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Kassim Darwish Grammar School for Boys

Risk Assessment Policy

Introduction

KD Grammar School for Boys and the Manchester Islamic Educational Trust LTD recognise the importance of having a comprehensive Risk Assessment Policy which seeks to ensure that reasonable steps are in practice to prevent serious risk occurring through identified hazards during a typical school day. This seeks to ensure safety at all times to its staff, pupils, visitors, contractors and the general public and thereby, reduce the exposure and the possibility of prosecution to the institution and/or the Trust.

The welfare of the pupils being safeguarded at all times is the aim of this policy and to ensure it is safeguarded and promoted at all times to reduce risk. Appropriate actions are taken and established within the school to ensure standard good practice, this will include (as well as others):



The school feels risk assessments should not seek to over-complicate matters; they should be concise, relevant and clear in identifying the hazards, the source and provide solutions or alternatives where necessary. Risk assessments will allow the school to establish documentation which allow for clarity, verify protocols already in place and enable best practice.

Where necessary, legislation will be used as a guide for certain areas which require it e.g. fire safety, school trips, manual handling, display screen, hazardous substances, pupil supervision, work equipment, asbestos, security etc. Guidance will be sought when risk assessments take place for these listed, all other non-legislative risks will be carried within the schools own risk assessment templates.

Definitions:

For the purposes of the policy definitions are stated:

- Hazard – something with the potential to cause harm

- Hazardous Outcome – a description how possibly injury/damage could occur as a result of hazard interaction
- Risk Rating – a judgement made from a risk assessment about the hazard, based on the likelihood of occurrence and the consequences arising for the potential severity of it
- Control Measures – the methods imposed to control/reduce potential risk from arising from identified hazards
- Residual Risk – The remaining risk left once control measures have been imposed to reduce the risk so far as is reasonably practicable.

Legalities:

"The risk assessment shall be 'suitable and sufficient' and cover both employees and non-employees affected by the employers undertaking (e.g. contractors, members of the public, pupils etc.)".

Duties for risk assessments are found under such acts as Health & Safety at Work Act 1974 and the Management of Health & Safety at Work Regulations.

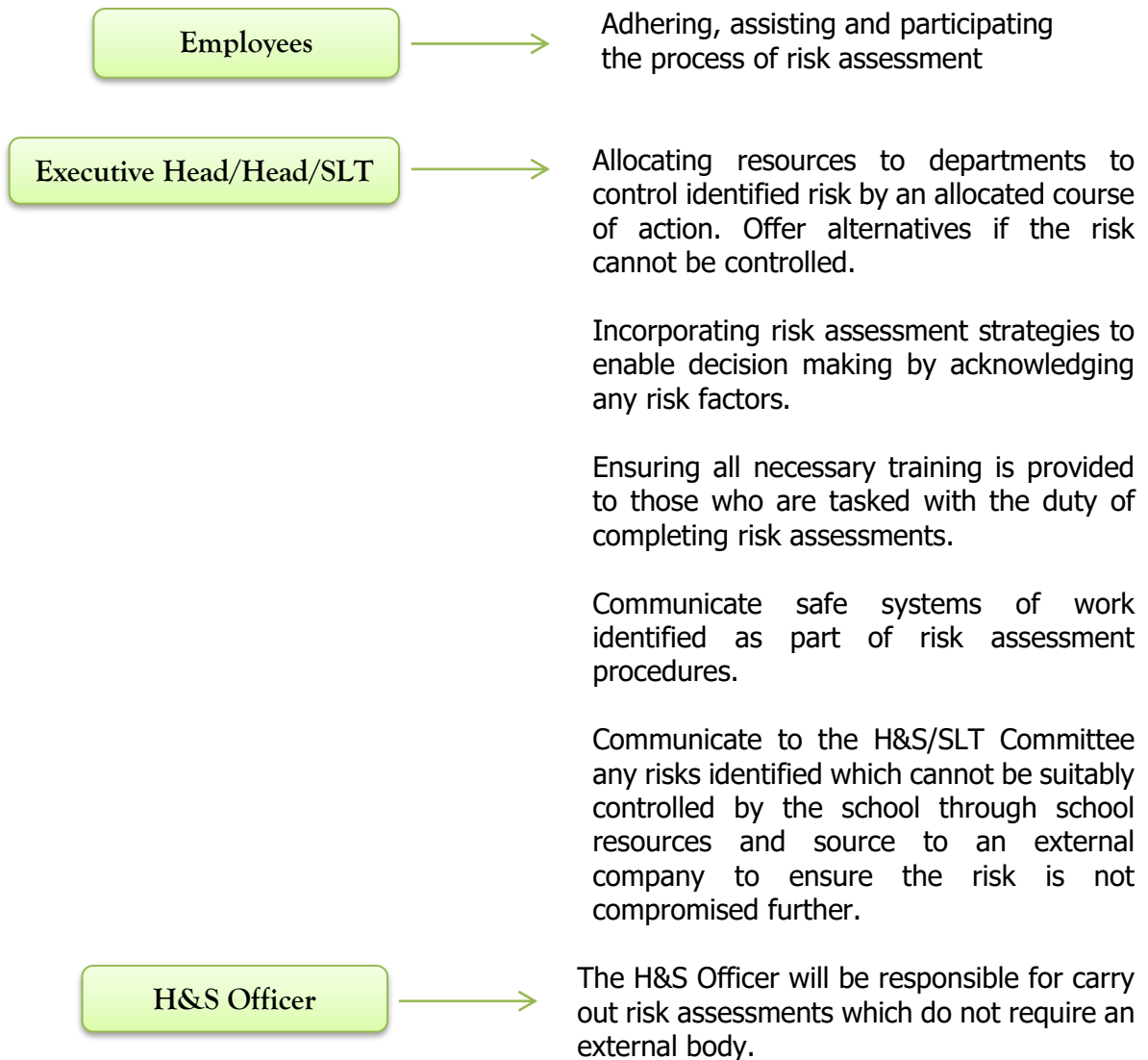
'Suitable and sufficient' can be used to define limitations such as:

- Identifying significant risks and ignoring trivial ones
- Identify and prioritise the measures required to comply with any relevant statutory provisions
- Remain appropriate to the nature of work and valid over a reasonable period of time
- Identify the risk arising from or in connection with the work. The detail should be proportionate to the risk.

Any significant findings should include the following:

1. A detailed statement of hazards and risks
2. Any preventative, protective or controlled measure put in place
3. Any further measures to reduce present risks

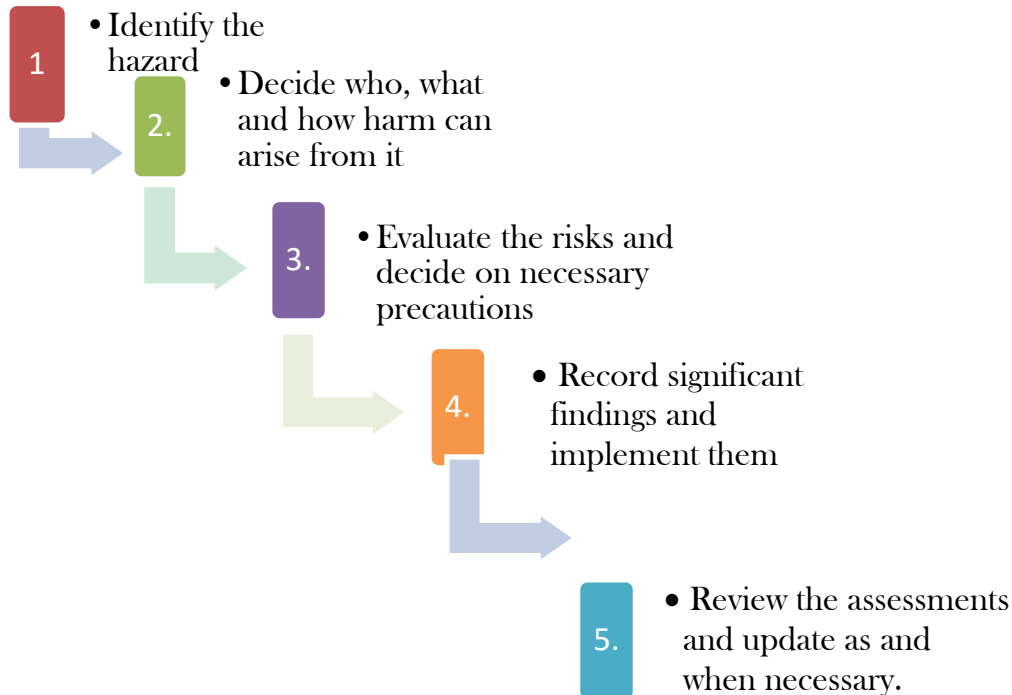
Responsibilities



Risk Assessment: Premises & Equipment

KD seeks to ensure any risks posed to pupils, staff, parents, contractors, visitors, general public etc. are reduced as is reasonable practicable. Although a subjective process, risk assessments can be broken down to five basic steps:

Risk evaluation and estimation



Risk assessments should by no means be an exclusive process. A team effort is always recommended as those who have first-hand experience of handling/dealing with hazards are the best to consult when writing a risk assessment.

Staff can log and H&S concerns in the following way:

1. Directly to the caretaker – this is highly suggested if the matter is urgent
2. Directly to the H&S Officer
3. Through email to the H&S Officer
4. Through email to the school bursar
5. Through filling in the proforma below

Example:

Building Logging Form

Any issues regarding the following must be reported to H&S Officer ASAP													
	Equipment	Water related (Leaks/Damp patches)	Window related Cracks/breakages	Cracked/falling off plaster/Wall damage	Electrical Issues/ Broken sockets/ Exposed cables etc.	Fire Exit Signs (Missing/Damaged)	Emergency Exit doors/locks (Missing/Damaged)	Fire Call Points/Smoke Alarms (Damaged)	Clutter/Rubbish	Vermin/Pest Control	Asbestos	Heritage related	Miscellaneous (State)
✓													
Please provide as much detail as possible:													
Room/Area:						In use? YES/NO* <small>*Delete as applicable:</small>							
Details:													
Priority: YES/NO* <small>*Delete as applicable:</small>						Non-Priority: YES/NO* <small>*Delete as applicable:</small>							
Date:						Print Name:							
Below is to be filled by the H&S Officer only													
Area/Item Inspected:				Yes <input type="checkbox"/> No <input type="checkbox"/>									
Actioned:				Yes <input type="checkbox"/> No <input type="checkbox"/>									
Bursar/Head Teacher informed?				Yes <input type="checkbox"/> No <input type="checkbox"/>									
Trust Office (Heritage Issues only)				Yes <input type="checkbox"/> No <input type="checkbox"/>									
Comments:													
Signed:						Date:							

Once hazards associated with activities have been identified, it becomes necessary to establish what the potential hazardous outcomes or events could be associated with the hazard. When identifying who could be harmed, identify how they could be harmed.

The next stage is to examine **the likelihood** of a hazardous event occurring. Infrequently occurring hazards, present less risk than frequently occurring hazards. Once likelihood has been determined the probable **consequence** of the hazardous event, should be considered. Consequences can be considered in terms of severity of potential injury (is it probable that a person would die or sustain minor injuries) but consequence also can be considered in broader terms, including reputational consequences.

For the purpose of illustration a five point model is suggested below:

Likelihood	Consequence
5 – Very Likely	5 – Catastrophic
4 – Likely	4 – Major
3 – Fairly Likely	3 – Moderate
2 – Unlikely	2 – Minor
1 – Very Unlikely	1 - Insignificant

The risk estimation process helps to determine the significance of the risks associated with the hazards. The number of people who may be affected is a relevant consideration during risk estimation

The matrix shown here illustrates how risks can be evaluated using the five point model

	Insignificant 1	Minor 2	Significant 3	Major 4	Severe 5
5 Almost Certain	Medium 5	High 10	Very high 15	Extreme 20	Extreme 25
4 Likely	Medium 4	Medium 8	High 12	Very high 16	Extreme 20
3 Moderate	Low 3	Medium 6	Medium 9	High 12	Very high 15
2 Unlikely	Very low 2	Low 4	Medium 6	Medium 8	High 10
1 Rare	Very low 1	Very low 2	Low 3	Medium 4	Medium 5

Risk assessment is the overall judgement of the level of risk arising from the hazard, based upon the **likelihood** of the hazard occurring and the potential severity of the **consequence**, taking into account existing risk control measures that are already established to be place to reduce/control the risk. Using the risk matrix as a guide, the level of risk should be assessed to identify the **risk rating**:

Likelihood	Description
Very Likely	Expected to occur in most circumstances
Likely	Will probably occur in most circumstances
Possible	Might occur at some time
Unlikely	Not expected but conceivable, could occur sometime
Very Unlikely	Not expected and would only occur in exceptional circumstances
Consequence	Description
Catastrophic	Fatality or multiple fatalities due to injuries. Severe illness which may prove fatal

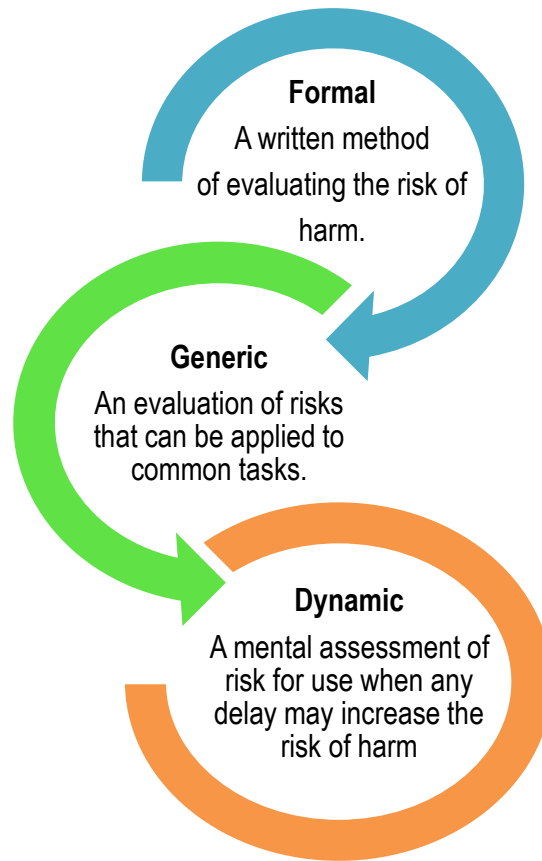
Major	Probable major injury as defined in the Reporting of Injuries Diseased and Dangerous Occurrences Regulations 1995 (RIDDOR) May affect more than one person, could have significant reputational implications
Moderate	A >5 day injury, dangerous occurrence or reportable disease as defined in RIDDOR. Likely to be productivity issues and costs associated with down time
Minor	Injury resulting in an absence from work or being unable to undertake normal duties for >1 but <5 days
Insignificant	Injury resulting in no absence from work or being unabel to undertake normal duties for <1 day

Once the matrix has been used to determine the tisk rating it is then possible to use the following table to establish the appropriate actions required:

Risk Rating	Descriptor	Acceptable?	Actions
16-25	Prohibited	Unacceptable	Work should not be started or continued until the risk has been reduced. Additional risk control measures required
12-15	High	Likely to be unacceptable	Often high risks can be reduced by improving controls. High risks may be acceptable in situations where consequences are potentially high but the likelihood of incidence has been reduced significantly
6-10	Medium	Could be acceptable	Medium level risks are likely to be acceptable, if suitable controls are in place
1-5	Low	Likely to be acceptable	Low risks are acceptable unless there are low cost solutions which removes the risk and improves th working environment

Types of risk assessments

Although all identified risks will be assessed – the principles of assessment will remain the same for all risks though may differ in application. There are three recognised methods of assessment:



A generic risk assessment for the premises/schools building is as follows:

Classroom Risk Assessment					Class/Area: Room 1 Urdu								
Risk From					Risk Control Form								
Work Activity	People Affected	Assessment of Risk			Risk Controlled?	Are Risk controls required?		Existing Controls	Residual Risk			Description of monitoring required	
		Likelihood	Consequence	Risk Level		Yes	No		Probable Likelihood	Potential Consequence	New Risk Level	By Who?	When?
Slips & Trips]	Staff, Students, Visitors and volunteers falling over	3	4	12	Pupils are instructed to keep chairs tucked away when not sitting on them	✓		Trailing wires for permanent equipment (e.g. computers) are taped down and covered and monitored if they become loose.	2	2	4	Caretaker/ Class teacher	When necessary
					Coats are in lockers or pegged up in corridors. Bags are tucked under tables out of the way. Students are encouraged to store excessive items in their assigned lockers.	✓		Trailing wires from temporary equipment (e.g. projector) tucked away securely after use – sound system for listening exams etc.					
					Gangways are kept clear of objects where possible. However this is a small room with restricted space – so has to manage as best as it can.	✓							
Falls from height	Staff, students and volunteers falling as they create classroom displays	2	2	4	No high windows.	✓		Step ladders with an 'elephant foot' to be provided for making displays. Available on request. The caretaker can also be asked to help for particular displays.	1	2	2	Class teacher	When necessary
					Chairs and desks aren't used while making displays	✓							
					Staff have received training on safely working at height								

The above *assessment* aspect of the form is used alongside the Risk Matrix guidance to state and calculate the risk proposed by something. The *control* element of the form follows each

assessment and states how the risk is to be tackled/reduced/eliminated. A job list is then forwarded to the caretaker and/or school bursar where a decision is made on if the issue can be solved in house or contractors need to be called in.

Training:

A general H&S refresher inset will be given to staff each year which will cover the following:

Pupil related medical/emergency Issues:

1. BURNS & SCALDS
2. NOSE BLEEDS
3. CHOKING
4. SPRAINS AND STRAINS
5. FALLS
6. HEADACHES
7. VOMITING/NAUSEA
8. FOREIGN BODY IN EYE
9. ELECTRIC SHOCK
10. POISONING
11. SEVERE BLEEDING
12. ANAPHYLACTIC SHOCK
13. ASTHMA
14. MEDICINES IN SCHOOL
15. ACCIDENT BOOK – how to record incidents

Pupils with specific medical needs i.e. broken leg etc. will have a risk assessment carried out on them to ensure the school/staff can accommodate them as best as reasonably possible (example given below):

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Activity:			Additional Information:			
Pupil at Risk:						
Risk Assessment						
Hazard Identified	Risks	Rating before C/M	Existing Control Measures	Rating post C/M	Additional Action Required	Priority

In certain cases where a pupil is considered disabled separate PEEP (Personal Emergency Evacuation From) will be completed and circulated to staff. This is specifically to ensure that if evacuation becomes necessary the pupil in question will have assigned assistance throughout the process.

In regards to staff, if a prolonged absence from work has ensued, a Return to Work interview will be held by either the Head Teacher or a member of the SLT and efforts to ensure they are accommodated where reasonably possible.

Training will be provided to the H&S Officer or other persons nominated to carry out certain risk assessments by the employer. The H&S Officer will initially be trained by the H&S Officer at the Manchester Islamic Grammar School for Girls. These will include:

- Rationale behind the risk assessment
- Application of suitable and sufficient control measures to mitigate risks
- Communication of risk assessments
- Record keeping and incident management

Training in regards to Fire will be carried on either a two/three yearly cycle by an external approved company.

The H&S Officer will as a rule, keep all risk assessments in files which will be made available to staff as and when required. However, where necessary departments will be provided with a specific risk assessments that they will need to be aware of and implement. Staff are also asked to do a "Class Audit" by-annually which will also be used in conjunction to risk assessments. The SLT and Head Teacher will be made aware of all risk assessments carried out and their control measures. Risk assessments should be kept for a period of three years from the date they are superseded. NB: Claims can be made after three years of departure from the Trust, in view of substances (i.e. Asbestos) they can be kept for 40 years to allow exposure to be traced.

The Head Teacher/SLT will monitor the effectiveness of all control measures implemented ensuring procedures are followed correctly/suitably, maintained and updated regularly.

This policy will be reviewed annually. However, this can be done earlier if a change in the law or changes to a risk assessment.

Risk Control

The assessor will need to identify what precautions have already been put in place to protect staff, students and visitors against the identified risks. The Health and Safety at Work Act 1974 requires employers to do whatever is reasonably practicable to keep the workplace safe and healthy. The objective is to achieve continuous reduction in the level of risk by improving existing precautionary measures.

All staff have a duty:

- To co-operate with safety representatives in the fulfilment of the objectives of the school's H&S policies and their responsibilities under the Health and Safety at Work Act
- To comply with safety rules and procedures laid down in their area of activity
- To take reasonable care to avoid injury to themselves and others by act or omission whilst at work
- To use such protective clothing or equipment as may be provided
- To report all dangerous occurrences promptly

Suitable and sufficient risk control measures will be identified and implemented to ensure that all risks are appropriately controlled and meet legal requirements as a minimum. All risk control measures will follow the hierarchy of risk control stated in this procedure. Risk control measures are methods used which reduce/control risks arising from the hazard. Control measures must take into account any relevant legal requirements which establish the minimum levels of risk control. Where additional control measures are required to reduce the risk, they should be considered according to the order in the following hierarchy of risk control which, as well as being in order of effectiveness to control risks, is also in order of the minimum amount of managerial effort required to maintain them

Hierarchy of risk control

Eliminate the risk	Avoid the risk altogether by removing the hazard or no longer undertaking the activity
Substitute the risk	Reduce the risk by replacing the hazard or activity with one which entails a lower risk
Control the risk (physical)	Control the risk by physical isolation or separation of people from the hazard
Control the risk (procedural)	Control the risk by procedural methods which are understood and effectively implemented; safe systems of work, information, training, instruction, supervision etc.
Protect the individual	Protect the individual by the provision of personal protective equipment

When considering additional control measures it should be ensured that they will not introduce any new hazards. When the control measures have been identified and agreed they must be prioritized, placed into an action plan and implemented. The action plan need to be clear about exactly what needs to be done, when and by whom with SMART objectives (Specific, Measurable, Achievable, Realistic and Timed). Where full implementation of the control measures identified cannot be achieved rapidly adequate steps may need to be taken in the interim to minimize the risk. The implementation of the action plan must be monitored and subsequently reviewed to ensure that the remedial actions identified have been, and continue to be, adequate, appropriate and implemented

Hazards without control measures

Where hazards have been identified and risks assessed by no control measures have been established, the following questions need to be addressed:

- Can the hazard be eliminated altogether?
- If not, what control measures can be put in place to reduce the risk to a minimum?
- Can the hazard be controlled at source?
- Can the work be adapted to suit the physical capabilities of the students?
- Can the use of technology reduce the risk?
- Can steps be taken to protect the whole place from the hazard?
- If all else fails, can personal protective equipment reduce the risk to individuals?

Communication

Relevant information identified in the risk assessment regarding the hazards, their associated risks to health and safety and the appropriate risk control measures must be effectively communicated, and be readily accessible to, employees and others as appropriate.

Where significant risks are identified, the risk assessment must be recorded on the school risk assessment form and be readily accessible to the employees undertaking the activities and others (e.g. contractors) as appropriate.

Managers need to ensure that the findings of the risk assessments and the precautions to be taken are effectively communicated to, understood and implemented by those persons covered in the assessment

Record Keeping (Please see Risk Assessment file)

Risk assessments and associated documents must be kept for a minimum period of 4 years from the date which they are superseded as they may be required in the event of a litigation claim for compensation (note that claims for compensation can, generally, be made up to 3 years from the date of the incident occurring). It should be noted that risk assessments which relate to the use of substances may need to be kept for 40 years, in order to trace exposure to substances which are known to have ill effects e.g. asbestos

Monitoring and review

The risk assessment and control process is not a one-off activity but part of the process for continuous improvement and should be reviewed and revised as appropriate.

Risk assessments must be reviewed

- If there has been a significant change in the matters to which it relates
- If there is a reason to suspect that it is no longer valid
- At least annually

Further reading

As mentioned in the introduction there are a number of supplementary regulations which include a specific requirement for risk assessment. Separate policies have been developed for the following regulations, which are available on the HSE website:

- Control of Substances Hazardous to Health regulations 2002 (COSHH)
- Display Screen Equipment Regulations 1992
- Electricity at Work Regulations 1989 (Testing and Inspection of Portable Electrical Equipment) (PAT testing)
- First Aid at Work Regulations 1981
- Fire Safety Reform Order 2005
- Control of Asbestos Regulations 2006

A separate health and safety policy has not been produced for every set of regulations which requires a risk assessment to be in place. In most instances the requirements of specific legislation can be incorporated into one risk assessment document. However, it may be necessary to consult specific approved codes of practice in some cases

Summary

- Evaluate risks and control measures – check that existing control measures are adequate to control the risks. If not new control measures must be introduced.
- Ensure all findings are recorded. The identification of hazards and people at risk, the assessment of that risk and the introduction of control measures must all be properly documented.
- Review assessments – assessment must be reviewed annually and whenever there is a significant change in the working environment.

Following new legislation a Fire Risk Assessment has to be kept separately.

Appendix 1: Hazard checklist

1. Adverse weather
2. Asbestos
3. Biological agents e.g. microbiology
4. Chemical use
5. DSE equipment
6. Electrical equipment
7. Fire/Emergency
8. Lack of Training
9. Lack of Welfare Facilities
10. Ladders/Steps
11. Lone working
12. Low lighting
13. Manual Handling
14. Noise/Vibration
15. Poor posture
16. Poor signing
17. Slippery surface
18. Trailing cables/leads
19. Uneven ground or floor surface
20. Vacuum equipment
21. Violence
22. Working at height
23. Working with public/others
24. Public Rights of Way (lighting/exterior railings)
25. Safeguarding (Separate Policy)
26. Recruitment (DBS checks – this is part of the Safeguarding Policy)

Appendix 2: Regulations requiring risk assessment

Work Activity Regulation and Guidance

Work in confined spaces: e.g. under floors, in roof spaces

Confined spaces regulations 1997

<http://www.hse.gov.uk/pubns/indg258.pdf>

Work at height: e.g. work from ladders, on roofs, on mezzanine storage areas

Work at height regulations 2005

<http://www.hse.gov.uk/pubns/indg401.pdf>

Work with Noisy and/or vibratory equipment: e.g. performances and events use of vibrating tools and equipment L108 Controlling noise at work

<http://www.hse.gov.uk/pubns/books/108.htm>

Control of vibration at work regulations 2005

<http://www.hse.gov.uk/pubns/books/140.htm>

<http://www.hse.gov.uk/pubns/books/141.htm>

Work with work equipment: e.g. higher risk equipment such as woodworking equipment, workshop equipment, scientific equipment L22 provision and use of work equipment regulations 1998

<http://www.hse.gov.uk/pubns/books/122.htm>

Work which involved the use of Personal Protective Equipment: e.g. respiratory protection, fall arrest equipment L25 Personal protective equipment at work
<http://www.hse.gov.uk/pubns/books/125.htm>

Manual Handling: refer to specific regulations if manual handling activities involve unusual loads (heavy or difficult activities) or where they are very frequently undertaken L23 Manual Handling operations Regulations 1992
<http://www.hse.gov.uk/pubns/books/123.htm>

Date	September 2023
Reviewed by	Mrs Majid
Next Review Date of this Policy	Autumn Term 2024