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RISK ASSESSMENT POLICY AND PROCEDURES

Introduction and Objectives

The purpose of this policy is to enable Limms Skills Academy to meet its duty of care to students and staff (and others) by creating a culture of undertaking risk assessments to reduce the risks of all Limms business operations, as far as is reasonably practical. The aim is to protect the health, safety and wellbeing of students, staff, visitors and others affected by our operations. This policy and associated procedures provides a framework for staff to follow in the completion of risk assessments. The Management of Health and Safety at Work Regulations 1999 dictate that Limms has an absolute duty to carry out risk assessments to ensure such obligations are met. The Independent School Regulatory requirements demand that Limms ensures the welfare of students is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and that appropriate action is taken to reduce risks identified. Limms must take a proactive approach to managing risk, and thereby reduce the likelihood that students (and others) will be harmed through negligence and lack of foresight or proper planning.

The purpose of Risk Assessment

By focusing on prevention, as opposed to reacting when things go wrong, it is possible to prevent accidents and injuries that could ruin lives, damage reputations and cost money. Once a risk assessment has been completed the significant risks must be communicated to staff and others, to enable their co-operation and informed decisions. Such communication can be done verbally, or where appropriate more formally by providing a copy of the risk assessment and discussing the findings during a team or department meeting.

What is a risk assessment?

Risk assessment is a tool for conducting a formal examination of the harm or hazard to people, particularly in Limms's case to staff and students that could result from a business activity or situation.

- A hazard is something with the potential to cause harm.

• A risk is an evaluation of the probability (or likelihood) of the hazard (harm) occurring.

• A risk assessment is the resulting assessment of the severity of the outcome (e.g. loss of life, destruction of property).

Risk control measures are the measures, actions and procedures that are put in place in order to minimise the consequences of unfettered risk (e.g. staff training, appropriate supervision, clear work procedures, preliminary visits, warning signs and barriers). Risk assessments are used to identify the potential hazards to people from Limms's activities (e.g. safeguarding related, site security, slipping, falling, poor health, equipment, sports, recreation), property (fire), strategic (reputation, loss of students, impact on development), financial (falling pupil rolls), compliance (data protection) and environmental (hazardous waste).

Responsibilities for Risk Assessments

Limms's responsibility

It is Limms's responsibility, through its management, to ensure risk assessments are completed and implemented. The work involved to meet this responsibility is delegated to key roles within the school; namely assessors, Heads of Department if applicable, their direct line managers and the Health and Safety Manager. This responsibility includes recognition of the particular nature of Limms as a boarding school and the associated risks e.g. security of students. The Health and Safety Manager monitors and evaluates risk assessments, and reports on risk assessment to SLT and the proprietor. LIMMS will provide suitable and sufficient training for staff required to complete risk assessments to ensure staff have the knowledge and understanding to fulfil this responsibility and undertake effective risk assessments. The teachers and Heads of Departments or Managers have control over the activities in that department and therefore need to ensure decisions made take into account safety requirements. A key way to achieve this is by completing a risk assessment and ensuring work activities within the department are carried out safely. Heads of Departments, if applicable, or Managers are responsible for ensuring appropriate risk assessments are in place and reviewing them to ensure the risk assessment accurately reflects operations and activities in their

department. Heads of Department or Managers should ensure that risk assessments are stored on the shared area for ease of access and reference. Heads of Department or Managers should ensure department risk assessments are reviewed regularly, after an incident/accident or at least on an annual basis. Line managers are expected to ensure this happens.

Responsibilities of all staff

Specialist training is given to those whose work requires it. However, staff are responsible for taking reasonable care of their own safety, together with that of students and visitors. They are responsible for cooperating with the health and safety policy and arrangements (including risk assessments) and members of the SLT in order to enable the Governors to comply with their health and safety duties. Finally, all members of staff are responsible for reporting any risks/defects or concerns to their line manager.

General Arrangements

Each department is responsible for ensuring risk assessments are in place for all work activities. The Health and Safety Manager will work with all departments to provide advice and support. General risk assessments should consider the following generic hazards:

- Safeguarding of students
- Manual handling
- Working at height
- Slips and trips
- Hazards from equipment/machinery used
- Lone working
- Substances hazardous to health (COSHH)
- Noise
- Access and egress
- Preventing unauthorised access to high risk areas

Educational Areas

There are number of higher risk student focused activities which take place at LIMMS, each of which requires risk assessment:

• safeguarding, student protection, and Prevent

Classroom and Office Risks

In line the HSE's guidance, Limms has created and uses a generic Health and Safety Checklist for classroom use. The Health and Safety checklist will be provided to assessors annually, each assessor should complete the checklist and return it to the Health and Safety Manager. All teaching subjects will be asked to complete the H&S checklist to assist with providing a safe environment for teaching and learning to take place. Office staff will also be requested to complete a simple health and safety checklist, although these are low risk work environments it is important to ensure safe access/egress, suitable lighting and ventilation for example.

Access by students to risky areas

Risk assessments of all areas of LImms reinforce the policy of ensuring that our students do not have unsupervised access to potentially hazardous areas.

Student Welfare and Supervision

When completing risk assessments, staff, particularly teaching staff should ensure safeguarding risks to students are considered and documented. One of the controls used to protect students will be adequate competent supervision.

Requirements for contractors engaged on behalf of LIMMS

If a contractor is employed to undertake work on behalf of Limms the person engaging the contractor must ensure appropriate arrangements are in place before work starts. The requirements include:

• Suitable and sufficient risk assessment that covers the work must be provided by the contractor
• Public and Employers Liability Insurance – copies must be provided by the contractor.
• Safeguarding arrangements must be adhered to.

The contracting member of staff must liaise with the Health and Safety manager to ensure appropriate vetting checks are in place for the contractor staff or arrangements for suitable supervision of the contractor. These requirements apply to contractors undertaking maintenance work, for example.

First Aid risk assessment

The Health and Safety Manager has undertaken a risk assessment to establish the level of first aid provision required. This risk assessment concluded that 1 qualified first aider was required.

Conducting A Risk Assessment

A risk assessment should be carried out by anyone who is trained and competent to do so; someone who understands the circumstances, the potential harm and the deviations. To do a risk assessment, consider what, in the activities, might cause harm to people and decide whether you are doing enough to prevent that harm. Once you have decided that, you need to identify and prioritise putting in place, appropriate and sensible control measures. It is crucial that the risk assessment contents, particularly the control measures actually reflect activities and arrangements that are in place. If a control measure is identified as being required in the recorded risk assessment this must be implemented. Staff involved in the activities/operations should be consulted and involved with the risk assessment process and the results must be effectively communicated to staff and students. The written document should help with communicating and managing the risks. When completing a risk assessment the focus should be on significant risks associated with the activity, you do not need to include insignificant risks. In other words, you do not need to include risks from everyday life unless your work activities increase the risk. Risks should be reduced to the lowest reasonably practicable level by taking preventative measures, in order of priority. This is what is meant by a hierarchy of control. The list below sets out the order to follow when planning to reduce risks you have identified. Consider the headings in the order shown, do not simply jump to the easiest control measure to implement.

1. Elimination - Redesign the job or substitute a substance so that the hazard is removed or eliminated.

2. Substitution - Replace the material or process with a less hazardous one.

3. Engineering controls - for example use work equipment or other measures to prevent falls where you cannot avoid working at height, install or use additional machinery to control risks from dust or fume or separate the hazard from operators by methods such as enclosing or guarding dangerous items of machinery/equipment. Give priority to measures which protect collectively over individual measures.

4. Administrative Controls - These are all about identifying and implementing the procedures you need to work safely. For example: reducing the time workers are exposed to hazards (eg by job rotation); prohibiting use of mobile phones in hazardous areas; increasing safety signage, and performing risk assessments.

5. Personal protective clothes and equipment - Only after all the previous measures have been tried and found ineffective in controlling risks to a reasonably practicable level, must personal protective equipment (PPE) be used. For example, where you cannot eliminate the risk of a fall, use work equipment or other measures to minimise the distance and consequences of a fall (should one occur). If chosen, PPE should be selected and fitted by the person who uses it. Workers must be trained in the function and limitation of each item of PPE.

Review of risk assessments

All risk assessments should be regularly reviewed:

• If there is significant change in the circumstances, e.g. new equipment/ways of working
• After an accident or incident
• If the original assessment is no longer valid, e.g. change in legislation or changes in technology/science.
• In all other cases regularly (annually)

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Risk assessments should also be reviewed and recorded, when major structural work is planned, if work practices change or in the event of an accident. Limms' arrangements for the management of health and safety, includes plans for regular health and safety audits. Limms operates a fault reporting system that all staff members have access to, for the reporting of faults and hazardous conditions on the premises. As each department (teaching and support), review and develop their risk assessments it will be possible to maintain a log of risk assessments on the Limms shared drive for staff to refer to and adapt for their own use

Next review date: **January 2021**

I have read and understood the Risk Assessment Policy.

Signature: _____

Print name: _____.

Date: _____

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Appendix 1
Office/Classroom RA check list

Questions you should ask:		Yes	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 to allow safe access and exit?			
	Are procedures in place to deal with spillages, eg water, blood from cuts?			
	For stand-alone classrooms: ■ 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' stepstool or stepladder available for use where necessary?			
	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, eg a TV set on a suitable trolley?			
	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 to vulnerable young people?			
Manual handling	Have trolleys been provided for moving heavy objects, eg computers?			
Computers and similar equipment	If you use computers as part of your job, has a workstation assessment been completed?			
	Have pupils been advised about good practice when using computers?			
Electrical equipment and services	Are fixed electrical switches and plug sockets in good repair?			
	Are all plugs and cables in good repair?			
	Has portable electrical equipment, eg laminators, been visually checked and, where necessary, tested at suitable intervals to ensure that it's safe to use? (There may be a sticker to show it has been tested.)			
	Has any damaged electrical equipment been taken out of service or replaced?			
Asbestos	If the school contains asbestos, have details of the location and its condition in the classroom been provided and explained to you?			
	Have you been provided with guidance on securing pieces of work to walls/ceilings that may contain asbestos?			
Fire	If there are fire exit doors in the classroom, are they: ■ 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, including arrangements for any vulnerable adults or children?			
Workplace (ventilation and heating)	Does the room have natural ventilation?			
	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?			

This is not an exhaustive list and you should identify any other hazards associated with the daily use of the classroom in the space overleaf, including any further actions needed. If necessary, discuss this with your head teacher or employer.

Additional issues		**Yes**	**Further action needed**	**N/A**

Further action needed

Hazards noted:	**Action taken and when:**