



THE BEACON

Risk Assessment Policy and Guidance

Review cycle:	Every year
Review by:	SMT, G(H&S), G(Board)
Last Governor Approval	Spring 2025
Next Governor Approval	Spring 2026
Current Version:	16

Policies Linked to:

- Health & Safety Policy

This document also appears on:

- School Website
- Staff Intranet

THIS POLICY ALSO APPLIES TO EARLY YEARS

Scope

1. [Legal framework](#)
2. [Definitions](#)
3. [Roles and responsibilities](#)
4. [Health and safety](#)
5. [Safeguarding](#)
6. [School security and emergency preparation](#)
7. [Assessing pupils' welfare](#)
8. [Areas of risk](#)
9. [Risk ratings](#)
10. [Principles of effective risk management and assessment](#)
11. [Step 1 – identify the hazards](#)
12. [Step 2 – decide who might be harmed and how](#)
13. [Step 3 - evaluate the risks](#)
14. [Step 4 – record the findings](#)
15. [Step 5 – review](#)
16. [Training](#)
17. [Monitoring and review](#)

Appendices

- a) [Appendix A- Identifying risks in the school](#)
- b) [Appendix B – Sample Risk Assessment – Classroom safety](#)
- c)

Scope

The Beacon School is committed to the provision of a healthy and safe working that inspires and supports academic achievement. The School is a compact site with multiple buildings as well as remote playing fields all of which are used to provide a wide range of activities for a large number of pupils of varying ages in school time, after school and during the school holidays. This policy sets out how the Beacon School will identify and manage risks, on and off site that may affect the health and safety of members of staff, students and others that may be affected by our activities.

1. Legal framework

1.1. This policy has due regard to statutory legislation and guidance including, but not limited to, the following:

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Counter-Terrorism and Security Act 2015
- Education Act 2002
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)
- DfE (2022) 'Health and safety: responsibilities and duties for schools'
- DfE (2024) 'Keeping children safe in education'

1.2. This policy has been developed in accordance with, and will be implemented alongside, the following school policies and documents:

- Health and Safety Policy
- Child Protection and Safeguarding Policy
- Fire Safety Policy
- Educational Visits and School Trips Policy
- Fire Safety Risk Assessment
- Code of Conduct and Volunteer Policy
- Risk Assessment Review Tracker
- Records Management Policy
- Anti-Bullying Policy
- Whistleblowing Policy
- Behaviour Policy
- Relationships and Sex Education Policy

2. Definitions

For the purpose of this policy:

- 2.1. **Risk assessment** is defined as a careful examination of what, in the school, could cause harm to people, so that the school can determine whether the necessary precautions are in place or whether more should be done to prevent harm.
- 2.2. **Hazard** is defined as anything that may cause harm, such as chemicals, electricity, working from ladders, an open drawer, etc.
- 2.3. **Risk** is defined as the chance, low to high, that someone could be harmed by a hazard, together with an indication of how serious the harm could be.
- 2.4. **Dynamic risk assessment** is defined as an assessment that takes into account unexpected or short, temporary changes that require immediate amendments to be made to control measures.
- 2.5. **Generic risk assessment** is defined as an individual assessment covering the common, significant hazards that staff and others face on a daily basis, such as low-risk activities or repeated activities that can be documented in another way.
- 2.6. **Suitable and sufficient risk** is defined as an assessment that is proportionate to the risk and ensures that all relevant hazards are addressed, complies with statutory requirements, ensures all groups who are affected are considered, takes account of existing control measures and identifies further measures as necessary.

3. Roles and responsibilities

3.1. The governing board is responsible for:

- The overall responsibility of risk management at the school.
- Overseeing the management of risk and health and safety by the Health and Safety Committee.
- Delegating strategic decisions for operational management of risk and health and safety to the Director of Finance and Operations.
- Recording and reporting incidents involving:
 - Injuries and ill health of employees.
 - Injuries involving pupils and other people not employed by the school.
 - Dangerous occurrences.

3.2. The Headteacher is responsible for:

- Appointing a competent health and safety lead to ensure the school meets its health and safety duties.
- Ensuring potential hazards are identified and risk assessments are carried out as appropriate.
- Ensuring day-to-day risks are managed effectively, including health and safety matters.
- Ensuring that any individual tasked to carry out a risk assessment is suitably trained to do so.
- Allocating resources in response to risk assessments and determining a course of action, if it has been identified that a risk cannot be suitably controlled so far as is reasonably practicable.
- Implementing frameworks for decision-making and corporate strategies which consider risk assessment principles.
- Implementing appropriate mechanisms to communicate safe systems of work identified as part of the risk assessment process.
- Communicating elements of risk and health and safety management to the compliance committee of the governing board.
- Developing a Health and Safety Policy, that should be subject to reviews based on thorough risk assessment to reflect on and reduce occurrences of newly established risks.
- Recording any significant findings from risk assessments.

3.3. The health and safety lead is responsible for:

- Developing and implementing an effective approach to risk management in the school.
- Reporting to the Director of Finance and Operations and governing board, as required.

3.4. Staff members are responsible for:

- Taking reasonable care of their own safety, as well as that of pupils, visitors and other staff members.
- Being aware of any established risks and understanding the measures the school has put in place to manage these.
- Undertaking their work in accordance with training and instructions.
- Cooperating with the school on health and safety matters.
- Carrying out assigned risk assessments effectively, ensuring all risks are identified as well as suitable control measures.
- Reporting any risks or defects to the Director of Finance and Operations in order to create new, or update, risk assessments.

- Participating in risk management training delivered by the school.

4. Health and safety

- 4.1. In accordance with the school's Health and Safety Policy and requirements under The Management of Health and Safety at Work Regulations 1999, the school will assess the risks to the health and safety of staff, pupils and others affected by the school's activities.
- 4.2. The school will ensure that a common-sense and proportionate approach is applied to risk assessment management – the school understands that a separate written risk assessment is not required for every activity.
- 4.3. The Director of Finance and Operations will be responsible for ensuring potential hazards are identified and risk assessments are completed for all areas of risk in the school.
- 4.4. Risk assessments of high-risk areas, e.g. laboratories, will be conducted termly.
- 4.5. Risk assessments will be conducted annually for all other areas of the school.
- 4.6. The Director of Finance and Operations will ensure that any individual assigned to carry out a risk assessment understands the risks and is familiar with the planned activity that is undergoing an assessment.
- 4.7. The Educational Visits Co-ordinator will ensure risk assessments for educational visits are completed by staff leading the visit in question.
- 4.8. Where an activity of higher risk takes place more than once, but infrequently, e.g. annually, a review of an existing risk assessment will take place, rather than a newly written risk assessment.
- 4.9. Where a new activity is taking place that requires a specific risk assessment, a new specific risk assessment of significant risks will be conducted prior to the activity taking place.
- 4.10. Where an activity is a regular part of school operations, e.g. pupils regularly undertaking school swimming lessons off the school site, the school will not conduct separate risk assessments for each visit – termly checks will be conducted to ensure the precautions implemented remain suitable and any changes will be made as necessary.
- 4.11. All of the school's risk assessments will be updated in line with section 15 ('Step 5 – review') of this policy.

4.12. Risk assessments will identify all defects and potential risks along with necessary solutions or control measures.

4.13. The school has developed and will maintain a number of different risk assessments, which include the following:

NB. The below are also covered in the school's Health and Safety Policy.

- Training of staff in health and safety, including risk assessment
- Consultation arrangements with employees
- Recording and reporting accidents to staff, pupils and visitors – including those reportable under RIDDOR
- Procedures for off-site visits, including residential visits and any school-led adventure activities
- Responding to health and safety emergencies, including procedures and contacts
- First aid and supporting those with medical needs
- Occupational health services and managing work-related stress
- Workplace safety for teachers, pupils and visitors
- School security
- Violence to staff
- Manual handling
- Slips and trips
- On-site vehicle movements
- Management of asbestos
- COSHH
- Working at height
- Selecting and managing contractors
- Maintaining plant and equipment, such as electrical equipment, local exhaust ventilation, pressure systems, gas appliances, lifting equipment and glazing safety
- Fire safety, including test of alarms and evacuation procedures

5. Safeguarding

5.1. In accordance with 'Keeping children safe in education' (KCSIE), the school recognises its specific safeguarding duties with regards to risk assessments.

5.2. The Designated Safeguarding Lead will undertake a risk assessment when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. The following will be considered:

- The nature of the volunteer's work with pupils

- What the school knows about the volunteer, including formal or informal information provided by staff, parents and other volunteers
 - Whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability
 - Whether the role is eligible for an enhanced DBS check
- 5.3. All details of the risk assessment conducted in line with the above point will be recorded.
- 5.4. Where there is a possible suspension of a staff member, the school will conduct a risk assessment to determine their decision.
- 5.5. Where there has been a report of sexual violence, the DSL will undertake an immediate risk assessment. If there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis by the DSL.
- 5.6. In line with the above point, risk assessments pertaining to sexual violence and sexual harassment will address the following:
- The victim – particularly their protection and support
 - The alleged perpetrator
 - All other pupils (and adult students or staff if appropriate) at the school, especially any actions required to protect them
- 5.7. The risk assessment conducted under the above provisions will be recorded and kept under review by the DSL.
- 5.8. Any risk assessments conducted by other professional authorities, e.g. social services, following an incident in line with 5.5 will be used by the DSL to inform the school's risk assessment. The school's risk assessment will not act as a replacement to risk assessments conducted by other professional authorities.
- 5.9. Where a pupil is convicted or receives a caution for a sexual offence, the DSL will update the relevant risk assessment to ensure relevant protections are in place for all pupils at the school and consider any suitable action in light of the school's Behaviour Policy.
- 5.10. The DSL will engage with children's social care services and specialist services as required. In cases of reports of sexual violence, it is likely that professional risk assessments by social workers or sexual violence specialists will be required. Any such assessments will be used to inform the school's approach to supporting and protecting pupils and updating risk assessments.

- 5.11. The school will not wait for the outcome of investigations by children's social care services or the police before taking steps to protect the victim, alleged perpetrator and other pupils, as outlined within risk assessments.
- 5.12. As required by section 26 of the Counter-Terrorism and Security Act 2015, the school will conduct a risk assessment to determine the appropriateness of any filters and monitoring systems needed to address the risk of pupils being drawn into terrorism.
- 5.13. When conducting pre-appointment checks on staff who have lived or worked outside the UK, the school will consider conducting a risk assessment to inform the decision-making process, where necessary, e.g. where the school cannot obtain all suitable evidence as is detailed in the school's Child Protection and Safeguarding Policy.

6. School security and emergency preparation

- 6.1. The school will maintain up-to-date plans that detail how the school will manage and respond to risks related to school security.
- 6.2. The school will also maintain up-to-date procedures for controlling access and barring individuals from the premises.
- 6.3. The school will consider emergency procedures including:
 - Serious injury to a pupil or staff member, e.g. a transport accident.
 - Significant damage to school property, e.g. a fire.
 - Criminal activity, e.g. a bomb threat.
 - Severe weather, e.g. flooding.
 - Public health incidents, e.g. a flu pandemic.
 - The effects of a disaster in the local community.

7. Assessing pupils' welfare

- 7.1. Where any of the following criteria are met, the school will conduct a risk assessment regarding pupils' welfare by following steps 1-5 identified in 10.2:
 - A pupil with a clinical tendency towards behavioural, social and emotional difficulties, e.g. a pupil with an autistic spectrum disorder
 - A pupil with a historical tendency towards behavioural, social or emotional difficulties
 - A pupil either returning to the school after a fixed-term exclusion or joining from another school after a permanent exclusion

- A pupil with either a clinical tendency or historical tendency towards behavioural, social or emotional difficulties who is participating in any off-site educational visits

7.2. All risk assessments regarding pupils' welfare will take into account previous behaviour, and outline specific measures, including both punitive sanctions and pastoral support, to ensure the risk of behaviour being repeated is minimised and managed.

7.3. Care will be taken to ensure that pupils with SEND are not excluded from school activities as a result of behavioural difficulties, unless it is sufficiently severe as to directly interfere with the education of other pupils.

7.4. Any assessment of risks to pupils' welfare will be drawn up in conjunction with the school's behaviour lead and the SENCO as necessary.

7.5. The school will refer to Appendix C when making risk assessment decisions about pupils' welfare or pastoral needs.

8. Areas of risk

8.1. The school identifies key areas of school management that present risks to the school community – these include, but are not limited to, the following:

- Safeguarding
- Pupil welfare
- Health and safety
- Security
- Fire safety
- Critical incidents
- School trips
- Lessons and activities
- Pupils with onerous demands
- Staff recruitment

8.2. Specific risk assessments by industry professionals with relevant professional qualifications and knowledge are also conducted under the following categories:

- Asbestos
- Legionella
- Gas safety
- Electrical safety
- Fire safety
-

9. Risk ratings

9.1. The school adopts the following risk ratings to determine the impact and severity of different hazards:

Likelihood	Impact			
	1 – Minor	2 – Moderate	3 – Major	4 – Catastrophic
1 – Rare	2	3	4	5
2 – Unlikely	3	4	5	6
3 – Possible	4	5	6	7
4 – Likely	5	6	7	8

9.2. In line with the above point, the school has identified the following risk actions depending on the determined risk rating:

Degree of risk	Risk treatment
Low	<ul style="list-style-type: none"> • Acceptable level of risk. • Risks should be monitored and reassessed at appropriate intervals. • No further action or additional controls should be necessary.
Moderate	<ul style="list-style-type: none"> • Unacceptable level of risk. • Efforts should be made to reduce risk. • Establish more precisely the likelihood of harm as a basis for determining the need for improved control measures. • Resources may need to be allocated to reduce the risk. • Where the risk involves work in progress, immediate action should be taken.
High	<ul style="list-style-type: none"> • Unacceptable level of risk. • Immediate action must be taken to manage the risk. • Control measures must be put into place which significantly reduce the impact of the event or the likelihood of it occurring. • A significant number of control measures are required. • Resources will need to be allocated to reduce the risk.

9.3. When completing risk assessments, staff members will grade impact and likelihood using the above scale systems and respond appropriately in line with the above rating.

10. Principles of effective risk management and assessment

10.1. The school follows the following key principles of risk prevention:

- If possible, avoid a risk altogether
- Avoid introducing new hazards
- Evaluate unavoidable risks via a risk assessment
- Combat risks at the source
- Consult with those affected to adapt work to the requirements of the individual(s)
- Take advantage of technological and technical progress where appropriate
- Implement risk prevention measures within policies
- Give priority to protection measures that safeguard the whole school
- Ensure that staff and pupils understand what they must do to minimise risk
- Develop a positive approach to health and safety within school

10.2. The school identifies a five-stage process to undertaking a risk assessment:

- Identify the hazards
- Decide who might be harmed and how
- Evaluate the risks
- Record the findings
- Review

10.3. Hazards that are already covered under other risk assessment will be ticked as 'checked' in the general risk assessment. There will then be no need to conduct a separate risk assessment unless the risk changes.

11. Step 1 – identify the hazards

11.1. When identifying hazards, staff members will:

- Walk around the area and assess what could reasonably be expected to cause harm – this could include anything related to the school premises or the delivery of its curriculum, whether on- or off-site.
- Consider potential risks from the perspective of other staff, visitors and pupils, including consulting these groups where necessary.
- Give priority focus to significant hazards that could result in serious harm or affect several people.

11.2. To identify hazards, staff members will have regard to the following:

The environment, e.g. poor lighting or low/high temperature

Slipping and tripping hazards, e.g. poorly maintained floors or stairs
Fire, e.g. from flammable materials
Chemicals and how they are used, and in what quantities, e.g. cleaning chemicals
Moving parts of machinery, e.g. within faculty workshops
On-site vehicle movements
Asbestos on school premises
Selection and management of contractors
Work at height, e.g. scaffolding around buildings
Ejection of materials, e.g. workshops and experiments
Pressure systems, e.g. within laboratories
Electricity, e.g. poor wiring, portable appliances, electrical experiments
Dust, e.g. metal grinding and cement
Fumes, e.g. welding and chemicals
Manual handling
Noise
Building design and maintenance
Biological hazards, e.g. gardening or contact with bodily fluids
Management of work-related stress
Behaviour management, e.g. kicking, hitting, verbal abuse, running away, vandalism, bullying or stealing
Prior exclusion
Inappropriate sexual behaviour (refer to [Appendix A](#) and [Appendix B](#))

12. Step 2 – decide who might be harmed and how

12.1. In addition to staff, those conducting a risk assessment will also consider individuals and groups who may not be in the workplace consistently.

12.2. Staff will have regard to the following groups of people:

- Staff members
- Operators
- Maintenance personnel
- Cleaners
- Contractors
- Parents
- Pupils
- Visitors

12.3. Staff will also have due regard to the following vulnerable groups:

- Staff and pupils with disabilities
- Staff and pupils with SEND
- Inexperienced staff
- Lone workers

- Pregnant workers
- Staff and pupils with mental health needs
- Pupils with safeguarding needs
- Other groups which could be particularly at risk depending on the nature of the hazard

13. Step 3 – evaluate the risks

- 13.1. Staff will evaluate the risks arising from the hazards and decide whether existing precautions are adequate, or more should be done in line with [section 9](#) of this policy.
- 13.2. For each significant hazard, staff will decide whether the residual risk is high, moderate or low.
- 13.3. Staff will consider whether industry standards are in place and whether all has been done that is reasonably practicable to keep the workplace safe.
- 13.4. Staff will ensure that managing additional hazards does not interfere with other control measures, such as fire safety.
- 13.5. Staff will ensure that the following are in place:
 - Adequate information, instruction or training
 - Adequate systems or procedures
- 13.6. When implementing control measures, staff will have due regard to whether the precautions:
 - Meet the standards set by a legal requirement.
 - Comply with the recognised industry standard.
 - Represent good practice.
 - Change existing precautions in place.
- 13.7. To reduce risks as far as reasonably practicable, staff will aim to eradicate the hazard completely, or control the risk significantly to ensure that harm can be deemed unlikely, or the likelihood of harm occurring is sufficiently minimised.

14. Step 4 – record the findings

- 14.1. Staff will ensure that significant hazards are recorded, as well as the control measures in place to mitigate those hazards, and the expected outcomes following the implementation of the control measures.
- 14.2. Up-to-date copies of risk assessments will be stored in the Health and Safety folder on Sharepoint.

- 14.3. Where a risk assessment includes personal details about an individual, e.g. personal health information, the school will ensure that the risk assessment maintains that individual's confidentiality, and will therefore only share the details of the assessment where necessary.
- 14.4. Staff will not be required to show how the assessment was carried out, provided that:
- A proper check was made.
 - The assessment details who might be affected.
 - All the obvious, significant hazards are considered, taking into account the number of people who could be involved.
 - The precautions are reasonable and the remaining risks are low.
- 14.5. All findings will be reported to the Director of Finance and Operations
- 14.6. Where the impact or likelihood of major risks cannot be minimised, the Director of Finance and Operations will decide whether the activity will still take place.

15. Step 5 – review

- 15.1. Any concerns from staff regarding the control measures implemented following a risk assessment will be discussed with line managers and trade union representatives in the first instance, in order to try and reach a collaborative solution. Concerns will be taken to HSE if further escalation is needed.
- 15.2. Risk assessments will be reviewed in line with the school's Risk Assessment Review Tracker.
- 15.3. The school implements the following requirements for when risk assessments will be reviewed:
- When there are changes to an activity
 - After a near-miss or accident
 - When there are changes to the type of people involved in the activity
 - When there are changes to good practice
 - When there are changes to related legislation
 - Annually, if for no other reason
- 15.4. Reviews of risk assessments will be dynamic, as necessary.
- 15.5. A new risk assessment will not be conducted unless there are significant changes relevant to the activity in question, such as more than one of the criteria outlined in 14.3.

- 15.6. Risk assessments developed for high-risk activities will be reviewed on a termly basis by the individual who created the risk assessment and the Director of Finance and Operations.
- 15.7. All reviews will be recorded on the Risk Assessment Review Tracker. Changes will be communicated to all relevant stakeholders immediately.
- 15.8. Risk assessments will be stored for the duration of the risk assessment, plus three years, in line with the school's Records Management Policy.
- 15.9. Staff members will use the [Risk Assessment Review Template](#) in the appendices of this policy.
- 15.10.

16. Training

- 16.1. Staff members with a responsibility for creating and completing risk assessments will receive in-depth training on risk management on an annual basis, in addition to the basic risk management training offered.
- 16.2. All new staff members will receive training on risk management and will be required to familiarise themselves with this policy as part of their induction training.
- 16.3. Staff whose work involves a greater element of risk will have extra or specific training, including:
 - Using industrial machinery.
 - Managing asbestos.
 - Having responsibility for the storage of, and accountability for, potentially hazardous materials in their buildings.

Commented [JS1]: I don't think we do this annually – I would suggest every 2 years

17. Monitoring and review

- 17.1. This policy will be reviewed on an annual basis by the Director of Finance and Operations.
- 17.2. The next scheduled review date for this policy is date.
- 17.3. Any changes made to this policy will be communicated to all relevant stakeholders.

Appendix A: Identifying risks in the school

Identified as a risk?	Yes	No
Toilets		
Is the location of the toilets a concern?		
Are they shared by more than one class?		
Are they unisex?		
When visiting the toilet, are pupils out-of-sight of school staff?		
Is it possible to manage use of the toilets better?		
Are staff allocated to monitor the toilets in an unobtrusive manner?		
Classrooms		
Can pupils and staff be seen at all times?		
Are there any unnecessary blind spots?		
Are there areas where pupils can be observed but continue to remain creative?		
Are you able to be flexible regarding the seating plan and layout of the classroom?		
Are there procedures in place for pupils and staff leaving the classroom?		
Have pupils been taught about personal safety?		
Hallways and walkways		
Are pupils supervised or able to be seen at all times (e.g. through windows)?		
Are there any cupboards or empty rooms which could be accessible to pupils?		
Outside areas		
Are pupils supervised or able to be seen at all times (e.g. through windows) from all areas of the outside area/playground?		
Do certain areas need to be designated as 'out of bounds' either for the time being or permanently?		
Are staffing levels adequate?		
Do staff engage pupils in structured play, rather than leaving them open to inappropriate play?		
Changing for PE and swimming (onsite and off)		
Does the PE changing area pose risks?		
Does the swimming changing area pose risks?		
Are staff able to supervise changing appropriately and according to the needs and age of the pupils concerned?		
Pupils		

Have all pupils been taught personal safety?		
Are all pupils aware of who to talk to if they have concerns?		
Do all pupils feel that they are listened to and are confident that appropriate action will be taken if necessary?		
Have pupils been taught about e-safety?		
If there have been safeguarding concerns, including notification of domestic violence, have pupils been appropriately supported within school?		
Staff		
Are all staff aware of who the DSL is?		
Are all staff aware of who to go to if the DSL is not available?		
Are all staff aware of the need to record concerns and pass them on to the DSL?		
Are all staff (including volunteers and governors) familiar with the contents of the Child Protection and Safeguarding Policy?		
Have all staff, teaching and non-teaching, received safeguarding training in the last year?		
Have staff received training in safer working practice and the protective ethos?		
Are all staff aware of, and feel confident in using, the Whistleblowing Policy?		
Have all staff signed to say that they have read and understood part one of Keeping Children Safe in Education?		
Is there an Anti-bullying Policy that effectively deals with bullying?		
Are school computers monitored to ensure that pupils and staff are following the school's E-Safety Policy?		

Appendix B









Example risk assessment – CLASSROOM SAFETY

Risk assessment - topic/area covered	
Location(s):	All classrooms
Department/staff:	
Tasks/activities:	
Other information:	

Risk assessment sign off					
Prepared by:	Jim Sanderson	Signature:		Date:	
Reviewed by:	James Skea	Signature:		Date:	
Date for review:					

Information Sharing Process	
Once the Risk Assessment is approved it will be shared with the following members of staff who will have the responsibility of ensuring that their teams are aware of the Risk Assessment.	
Role	Name

Risk matrix								
Risk rating guidance	Likelihood (L)	5	5	10	15	20	25	Likelihood (L) x Severity (S) = Risk rating (RR).
		4	4	8	12	16	20	
		3	3	6	9	12	15	
		2	2	4	6	8	10	
		1	1	2	3	4	5	
				1	2	3	4	
		Severity (S)						
	Consequence of hazardous event should it occur			Likelihood that the hazardous event will occur				
1	Insignificant – no injury			Very Unlikely				
2	Minor – minor injury requiring first aid			Unlikely				
3	Moderate – up to 3 days absence			Fairly Unlikely				
4	Moderate – more than 7 days absence			Likely				
5	Catastrophic – Death or life changing injury			Very Likely				
Acceptability of risk guidance	High risk: 15-25			High-risk activities should cease immediately. Further effective control measures to mitigate risks must be introduced.				
	Medium risk: 8-12			Medium risks should only be tolerated for the short term and only whilst further control measures to mitigate the risks are being planned and introduced.				
	Low risk: 1-6			Low risks are largely acceptable. Where it is reasonable to do so, efforts should be made to reduce risks further.				
Guidance. When completing a risk assessment, you should:	<ol style="list-style-type: none"> 1. Identify the persons at risk and the significant hazards. 2. Calculate an initial RR for the activity. 3. Identify risk control measures that reduce the risks to an acceptable level. 4. Calculate a revised RR - you should consider how much safer the task will be if the control measures are followed. Here, you should consider changing both the likelihood (L) and the severity (S) ratings. 							
Note. Ideally, you should look to reduce the risks so that the task can be classified as “low risk”.								

Personal protective equipment (PPE) assessment. In many instances, you will be able to reduce risks further by asking staff/others to wear/use PPE. You should identify which items are required for the task here:								
Type of PPE:								
	Head	Foot	Eye	Hand	Hearing	High-visibility vest	RPE	Fall arrest
	N	N	N	N	N	N	N	N

Risk assessment									
Activity	Persons at risk	Significant hazards	Initial			Risk control measures	Residual		
			L	S	RR		L	S	RR
Movement around the classroom	Staff, pupils, others	Slips, trips and falls; blocked escape routes	3	4	12	<ul style="list-style-type: none"> Staff responsible for reporting any hazards which will be dealt with immediately. Cables and trip hazards inspected annually during Fire Risk Assessment. Flooring to be in good condition. Gangways between desks etc. to be kept clear. All spillages to be cleaned up as soon as is reasonably practicable. 	2	3	6
Electrical appliances	Staff, pupils, others	Electrical shocks, burns and possibly death	3	5	15	<ul style="list-style-type: none"> Staff to spot and report any defective plugs, discoloured sockets or damaged cables/equipment. All equipment to be subject to regular electrical safety checks. These will include portable appliance tests (PAT) and visual inspections. Test frequency to reflect current HSE guidance. 	1	5	5
Fire	Staff, pupils, others	Trapped staff, pupils and visitors may suffer from smoke inhalation, burns and possibly death	3	5	15	<ul style="list-style-type: none"> Action in the event of fire to be communicated to all staff. Fire drills to be carried out termly. Fire extinguishers provided and tested annually Fire alarms, smoke detectors, heat detectors and emergency lighting checked annually. Fire exits to be kept clear of obstructions. Rubbish removed daily. 	1	5	5
Personal safety	Staff, pupils, others	Inappropriate behaviour in the classroom	2	4	8	Vision panels fitted to all classrooms and offices that children visit.	1	4	4
Furniture and fittings	Staff, pupils, others	Injury related to furniture and fittings	2	4	8	<ul style="list-style-type: none"> Condition of classroom furniture checked regularly. High bookcases fixed securely to walls. No glass panels used. 	1	4	4
Lighting	Staff, pupils, others	Long term damage to eyesight or injury from light failure/falling light or glass	2	3	6	<ul style="list-style-type: none"> Lighting levels measured and have achieved correct lux levels. Diffusers fitted to all lights. 	1	3	3
Windows	Staff, pupils, others	Injury or possibly death from falling out of window	2	5	10	<ul style="list-style-type: none"> All high level windows have appropriate closers to prevent anyone falling out of windows. Low level windows have appropriate safety film coverage and most open without risk to passers by. 	1	5	5

Note. PPE must only be considered as, when other control measures, such as guarding, local exhaust extraction, preventing noise at source, eliminating the need to work at height etc. are not possible. PPE should always be considered as a last resort option. PPE should only be worn when there is reasonable justification for doing so.

