

**The**  
**Lloyd Williamson**  
**Schools**

**Risk Assessment**  
**Policy**

**2020-2021**

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.

In accordance with our duties under the Management of Health and Safety at Work Regulations 2000, the Principal and the H&S Officer of LWS are required to undertake regular risk assessments and take any necessary action arising from these according to provisions set out in the Health and Safety policy and elsewhere.

The Principal and the H&S Officer (The team) are responsible for making sure that risk assessments are completed, logged and effectively monitored. Reviews are conducted when there is any change to equipment or resources, any change to the school's premises, or when particular needs of a child or other visitor necessitate this.

The team is further responsible for conducting any necessary reviews or making changes to the school's policies or procedures in the light of any potential risks that they or other members of staff discover.

A visual inspection of both the equipment and the entire premises – both indoor and outdoor – will be carried out daily. This will, ordinarily, be carried out by a designated member of staff on arrival at the school and will be completed before any children arrive.

During the school day, staff will be vigilant and continuously aware of any potential risks to health and safety arising from:

- the School's environment, both indoors and outdoors;
- all surfaces, both indoors and outdoors;
- all equipment used by children or staff.

On discovering a hazard, staff will take all steps necessary to making themselves and any other people potentially affected safe. They will then notify the team and ensure that a record is made in the Incident Record Book.

The team is then responsible for ensuring that any necessary action is taken.

As already stated, the Management of Health and Safety at Work Regulations (NI) 2000 require that suitable and sufficient assessments of the risk arising out of work are carried out.

Please note that we have specific, additional risk assessments in an additional file in relation to Covid 19 and the potential spread of the virus

### **The Process of Risk Assessment**

#### **What can be risk assessed?**

A risk assessment can be undertaken on an object or substance, a process, a location, an activity, or a person.

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

#### **What is a hazard?**

A hazard is anything which can cause harm e.g. electricity, chemicals, etc

#### **What is risk?**

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.

### **Evaluating the risk**

Having spotted the hazards, the school then decides what to do about them. The law requires the school to do everything 'reasonably practicable' to protect people from harm.

If the hazard cannot be got rid of entirely, the risks require control so that harm is unlikely.

When controlling risks, we apply the principles below:

- try a less risky option (e.g. switch to using a less hazardous chemical);
- prevent access to the hazard (e.g. by guarding);
- organise work to reduce exposure to the hazard (e.g. limit access to the area);
- issue personal protective equipment (e.g. clothing, footwear, goggles etc);
- provide welfare facilities (e.g. first aid and washing facilities for removal of contamination).

The team completes risk assessments to help identify the likelihood of harm and whether risks can be reduced to a reasonable level, through the introduction of control measures.

The five step risk assessment process is as follows:

Step 1: To identify the hazards by dividing into categories considering location, activities, equipment and people eg chemical (paint solvents/exhaust fumes), biological – (bacteria), physical (noise/vibration) or psychological (occupational stress).

Step 2: To decide who might be harmed and how eg staff members or members of the public/pupils. To identify how they might be harmed eg what type of injury or ill health might occur.

Step 3: To evaluate the risks and decide on precautions by considering the likelihood that each hazard will occur and what control measures are already in place. If the control measures in place not got rid of the hazard altogether or reduced the risk so that harm is unlikely, further actions are required. If further actions are required, the name of the person responsible for actioning the task should be recorded along with the projected completion date with the actual completion recorded in the completed column.

Step 4: To record the findings and implement them by making sure the results of the risk assessment are put into practice and shared with the staff.

Step 5: To review the assessments and update if necessary.

Risk assessments need to be reviewed and if necessary updated every year. However a review will be required sooner if an incident or accident occurs, or there are significant changes to the premises, staff or procedures.

## DEFINITION OF A HAZARD AND A RISK

Hazard: A hazard is anything that may cause harm such as chemicals, electricity, working from ladders, an 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 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, new and expectant mothers.

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 policy contains a generic risk assessment template which has been produced to assist our school 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 our own school environment.

The risk assessment template used is based on the format contained in the HSE publication “Five steps to risk assessment”, see Figure 1. The template should list the hazards identified in the school environment and their associated risks and also a range of control measures that should be in place to eliminate or reduce the risks. The form needs to be adapted by a competent person from our 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.

**Updated: 30<sup>th</sup> October 2020**

**Lucy Meyer**