



MERCHANT
TAYLORS'
SCHOOLS

Health and Safety Codes of Practice

Safety Codes

Health and Safety Code of Practice Risk Assessment SCP 02

Relevant to:	All staff, pupils, users of and visitors to the Merchant Taylors' Schools
Responsibility for development of this Code of Practice, which forms part of the Merchant Taylors' Schools Health and Safety Policy:	Executive
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<p>Please note that the Health and Safety web pages' version of this Code of Practice is the only version that is maintained. Any printed copies should be viewed as "uncontrolled" and as such may not necessarily contain the latest updates and amendments.</p>	

**THIS CODE OF PRACTICE FORMS PART OF THE MERCHANT TAYLORS' SCHOOLS
HEALTH AND SAFETY POLICY AND REPLACES ALL PREVIOUS ISSUES**

RELEVANT DOCUMENTS

Health and Safety at Work Act 1974

Management of Health and Safety at Work Regulations 1999

Five steps to risk assessment (Health and Safety Executive)

RELATED POLICIES AND DOCUMENTS

Merchant Taylors' Schools Health and Safety Policy Statement

ISI Regulatory Requirements

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1. OBJECTIVE

The objective of this Code of Practice is to assist those who supervise or direct activities to carry out risk assessments as required by the Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Regulations 1999.

2. INTRODUCTION

A risk assessment is an important step in protecting staff, pupils, visitors and Merchant Taylors' Schools, as well as complying with the law. It will help to focus on the risks that really matter – those with the potential to cause real harm.

The law does not expect Merchant Taylors' Schools to eliminate all risks, but to protect people as far as is reasonably practicable. This Code of Practice will help to achieve this, by utilising the approach in the Health and Safety Executive's 'Five Steps to Risk Assessment'.

3. DEFINITIONS OF HAZARD AND RISK

Hazard – is anything that may cause harm. For example; chemicals, electricity, and working from ladders etc.

Risk – is the chance (high or low) that somebody could be harmed by the hazards identified, together with an indication of how serious the harm could be.

4. RISK ASSESSMENT

A risk assessment is simply a careful examination of what, in the work we undertake, could cause harm to people, so that we can evaluate whether enough precautions have been taken, or if more should be done to prevent harm. Staff, pupils and visitors have a right to be protected from harm caused by a failure to take reasonable control measures.

4.1 Responsibility for undertaking risk assessments

4.1.1. The governing board is responsible for:

- The overall responsibility of risk management at the school.
- Delegating strategic decisions for operational management of risk and health and safety to the headteacher.

4.1.2. The headteacher is responsible for:

- Ensuring potential hazards are identified and risk assessments are carried out as appropriate.
- 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 governing board.

4.1.3. Staff members are responsible for:

- Taking reasonable care of their own safety, as well as that of pupils,

- visitors and other staff members.
- 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 headteacher in order to create new, or update, risk assessments.
 - Participating in risk management training delivered by the school.

4.2 Out of hours working

It is anticipated that in the risk assessment emergency arrangements for the following may need special consideration outside normal working hours:

- Fire evacuation and personal emergency evacuation plans
- First Aid
- Lone working

4.3 Training for risk assessors

The Health and Safety Advisor will provide training to enable staff to identify the risks associated with an activity and how to implement measures to reduce the risk of harm to people or to property.

5. THE FIVE STEPS TO ASSESSING RISKS IN THE WORKPLACE

In all cases, staff or their representatives should be consulted during the risk assessment process. The Health and Safety representatives can provide valuable information too along side near miss or incident reports.

The standard generic risk assessment form, appended to this Code of Practice as a Word document should be used to record the findings of the risk assessment. There are a range of more specialised risk assessments, which may be carried out by staff other than the person supervising the activity, using the relevant risk assessment form. Further information is given in Section 6 of this Code of Practice.

The Health and Safety Executive's guidance is that five steps should be taken to assess risks. They are outlined as follows:

- a. Step 1 Identify the hazards
- b. Step 2 Decide who might be harmed and how
- c. Step 3 Evaluate the risks and decide on precautions
- d. Step 4 Record your findings and implement them
- e. Step 5 Review your assessment and update if necessary

5.1 Step 1 - Identify the hazards

First, you need to work out how people could be harmed. When you work in a place every day it is easy to overlook some hazards, so here are some ways in which you can identify the ones that matter:

- Walk around your workplace and look at what could reasonably be expected to cause harm.

- Ask employees or their representatives what they think. They may have noticed things that are not immediately obvious to you.
- Visit the HSE website (www.hse.gov.uk). HSE publishes practical guidance on where hazards occur and how to control them. There is much information here on the hazards that might affect your work.
- Contact the Health and Safety Advisor.
- Call HSE Infoline (Tel: 0300 003 1747), who will identify publications that can help you.
- Check manufacturers' instructions or data sheets for chemicals and equipment, as they can be very helpful in spelling out the hazards and putting them in their true perspective. This is dealt with in more detail in the code of practice for the Control of Substances Hazardous to Health (COSHH).
- Review your adverse near miss / incident reports and ill-health records – these often help to identify the less obvious hazards.
- Remember to think about long-term hazards to health (e.g. high levels of noise or exposure to harmful substances) as well as safety hazards.

5.2 Step 2 - Decide who might be harmed and how

For each hazard, you need to be clear about who might be harmed; it will help you identify the best way of managing the risk. That does not mean listing everyone by name, but rather identifying groups of people (e.g. 'pupils working in the laboratory').

In each case, identify how they might be harmed, i.e. what type of injury or ill health might occur. For example, 'cleaners may suffer back injury from repeated lifting of boxes'.

Remember:

- Some staff and pupils have particular requirements – e.g. new and young staff, new or expectant mothers and people with disabilities may be at particular risk. Extra thought will be needed for some hazards.
- Cleaners, visitors, contractors, maintenance workers etc. who may not be in the workplace all the time.
- Members of the public, if they could be hurt by your activities.
- If you share your workplace, you will need to think about how your work affects others present, as well as how their work affects your staff – talk to them.
- Ask your staff if they can think of anyone you may have missed.

The school has developed a number of different risk assessments to address the requirements outlined in Paragraph 16 of the ISI Commentary on the Regulatory Requirements. which includes, but is not limited to the following:

- Pupil welfare – e.g. medical needs, supervision, school trips, accidents and incidents
- Recruitment processes and procedures.
- Safeguarding and KCSIE related matters such as bullying, peer abuse promote the welfare of pupils at school etc
- Lesson activities such as Sport and Recreation, Design and Technology etc.
- Property and Premises related matters such as Fire, Legionella and Gas Safety. (Section 6 below refers).

5.2.1 Women of childbearing age

All risk assessments must include consideration towards women of childbearing age. Certain activities may have an effect on a foetus or a woman's reproductive system. Once a female member of staff is aware that she is pregnant, she must inform the line manager.

5.2.2 Young persons

Merchant Taylors' Schools must ensure that young persons it employs are protected at work from any risks to their health or safety that are a consequence of their lack of experience, or absence of awareness of existing or potential risks or the fact that young persons have not yet fully matured. "Young person" is defined in the Management of Health and Safety at Work Regulations 1999 as being any person who has not attained the age of eighteen.

Therefore, Merchant Taylors' Schools is prohibited from employing a young person for work:

- which is beyond his/her level of responsibility.
- involving harmful exposure to agents which are toxic or carcinogenic, cause heritable genetic damage or harm to the unborn child or which in any other way chronically affect human health.
- involving harmful exposure to radiation.
- involving the risk of accidents which it may reasonably be assumed cannot be recognised or avoided by young persons, owing to their insufficient attention to safety or lack of experience or training.
- in which there is a risk to health from extreme cold or heat, noise or vibration.

In determining whether work will involve the harm or risks mentioned above, regard shall be given to the results of the assessment. However, nothing contained in the points above should prevent the employment of a young person who is no longer a child (defined as being not over compulsory school age) for work:

- where it is necessary for his/her training.
- where the young person will be supervised by a competent person.
- where any risk will be reduced to the lowest level that is reasonably practicable.

5.3 Step 3 - Evaluate the risks and decide on precautions

Having spotted the hazards, you then have to decide what to do about them. The law requires you to do everything 'reasonably practicable' to protect people from harm. You can work this out for yourself, but the easiest way is to compare what you are doing with good practice.

So first, look at what you are already doing, think about what controls you have in place and how the work is organised. Then compare this with the good practice and see if there is more you should be doing to bring yourself up to standard. In asking yourself this, consider:

- Can I get rid of the hazard altogether?
- If not, how can I control the risks so that harm is unlikely?

5.3.1 Hierarchy of control

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

- 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. put barriers between pedestrians and traffic).
- Issue personal protective equipment (e.g. clothing, footwear, goggles etc.)
- Provide welfare facilities (e.g. first aid and washing facilities for removal of contamination).

Involve staff, so that you can be sure that what you propose to do will work in practice and will not introduce any new hazards.

5.4 Step 4 – Record your findings and implement them

Putting the results of your risk assessment into practice will make a difference when looking after people and Merchant Taylors' Schools. Writing down the results of your risk assessment, and sharing them with your staff, encourages you to do this.

When writing down your results, keep it simple, for example 'Tripping over rubbish: bins provided, staff instructed, weekly housekeeping checks', or 'Fume from welding: local exhaust ventilation used and regularly checked'.

For the risk assessment to be suitable and sufficient, you will need to demonstrate that:

- A proper check was made
- You asked who might be affected
- You dealt with all the significant hazards, taking into account the number of people who could be involved
- The precautions are reasonable, and the remaining risk is low
- You involved your staff or their representatives in the process

If there are many improvements that could be made, make a plan of action to deal with the most important things first. A good plan of action often includes a mixture of different things such as:

- A few cheap or easy improvements that can be done quickly, perhaps as a temporary solution until more reliable controls are in place
- Long-term solutions to those risks most likely to cause accidents or ill health
- Long-term solutions to those risks with the worst potential consequences
- Arrangements for training employees on the main remaining risks and how they are to be controlled
- Regular checks to make sure that the control measures stay in place
- Clear responsibilities – who will lead on what action, and by when; who has responsibility to ensure that the control measures are in place and maintained

Remember, prioritise and tackle the most important things first. As you complete each action, tick it off your plan.

Keep the assessment readily available at the workplace. For example, wall-mounted risk assessment holders are used in higher risk areas of Merchant Taylors' Schools in order that staff and pupils can constantly acquaint themselves with the hazards and protective measures that are either in place or required.

5.5 Step 5 - Review your risk assessment and update if necessary

Few workplaces stay the same. Eventually, new equipment will be brought in, as could new substances and procedures that could lead to new hazards. It makes sense, therefore, to review what is being done on an ongoing basis. Every twelve months formally review where you are, to make sure you are still improving, or at least not sliding back. There is room on the risk assessment proforma for the review date.

Look at your risk assessment. Have there been any changes? Are there improvements you still need to make? Have your staff in your area spotted a problem? Have you learnt anything from accidents or near misses? Make sure your risk assessment stays up to date.

During the year, if there is significant change, please don't wait. Check your risk assessment and, where necessary, amend it. If possible, it is best to think about the risk assessment when you are planning your change – that way you leave yourself more flexibility.

If an accident happens during the year, this will require a review of the risk assessment.

6. "SPECIALISED" RISK ASSESSMENTS

As well as the generic risk assessments referred to in this Code of Practice, a number of more specialised risk assessments require to be undertaken. The information relating to these can be found in the associated Codes of Practice, which are indicated below:

- Fire Precautions
- Control of Substances Hazardous to Health Code of Practice (COSHH)
- Noise at Work
- Fieldwork, Visits
- Expeditions and Adventurous Activities off site
- Premises Health and Safety
- Ionising Radiation

- Manual Handling
- Display Screen Equipment
- Asbestos
- First Aid
- New and Expectant Mothers
- Vibration at Work
- Dangerous Substances and Explosive Atmospheres
- Firearms

APPENDIX 1:

The Risk Assessment Form

1. To complete the form (see template below) you need to consider the **significant** hazards that might occur. These can be assessed according to their severity, likelihood and risk (see below about the 5x5 matrix).
 2. List all people who might be harmed (there may be more than just students and staff).
 3. Finally what control measures can you put in place to reduce the risks identified. It may be that you cannot eliminate all risks!
- MERCHANT TAYLORS’ SCHOOLS’ RISK ASSESSMENT FORM (form RA1)

Location :	Activity :	Age group :
Date of assessment :	Assessment undertaken by :	Checked by :

Hazard (Describe the hazard and explain how it might cause harm)	S	L	R	Who might be harmed and how?	Control measures to reduce risk
List hazards – something with the potential to cause harm. R (risk rating) = S (severity) x L (likelihood)				List groups of people who are at risk from identified hazards.	List controls for the identified hazards.

Assessing the risk (the 5x5 matrix)

1. Assess the severity of a particular hazard (ie. how bad the injury would be).
2. Then consider the likelihood of it happening.
3. To calculate the risk, multiply the severity by the likelihood to give the risk factor.

RISK RATING		
S (severity)	L (likelihood)	R (risk rating) = S x L
5 Death	5 Certain (most definitely will happen – not if but when)	12-25 HIGH RISK – is unacceptable. The activity cannot start or must be stopped immediately. A detailed action plan is required to reduce the risk to an acceptable level.
4 Major injury (RIDDOR reportable)	4 Very likely (high inclination of occurrence)	
3 Over 3 day injury	3 Likely (tend or inclined to happen)	6-10 MEDIUM RISK – is unacceptable. The activity can only start or continue by putting in suitable control measure.
2 Minor injury (treatment off site)	2 May happen (capable of taking place)	1-5 LOW RISK – is acceptable. The activity can start or continue as long as control measures remain in place
1 Minor injury (first aid on site)	1 Unlikely (occurrence close to 0)	

MERCHANT TAYLORS' SCHOOLS' RISK ASSESSMENT FORM (form RA1)

Location :	Activity :	Age group :
Date of assessment :	Assessment undertaken by :	Checked by :

Hazard (Describe the hazard and explain how it might cause harm)	S	L	R	Who might be harmed and how?	Control measures to reduce risk
List hazards – something with the potential to cause harm. R (risk rating) = S (severity) x L (likelihood)				List groups of people who are at risk from identified hazards.	List controls for the identified hazards.
Medical incident or conditions				Pupils and Staff	Staff are aware of medical information for pupils and if necessary check with the School nurse. Staff to check pupils have the necessary medication with them prior to departure from school. Ideally have a First Aider First aid kit

RISK RATING			Review
S (severity)	L (likelihood)	R (risk rating) = S x L	

<p>5 Death 4 Major injury (RIDDOR reportable) 3 Over 3 day injury 2 Minor injury (treatment off site) 1 Minor injury (first aid on site)</p>	<p>5 Certain (most definitely will happen – not if but when) 4 Very likely (high inclination of occurrence) 3 Likely (tend or inclined to happen) 2 May happen (capable of taking place) 1 Unlikely (occurrence close to 0)</p>	<p>12-25 HIGH RISK – is unacceptable. The activity cannot start or must be stopped immediately. A detailed action plan is required to reduce the risk to an acceptable level.</p> <p>6-10 MEDIUM RISK – is unacceptable. The activity can only start or continue by putting in suitable control measure.</p> <p>1-5 LOW RISK – is acceptable. The activity can start or continue as long as control measures remain in place</p>	
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APPENDIX 2:

RISK ASSESSMENT

ADULT EMPLOYEES/VOLUNTEERS WITHOUT DBS CLEARANCE

Keeping Children Safe in Education, September 2018 states that a person engages in regulated activity if they:

- will be responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children;
- will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- engage in intimate or personal care or overnight activity, even if this happens only once.

Employees or volunteers engaging in regulated activity with young people must be in receipt of an enhanced DBS certificate, including a barred list check. In all usual circumstances, no employee / volunteer will be allowed to commence their work at Merchant Taylors’ Schools without such a certificate.

Supervised volunteers who regularly look after or have access to children are not engaged in regulated activity. However, they may still require a DBS Certificate (not enhanced, without barred list check).

This risk assessment sets out the control measures which the School will put in place should a volunteer / employee have access to Merchant Taylors’ children before any required DBS certificate has been received.

<i>Risk</i>	<i>Control Measures</i>	<i>Notes</i>
Lack of satisfactory DBS check	Liaise with HR Department to ensure that DBS check is carried out as quickly as possible. This will involve gaining consent from the employee/volunteer for a DBS check to be undertaken and then requesting the check with the Disclosure and Barring Service	Employee/Volunteer name Member of staff responsible for liaising between employee/volunteer and HR Department Date on which written consent has been gained from employee/volunteer Date DBS check requested by HR

Risk	Control Measures	Notes
Employee/Volunteer being on site with access to young people	<p>If employee/volunteer is on site before the School is in receipt of a satisfactory DBS check, the employee/volunteer must not be allowed any unsupervised access to young people.</p> <p>Employee/volunteer must agree to provide dates and times of visit(s), to sign in at Reception and to be collected from there by nominated person responsible for supervision.</p>	<p>Date(s) and Time(s) when employee/visitor will be on site</p> <p>Person responsible for supervision at all of the above times</p>
Any conduct by employee / volunteer which gives cause for concern from a safeguarding perspective	<p>Concerns must be reported to the School's DSL immediately.</p> <p>It may be necessary for the employee / volunteer to have access to young people removed immediately. DSL will be able to advise / intervene as required.</p> <p>DSL will make hear from any young people who may have been harmed or put at risk and will follow the Schools' Safeguarding and Child Protection Policy, consulting the Designated Officer for the Local Authority.</p>	

Signed by Employee / Volunteer:

Name:

Date:

Signed by person responsible for supervision:

Name:

Date:

Signed by DSL:

Name:

Date: