equipment)
  - If there has been an accident, (this may suggest that the controls in place were insufficient)
  - If there have been revisions to best practice guidance / legislation,
  - Change in the workforce, (for example, young / disabled employees) or
  - Following an audit or inspection that has highlighted significant weaknesses in the safety management system.
- 15.4 It is good practice to record the revisions / changes to the risk assessment during the review process. This may be noted on the Risk Assessment Form by hand or could be integrated into a formal document control procedure.
- 15.5 Once a risk assessment has been reviewed the previous digital copy of the assessment should be archived. The reviewed version should then be put into a live file and be communicated to all concerned parties. This will assist in demonstrating continual improvement at each review. It is best practice to ensure all versions are document controlled using reference or version numbers.

## 16. Further Information

- 16.1 Further information relating to the risk assessment methodology can be obtained by contacting the Health, Safety and Wellbeing Team on 0116 305 5515.
- 16.2 <https://www.hse.gov.uk/simple-health-safety/risk/risk-assessment-template-and-examples.htm>



## Appendix 1: Risk Assessment Form

<b>Activities Covered by this Assessment</b>			
<b>Site Address / Location</b>		<b>Department / Service / Team</b>	CFS and Traded Services
Note: A person specific assessment must be carried out for young persons, disabled staff and new and expectant mothers conducting this activity			

Hazard (Something with a potential to cause harm)	Who might be Harmed & How?	Existing Controls (Consider Hierarchy of Control)	Initial Risk Rating (S x L)			Further Controls Required (Consider Hierarchy of Control)	Final Risk Rating (S x L)			Action Required		
			Severity	Likelihood	Risk Rating		Severity	Likelihood	Risk Rating	Who (Initial)	Date By: (/--/--)	Done ?
		<ul style="list-style-type: none"> <li>Example</li> </ul>	H	M	L							




To add more rows to the risk assessment, place the cursor within the last row right click and select insert row below.

During this activity, what could go wrong resulting in an emergency situation?	
How could this emergency situation be prevented / controlled?	
Who should respond to a potential emergency situation and how? Have staff been trained to respond to this emergency situation?	
Could any non – routine changes affect the safety arrangements in place for this activity? (E.g. weather, people, equipment etc.) What can be done?	

Risk Assessor (s) Name(s):		Risk Assessor(s) Signature (S):	





Authorised By:		Authoriser Signature:		<b>Initial</b>
Date Conducted:		Date of Next Review:		
		Date of Review:		
		Date of Review:		
		Date of Review:		
		Date of Review:		

<b>Potential Severity of Harm</b>	<b>High</b> Death, paralysis, long term serious ill health.	<b>Medium</b>	<b>High</b>	<b>High</b>
	<b>Medium</b> An injury requiring further medical assistance or is a RIDDOR incident.	<b>Low</b>	<b>Medium</b>	<b>High</b>
	<b>Low</b> Minor injuries not resulting in any first aid or absence from work.	<b>Low</b>	<b>Low</b>	<b>Medium</b>
	<b>Low</b> The event is unlikely to happen.	<b>Medium</b> It is fairly likely to happen.	<b>High</b> It is likely to happen.	
<b>Likelihood of Harm Occurring</b>				



### Risk Rating Definitions

<b>Low</b>	This is an acceptable level of risk. No further controls are required as the risk rating cannot be reduced any further. However, it is advised that continual monitoring occurs in order to ensure that no changes / deviation of control measures occur.
<b>Medium</b>	It is advised that further controls are implemented to reduce the risk rating to as low a level as possible. If the risk cannot be reduced to lower than a medium, then on site monitoring should occur to ensure that all stipulated controls are being adhered to.
<b>High</b>	This is an unacceptable risk rating. Urgent interim controls should be implemented to reduce the risk so far as is reasonably practicable. If the risk rating cannot be reduced to lower than a <b>High</b> , then a documented safe system of work should be implemented to control the activity. It may be necessary to seek further professional advice. Serious considerations should be given to the validity of carrying out the activity at all. Regular monitoring of the activity should occur.





## Appendix 3: Risk Assessment Briefing Form

Name of Manager / Supervisor Giving Briefing:	
Position:	
Date:	
Time / Duration:	
Health and Safety Briefing Location:	

### Delivering the Briefing

**Aim:** To ensure that all staff are familiar with the hazards present, required control measures and mechanisms for raising awareness of any additional workplace hazards.

**Objectives:** Manager and other Risk Assessors to verbally inform team of the risk assessment documents. Managers and Assessors to invite feedback in order to improve risk assessment and controls where necessary.

#### Things to Discuss:

- Who conducted the risk assessments? (Include front-line staff)
- Activity / Hazard Matrix – (Any additional Hazards not considered?)
- Hazards present and how staff may be harmed when conducting activities
- Controls / Procedures that need to be followed (Refer to risk assessments)
- Methods to raise additional hazards with Managers if necessary (Report to Line Manager etc.)

### Report feedback from Staff

Invite questions to help ensure that staff are familiar with the hazards, controls and procedures. List any concerns raised in the box below for further consideration:

Issue / Question Raised	Staff Name	Answer Given	Further Action Required	Date of Action

**Double Check:** Staff should be familiar with location of Risk Assessments for future reference. Check all staff have access to appropriate equipment / tools to conduct their work safely. Ask them to recite the methods for raising awareness of a particular hazard which has not been assessed and what to do on discovering a new hazard. (Stop work if necessary until suitable controls are implemented.)



Feedback to Management: Any identified issues with risk assessment / controls, PPE, equipment required, clarity of procedures, any absent personnel etc. Seek approval for further action if necessary.

The following signatures are to demonstrate that the staff mentioned below have received a briefing on the risk assessment documents conducted and communicated on XX/XX/20XX, the identified hazards, controls and systems of work contained within the assessment and also the means of reporting hazards with their relevant supervisors and managers.

Name:	Position:	Signature:	Date:



## Appendix 4: Risk Assessment Inventory

Risk Assessment	Area	Specific Area	Responsible	Primary or Secondary?
General Classroom	Teaching & Learning	Curriculum Based	Premises	
General Whole School	Teaching & Learning	Curriculum Based	Premises	
Academic Based Classroom Teaching	Teaching & Learning	Curriculum Based		
Practical Classroom Teaching	Teaching & Learning	Curriculum Based	Heads	
Practical Classroom Teaching (Specialist Subjects)	Teaching & Learning	Curriculum Based	Heads	
Use of Play Equipment	Teaching & Learning	Curriculum Based	School Lead	
Use of School Ponds	Teaching & Learning	Curriculum Based	School Lead	
Use of School Gardens	Teaching & Learning	Curriculum Based	School Lead	
Off Site Educational Visits	Teaching & Learning	Curriculum Based	Heads	
Plays & Productions	Teaching & Learning	Curriculum Based	School Lead	
Bringing Animals into School	Teaching & Learning	General	Heads	
Challenging Behaviour	Teaching & Learning	General	Heads	
Delivering Training	Teaching & Learning	General	Heads	
Home Visits	Teaching & Learning	General	Heads	
Lone Working	Teaching & Learning	General	Heads	
Home Working	Teaching & Learning	General	Heads	
Manual Handling	Teaching & Learning	General	Premises	
Staff Member: Broken Leg	Teaching & Learning	General	HR	



Nappy Changing & Changing Soiled Clothes (Pre-School Children)	Teaching & Learning	General	Heads	Primary
New & Expectant Mothers	Teaching & Learning	General	HR	
Class Teacher: Return to Work	Teaching & Learning	General	HR	
Sand & Water (Primary School Teaching)	Teaching & Learning	General	Heads	Primary
ICT Equipment Usage	Teaching & Learning	General	Heads	
Young People at Work	Teaching & Learning	General		
PTA Activities (All Including Fairs, Discos)	Teaching & Learning	General	School Lead	
Hall (Indoors)	Teaching & Learning	Primary Curriculum: PE	School Lead	Primary
Playground (Outdoors)	Teaching & Learning	Primary Curriculum: PE	School Lead	Primary
Playing Field (Outdoors)	Teaching & Learning	Primary Curriculum: PE	School Lead	Primary
Design & Technology	Teaching & Learning	Primary Curriculum: DT & FT	School Lead	Primary
Food Technology	Teaching & Learning	Primary Curriculum: DT & FT	School Lead	Primary
Adhesive Spray Type	Teaching & Learning	Primary Curriculum: Art	Heads	Primary
Adhesives General	Teaching & Learning	Primary Curriculum: Art	Heads	Primary
Adhesives Glue Guns & Glue Sticks	Teaching & Learning	Primary Curriculum: Art	Heads	Primary
Drawing & Painting	Teaching & Learning	Primary Curriculum: Art	Heads	Primary
Craft Knife Usage	Teaching & Learning	Primary Curriculum: Art	Heads	Primary
Working with Glass	Teaching & Learning	Primary Curriculum: Art	Heads	Primary
Hall (Indoors)	Teaching & Learning	Secondary Curriculum: PE	School Lead	Secondary



Playground (Outdoors)	Teaching & Learning	Secondary Curriculum: PE	School Lead	Secondary
Playing Field (Outdoors)	Teaching & Learning	Secondary Curriculum: PE	School Lead	Secondary
Athletics & Cross-Country Running	Teaching & Learning	Secondary Curriculum: PE	School Lead	Secondary
Badminton	Teaching & Learning	Secondary Curriculum: PE	School Lead	Secondary
Cricket	Teaching & Learning	Secondary Curriculum: PE	School Lead	Secondary
Dance	Teaching & Learning	Secondary Curriculum: PE	School Lead	Secondary
Gymnastics	Teaching & Learning	Secondary Curriculum: PE	School Lead	Secondary
Handball	Teaching & Learning	Secondary Curriculum: PE	School Lead	Secondary
Hockey	Teaching & Learning	Secondary Curriculum: PE	School Lead	Secondary
Netball	Teaching & Learning	Secondary Curriculum: PE	School Lead	Secondary
Rounders, Softball & Baseball	Teaching & Learning	Secondary Curriculum: PE	School Lead	Secondary
Rugby & Football	Teaching & Learning	Secondary Curriculum: PE	School Lead	Secondary
Tennis	Teaching & Learning	Secondary Curriculum: PE	School Lead	Secondary
Swimming (External Venue)	Teaching & Learning	Secondary Curriculum: PE	School Lead	Secondary
Cleaning	Teaching & Learning	Secondary Curriculum: FT	School Lead	Secondary
Convection Ovens, Hobs, Kettles, Microwaves, Toasting Food, Grilling, Purchase & Selection of Food	Teaching & Learning	Secondary Curriculum: FT	School Lead	Secondary
Cooking, Reheating & Food Poisoning	Teaching & Learning	Secondary Curriculum: FT	Heads	Secondary
Knives, Food Processort, Powered Toold, Liquidising & Mixing	Teaching & Learning	Secondary Curriculum: FT	Heads	Secondary
Pest Control & Waste Disposal	Teaching & Learning	Secondary Curriculum: FT	School Lead	Secondary
Electric Cooker Usage	Teaching & Learning	Secondary Curriculum: FT	School Lead	Secondary





Electrical & Electronics Work	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Heat Processes: Welding Electric Arc	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Heat Processes: Welding Oxyacetylene	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Laser Cutter	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Metal Working: Cutting Oils	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Metal Working: Grinding Surface & Tool	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Metal Working: Lathes Metal Turning	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Metal Working: Milling Machines	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Metal Working: Pillar & Bench Drilling Machines	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Metal Working: Polishing	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Metal Working: Portable Power Tools Angle Grinders	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Metal Working: Portable Power Tools Drills	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Metal Working: Portable Power Tools Sheet Metal Shears	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Metal Working: Power Saws	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Plastics: Abrading & Trimming Equipment	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Plastics: Hazards of Materials	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Plastics: (Hot) Wire Cutting Fumes	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Plastics: Sheet Benders	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Plastics: Vacuum & Pressure Forming Equipment	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Plastics: Polishers	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Sewing Machine	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary



Surface Finishes: Air Brushes & Paint Sprays	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Surface Finishes: Enamelling Kilns & Enamelling Materials	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Surface Finishes: Solvent Based Paints (Aerosols)	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Surface Finishes: Solvent Based Paints (Liquids)	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Surface Finishes: Varnishes * Wood Polishes	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Guillotine Usage	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Wood Working: Dust	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Wood Working Hand Tools: Saws	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Wood Working Hand Tools: Chisels & Gouges	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Wood Working Machines: Bench Mounted Scroll Saw	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Wood Working Machines: Band Saws	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Wood Working Machines: Lathes (Wood Turning)	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Wood Working Machines: Mortising	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Wood Working Machines: Planing & Thicknessing	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Wood Working Machines: Sanders Belt, Bobbin, Disc	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Wood Working Machines: Saws (Circular Saw)	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Wood Working Machines: Saws (Chop, Cross-Cut, Mitre & Radial Arm)	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Wood Working Portable Power Tools: Biscuit Cutters	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Wood Working Portable Power Tools: Routers	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Wood Working Portable Power Tools: Drills	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary



Wood Working Portable Power Tools: Sanders	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Wood Working Portable Power Tools: Saws	Teaching & Learning	Secondary Curriculum: DT	Heads	Secondary
Electricity Lessons	Teaching & Learning	Secondary Curriculum: Science	Heads	Secondary
Forces & Motion	Teaching & Learning	Secondary Curriculum: Science	Heads	Secondary
Heating & Burning	Teaching & Learning	Secondary Curriculum: Science	Heads	Secondary
Micro-Organism Usage	Teaching & Learning	Secondary Curriculum: Science	Heads	Secondary
Adhesive Spray Type	Teaching & Learning	Secondary Curriculum: Art	Heads	Secondary
Adhesives General	Teaching & Learning	Secondary Curriculum: Art	Heads	Secondary
Adhesives Glue Guns & Glue Sticks	Teaching & Learning	Secondary Curriculum: Art	Heads	Secondary
Drawing & Painting	Teaching & Learning	Secondary Curriculum: Art	Heads	Secondary
Craft Knife Usage	Teaching & Learning	Secondary Curriculum: Art	Heads	Secondary
Working with Glass	Teaching & Learning	Secondary Curriculum: Art	Heads	Secondary
Accomodation	Teaching & Learning	Off Site Education Visits	Heads	
Foreign School Exchange Visits	Teaching & Learning	Off Site Education Visits	Heads	
Farm Visits	Teaching & Learning	Off Site Education Visits	Heads	
Zoo Visits	Teaching & Learning	Off Site Education Visits	Heads	
Field Study (Near Water)	Teaching & Learning	Off Site Education Visits	Heads	
Off Site Day Visits	Teaching & Learning	Off Site Education Visits	Heads	
Pony Trekking	Teaching & Learning	Off Site Education Visits	Heads	



Ski Trip	Teaching & Learning	Off Site Education Visits	Heads	
Sports Fixtures	Teaching & Learning	Off Site Education Visits	Heads	
Swimming (External Venue)	Teaching & Learning	Off Site Education Visits	Heads	
Transport (Contract Bus)	Teaching & Learning	Off Site Education Visits	Heads	
Transport (Minibus)	Teaching & Learning	Off Site Education Visits	Heads	
Site Security (Including Opening & Lock Up)	Premises	Site Based	Premises	
Playground & Outdoor Equipment	Premises	Site Based	Premises	
Working at Heights	Premises	Maintenance Activities	Premises	
Gutter Clearing (Potentially Includes Working at Heights)	Premises	Maintenance Activities	Premises	
Minor Repair Work (Potentially Includes Working at Heights)	Premises	Maintenance Activities	Premises	
Building Inspections (Potentially Includes Working at Heights)	Premises	Maintenance Activities	Premises	
Decorating (Potentially Includes Working at Heights)	Premises	Maintenance Activities	Premises	
Cleaning (Potentially Includes Working at Heights)	Premises	Maintenance Activities	Premises	
Boiler Lighting Etc (Potentially Includes Working at Heights)	Premises	Maintenance Activities	Premises	
Cleaning Up Bodily Fluids (Potentially Includes Working at Heights)	Premises	Maintenance Activities	Premises	
Contractors	Premises	Maintenance Activities	Premises	
Severe Weather: Snow Clearing & Gritting	Premises	Maintenance Activities	Premises	
Type 1: Fire Risk Assessment (School Led)	Premises	Fire	Premises	



Type 2: Fire Risk Assessment (Contractor)	Premises	Fire	Premises	
First Aid Needs Assessment	Premises	First Aid	Premises	
Suite of COSHH Risk Assessments (Accurately Resembles Hazardous Substance Usage & Storage)	Premises	COSHH	Premises	
Asbestos (Contractor: Five Yearly)	Premises	Asbestos	Premises	
Legionella (Contractor)	Premises	Legionella	Premises	
General Kitchen	Kitchen	Kitchen	Premises	
Deep Fat Fryer Usage	Kitchen	Kitchen	Premises	
Oven Usage	Kitchen	Kitchen	Premises	
Cleaning Knife Usage	Kitchen	Kitchen	Premises	
Dishwasher Usage	Kitchen	Kitchen	Premises	
Food Preparation	Kitchen	Kitchen	Premises	
Cooking, Reheating & Food Poisoning	Kitchen	Kitchen	Premises	