

Lissan Primary School



RISK ASSESSMENT POLICY

"Together we learn, grow and play in God's love and care."

Mission Statement

Our mission is to nurture, inspire, support and challenge all our pupils to be the best that they can be.

Introduction

This policy is designed to allow all staff at Lissan Primary School to fulfil their legal duties in assessing risks. Risk management is the consideration of the risks that arise in the workplace and then putting in place sensible health and safety measures to control them.

What is a Risk Assessment?

The Health and Safety Executive defines a risk assessment as "a careful examination of what in your work could cause harm to people so that you can weigh up whether or not you have taken enough precautions or should do more to prevent harm". The assessment will help you to identify the likelihood of harm and whether you can reduce the risk to a reasonable level, through the introduction of control measures.

It is a five step process.

Step 1: Identify the hazards

Step 2: Decide who might be harmed and how

Step 3: Evaluate the risks and decide on precautions

Step 4: Record your findings and implement them

Step 5: Review your assessment and update if necessary

Hazard: A hazard is anything that may cause harm such as chemicals, electricity, working from ladders, and open drawer etc.

Risk: The risk is the chance, high or low, that somebody could be harmed by these and other hazards, together with an indication of how serious the harm could be.

Types of risk assessments

There are three different types of risk assessments. These are generic, specific and dynamic.

Generic activities

- are those which although they are carried out at different times and locations, the hazards and risk are largely the same and do not change. For this type of activity generic risk assessments can be produced as a model for guidance only.

Specific

- risk assessment may be applicable where the hazards and risk are only applicable to a certain activity and also where there is a requirement in legislation to undertake a specific assessment for example Control of substances hazardous to health (COSHH).

Dynamic

- risk assessment is a continuous process of identifying the hazard that occur in for example an emergency situation, assessing the risks and taking immediate action to eliminate or reduce these to an acceptable level.

Further guidance

Further assistance with completing these generic risk assessments can be found in Appendix A.



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Risk Assessments Form

Activity		Date of risk assessment					
Nature of activity	What are the hazards?	Who might be harmed?	What are you already doing?	Probability? (max 5)	Severity? (max 5)	Risk Rating (max 25)	Additional precautions necessary

Completed by: _____

Date: _____

Appendix A



Belfast Region

Generic risk assessment guidance and index

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Generic risk assessment

Introduction

This document is designed to assist Principals and senior managers in fulfilling their legal duties in assessing risks. Risk management is the consideration of the risks that arise in the workplace and then putting in place sensible health and safety measures to control them.

What is a Risk Assessment?

The HSE defines a risk assessment as “a careful examination of what in your work could cause harm to people so that you can weigh up whether or not you have taken enough precautions or should do more to prevent harm”. The assessment will help you to identify the likelihood of harm and whether you can reduce the risk to a reasonable level, through the introduction of control measures. It is a five step process.

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Types of risk assessments

There are three different types of risk assessments. These are generic, specific and dynamic.

Generic activities are those which although they are carried out at different times and locations, the hazards and risks are largely the same and do not change. For this type of activity generic risk assessments can be produced as a model for guidance only.

A specific risk assessment may be applicable where the hazards and risks are only applicable to a certain activity and also where there is a requirement in legislation to undertake a specific assessment for example COSHH.

A dynamic risk assessment is a continuous process of identifying the hazards that occur in for example an emergency situation, assessing the risks and taking immediate action to eliminate or reduce these to an acceptable level.

Generic Risk Assessments

This document contains generic risk assessments which have been produced to assist schools with the risk assessment process, and should form a good foundation for identifying hazards, assessing risks and implementing controls. However, you must also pay attention to your own school environment. Some assessments may not be

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Generic risk assessment

relevant to your establishment, others may need customising to suit your specific location and/or work activity and others may not need changing at all.

The risk assessment templates used are based on the format contained in the HSE publication “Five steps to risk assessment”, see Figure 1. The templates list some of the more usual hazards identified in the school environment and their associated risks and also a range of control measures that should be in place to eliminate such hazards or reduce the risks. The forms are only **partially completed** and will need to be adapted by a competent person from your establishment, who can complete the rest of the form having considered the generic hazards, risks and control measures listed on the form and adding any site specific items identified. The templates do not contain an exhaustive list of all the hazards and risks present in your school and it may be necessary to use the blank forms included for those hazards which have not been specifically dealt with.

Figure 1

<u>RISK ASSESSMENT</u>						
School		Activity		Review Date:		
Assessment completed by:						
Name:		Date:		Signature:		
Hazard	Persons Exposed and How	Current Controls	Further Action Necessary	Action by Whom	Action by When	Completed
		•				
		•				
		•				
		•				
		•				
		•				

How to adapt a generic risk assessment

The person carrying out the assessment identifies which template is applicable to their particular activities for example the home economics teacher could complete the Home economics, manual handling, slips/trips/falls, and fire specialist classroom templates. They would then take the following steps:

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Generic risk assessment

1. Review the list of hazards within the “Hazards” box and decide if these are applicable to the task/activity. Any hazards not applicable should be deleted and any hazards not identified should be added.
2. Review the list of people and the consequences of the identified hazards in the “Persons Exposed and How” box and amend to suit individual school circumstances.
3. Review the list of control measures in place in the “Current Controls” box and amend the list to reflect those procedures, safe working practices that have been implemented within the school.
4. A decision should then be made to determine whether the task/activity is adequately controlled. If additional control measures are identified these should be listed in the “Further Action Necessary” box. If controls in place are deemed to be adequate then this box would remain empty.
5. When the “Further Action Necessary” box is completed the name of the person assigned responsibility for ensuring that the control is put in place should be inserted in the “Action by Whom” box with a projected completion date added to the “Action by When” box.
6. The actual completion date for any additional recommended measures should be recorded in the “Completed” box.

When actions/controls have been completed, the assessment form will need to be signed off by the person completing the assessment and forwarded to the Principal. Any action that cannot be closed off by the person carrying out the assessment should be brought to the attention of the appropriate person/s, e.g. building supervisor, Principal and a plan put in place to close out such actions. Some actions may be on-going and this should be indicated in the “Action by When” box. It would be good practice that any action plan arising out of the risk assessment process is presented to the Board of Governors for their information, approval and action if required. The risk assessments will then need to be reviewed and if necessary updated, every year or so. A review will be required sooner if an incident or accident occurs, or there are significant changes to the premises, staff or procedures.

Further guidance

If you require any further assistance with completing these generic risk assessments contact the health, safety and contract management section.

For guidance on carrying out risk assessments for curriculum activities please check the information available from the following sources:

- CLEAPSS School Science Service Laboratory Handbook
- Curriculum Advisers based at EA regional offices

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Appendix 1

The boxes on the following pages show the suggested templates that should be completed for each subject area or work activity

Art	Art room – 3 Dimensional work Art room – Ceramics Art room – Kiln Art room – Textiles Art room- Jewellery Art, design and craft Room Fire – specialist rooms First aid General assessment – slips, trips and falls Manual handling Portable electrical equipment Storage Work equipment
Cleaning	Cleaning General assessment – slips, trips and falls Storage Work at height
Computers	Portable electrical equipment Staff computer use
Maintenance (Building supervisor/contractors)	Boiler house and fuel tanks Building supervisor duties Car park and external areas Clearing and treating pedestrian areas in severe weather Grass cutting – ride on mower Lone working Manual handling Portable electrical equipment Pressure washer Snow and ice Storage Strimmer Use of ladders Work at height
Home Economics	First aid General assessment – slips, trips and falls Home economics Manual handling Portable electrical equipment Storage
Physical Education	First aid Fitness suite General assessment – slips, trips and falls Goal posts Gymnasium Manual handling

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	Storage
Science	Fire – specialist rooms First aid General assessment – slips, trips and falls Laboratory technician activities Pregnant, Post natal, breastfeeding women Portable electrical equipment Manual handling Portable electrical equipment Pregnant, Post natal, breastfeeding women Science Science – Bunsen burners Science – chemicals Storage
Technologies	Fire – specialist rooms General assessment – slips, trips and falls Portable electrical equipment Storage Technology – Bench mounted scroll saw Technology – Bench/pedestal grinder Technology – Electric ovens Technology – Hand fed band saw Technology – Hand held portable circular power saw Technology – Hazardous substances Technology – Heat processes Technology – Metal working centre lathe Technology – Milling machine Technology - Morticer Technology – Pedestal drill Technology – Plastics Technology – Portable router Technology – Powered hand tools Technology – Surface planing and thicknessing machine Technology – Vacuum former Technology – Wood lathe Technology - Woodworking bench circular saw Technology and design workshop
Principal	Bullying Fire – general First aid General assessment – slips, trips and falls Maintenance (Building supervisors/contractors) Premises Radon Security Staff room Staff room kitchen Stress Traffic and pedestrian management Work placements

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General teachers	Fire – general classrooms and office General access/egress General assessment – slips, trips and falls Manual handling Pupils using indoor play equipment and toys Sand and water activities Storage
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School generic risk assessment index

A	Administering medication
	After school clubs
	Art design and craft room
	Art room – 3 Dimensional work
	Art room – Ceramics
	Art room – Jewellery
	Art room – Kiln
	Art room – Textiles
	Asbestos on site
B	Boiler house and fuel tanks
	Bouncy castles – inflatable equipment
	Building supervisor duties
	Bullying
C	Car park and external areas
	Child leaving school grounds
	Cleaning
	Clearing and treating pedestrian areas in severe weather
	Contractors on site
D	Dining hall
E	Electrical
	Events
	Exposure to communicable diseases
F	Fire – events (plays, musicals and large meetings)
	Fire – general
	Fire – general classrooms and offices
	Fire – specialist rooms
	Fireworks
	First aid
	Fitness suite
	Food Preparation (Post Primary)
	Food Preparation (Primary)
G	General access/egress
	General assessment – slips, trips and falls
	Goal posts
	Grass cutting, ride on mower
	Gymnasium
H	Home economics
K	Keeping animals in school
L	Laboratory technician activities
	Legionella
	Lone working
M	Manual handling
	Mould
N	Nappy changing pre-school

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	New and expectant workers – initial assessment
	Noise
O	Office
	Outdoor play – sun
P	Platform and stair lifts
	Playgrounds
	Ponds
	Portable electrical equipment
	Pregnant, Post natal, breastfeeding women
	Premises
	Pressure washer
	Pupils “at risk”
	Pupils on crutches
	Pupils use of doors
	Pupils using indoor play equipment and toys
	Pupils with challenging behaviour
R	Radon
	Return to work
	Roller shutter doors
S	Sand and water activities
	Science
	Science – Bunsen burners
	Science – chemicals
	Security
	Snow and ice
	Staff computer use
	Staff room
	Staff room kitchen
	Storage
	Stress management
	Strimmer
T	Technology – Bench mounted scroll saw
	Technology – Bench/pedestal grinder
	Technology – Electric ovens
	Technology – Hand fed band saw
	Technology – Hand held portable circular power saw
	Technology – Hazardous substances
	Technology – Heat processes
	Technology – Metal working centre lathe
	Technology – Milling machine
	Technology – Morticer
	Technology – Pedestal drill
	Technology – Plastics
	Technology – Portable router
	Technology – Powered hand tools
	Technology – Surface planing and thicknessing machine

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	Technology – Vacuum former
	Technology – Wood lathe
	Technology - Woodworking bench circular saw
	Technology and design workshop
	Traffic and pedestrian management
U	Use of ladders
	Use of Plaster of Paris
V	Vehicles on site
W	Work at height
	Work equipment
	Work placements

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Off-site generic risk assessments

A	Adventure activities general
C	Camping
E	Educational visits - general
	Environmental activities
F	Farm visits
L	Local visits walking groups
R	Remote supervision
	Residential stays
S	School excursions
	Swimming pools
T	Town and city visits
	Travel to and from activity
	Travel to and from inter school activities
V	Visiting areas of scientific interest
W	Walking in the countryside
	Water margin activities (inland ponds, lakes, rivers, sea)