



Risk Assessment Policy

This policy is systematic with a view to promoting the welfare of pupils, staff and visitors of Millfield and refers to the Senior School, Preparatory School, Pre-Preparatory School and EYFS.

What is a Risk Assessment?

A risk assessment is nothing more than a careful examination of what, in your work, could cause harm to people and the environment, so that you can weigh up whether you have taken enough precautions or should do more to prevent harm.

A risk assessment is an important step in protecting staff, pupils, visitors, contractors, the environment and Millfield as a whole.

It helps staff focus on the risks within their department and activities that they undertake. In many instances, straightforward measures can readily control risks; for example ensuring staff have sufficient information when they are offsite, operating machinery or using chemicals, spillages are cleaned up promptly so people do not slip, or good housekeeping is maintained to ensure people do not trip.

A printable risk assessment form is included within this policy (please see appendix 1) or an electronic version can be found on the Health and Safety Xtranet page.

When should a risk assessment be completed?

The Management of Health & Safety at Work Regulations 1999 requires an assessment to be made of the risks arising out of the activities that Millfield undertakes.

Who is responsible for drawing up and checking risk assessments? There is a requirement for all departments, houses, sports and activities to explain to staff how health and safety is managed for their department, house, sport or activity; see the example Overview Risk Assessments. All staff have a responsibility for ensuring risks assessments are completed for their area of work, and the Head of Department should check and monitor assessments.

This may be by one assessment, by a number of assessments linked together or by individual assessments for different tasks/activities, offsite visits, experiments, machinery or process within the department. [Overview Assessments, Examples and Whole School Assessments](#) can be found on the staff Xtranet.

Storing Assessments

Once the completed assessments have been shared with appropriate staff and pupils they need to be uploaded to the department, house, sport, activity etc. area of the staff Xtranet.

Staff are asked not to over write assessments, a new file name should be given and it is suggested that it be prefixed with the year. This will allow staff quick access to the latest assessment.

Sharing of assessments and best practice will ensure that the assessments are improved and that staff have good, reliable information.

Definitions

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

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.

How to carry out a risk assessment

A PowerPoint Presentation is available on the staff Xtranet; it follows the Health & Safety Executives guidance of 5 Steps to Risk Assessment. In addition the Xtranet contains information on the reasons for risk assessment and a question and answer session. Print off/view a risk assessment form and cross reference the steps.

Step 1 – What are the hazards?

Consider how someone may be harmed, this will help to identify the hazards, disregard the inconsequential or trivial.

- Walk around your classroom, office; think through your task or activity; ask the staff doing the task, consider the location, duration, purpose of your visit, is there long term health hazards associated with the task?
- Consult the manufacturer's instructions, safety data sheets, trade associations, associated websites etc.?

Step 2 – Who may be harmed and how?

Consider each hazard and who may be harmed and how they may be harmed.

- Who may be? Pupils, teaching, office, cleaning, maintenance, and/or security staff, visitors etc. Identify groups, which are more vulnerable such as young persons, the disabled, lone working staff, contractors, members of the public, etc.
- How? May be from tripping on a bag left on the floor, accessing a box from a high shelf, putting up displays from a step ladder, sports activity, noise, machinery, offsite trip etc.

Step 3 – What are you already doing?

Having spotted the hazards consider what is already in place to control them. Compare your list to good practice, is there more that could be done?

When controlling risks, apply the following principles, if possible in the following order:-

1. Can I remove the hazard altogether?
2. If not, how can I control the risks so that harm is unlikely?
3. Try a less risky option (e.g. switch to using a less hazardous chemical)
4. Prevent access to the hazard (e.g. by guarding)
5. Organise work to reduce exposure to the hazard (e.g. put barriers between pupils/staff and the works)
6. Issue personal protective equipment (e.g. clothing, footwear, goggles, etc.)
7. And provide welfare facilities (e.g. first aid, removal of contamination).

Within this step there is a heading of "**What further action is needed?**" Have the risks been reduced as far as possible or is there a need for more?

For instance:-

- You may consider that staff require refresher training on the machinery/task/activity.
- You may feel that before the trip goes ahead the ratio of staff to pupils should be increased. Without the increase in staff you could not go ahead with the trip.

- There may have been a change of legislation or best practice and therefore new equipment or additional equipment is required.

Step 4 – How will you put the assessment into action?

The completed risk assessment must be shared with the appropriate staff and where necessary pupils.

You may have outstanding issues. If so prioritise; say what needs to be done, by when and by whom.

Remember the assessment demonstrates how the event, task, activity etc. is to be managed. For example staff to carry out inspection before use, LEV used and regularly checked, information provided to staff and pupils via a briefing.

Step 5 – Monitor and Review

Monitor - There are a number of occasions, such as offsite activities, an event, a project etc. where it is recommended that a “wash up” be carried out, once the wash up has occurred use this section to make comments/action points for when the situation is carried out again. This will assist staff to improve the situation in the future.

Review - Few activities, classrooms etc. stay the same. Sooner or later a piece of new equipment, substance, procedure etc. is brought in; this can lead to new hazards and therefore the assessment will need to be reviewed.

Should no changes occur that you are aware of there will still be a need to review the assessment and it is suggested that the assessment be reviewed on an **annual basis**.

Signature and Sharing with Staff

The last section of the form asks how and who the assessment will be shared with. For example naming the staff on the trip, activity or doing the task, via a department meeting, via email to all staff etc.

The person who has completed the assessment should enter their name and the managers (HOD, IC Sport etc.). Once the content is agreed with the manager it should be uploaded to the departments, house, activity etc. section of the staff Xtranet.

Appendix 1
RISK ASSESSMENT FORM

Description of situation/issue/activity to be assessed Department Person(s) carrying out risk assessment Date of assessment	
(Step 1) Hazard(s): What's the hazard(s).	
(Step 2) Who may be harmed and how: Say how the hazard could cause harm and to whom.	
(Step 3) What are you already doing? List what is already in place to reduce the likelihood of harm or make harm any less serious.	
What Further action is necessary: Have the risks been reduced as low as reasonably practicable - is there a need for additional training, increasing ratio of staff to pupils, removing/repairing damaged equipment, closing a room, etc.	
(Step 4) How will you put the assessment into action? You may have outstanding issues. If so prioritise; say what needs to be done, by when and by whom.	
(Step 5) Monitor and Review: How did the activity, task, project etc go? Could it be improved, did an incident/situation occur? How did you deal with it? Add your note so that the activity, task, project can be improved next time.	
Date of Review: To take place sooner should a significant change or incident occurs.	
Assessment to be shared with: staff doing the task, activity	Date
Signature of person(s) undertaking the assessment.	Date
Signature of Head of Department:	Date