



ST TERESA
of **CALCUTTA**
Catholic Academy Trust

Health and Safety (Risk Assessment) Policy

Policy Level	Trust/Statutory	Ref No	HS06
Approved by	Trust Board	Approved date	3rd October 2023
Responsibility	COO	Next review date	Autumn 2025
Published location	Barcroft House, Barcroft Street, Bury BL9 5BT		
Version number	Date Issued	Author	Update Information
1.0	15 November 2023	H&S & Compliance Manager	

This document has been developed for all schools in the Trust to read, adapt, implement and communicate to staff. The relevant sections in orange must be completed to ensure the Policy is fit for purpose and relevant to each school.

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1. STATEMENT OF INTENT

St Teresa's Multi Academy Trust (STOCCAT) and the schools in the Trust are committed to ensuring our sites are a safe place to work and learn. This policy sets out the procedures the school will follow to identify and manage the significant health and safety (H&S) risks to the staff members, pupils/students and visitors.

2. SCOPE

This policy and associated procedures are to be followed by all staff who work within our schools. It is especially relevant to those with responsibility for the completion and communication of risk assessments within a school environment.

3. DEFINITIONS

For the purposes of this policy and associated documents the key definitions are:

- **Hazard** - something (activity, equipment, substance, premises, person) with a potential to cause harm
- **Risk** - Likelihood that harm will occur and its consequences
- **Harm** - Injury to people, damage to products, equipment, plant and buildings; pollution of the environment
- **Risk Assessment** - A way to review the hazards linked to a particular activity or situation, and establishing whether enough precautions have been taken in order to prevent harm.
- **Control measure** - Action taken to prevent people being harmed
- **Responsible person** - The person responsible for the work area, activity or high-risk curriculum area.
- **Reasonably practicable** - The term 'Reasonably Practicable' is fundamental in UK **Health and Safety law**. It allows those responsible for health and safety to balance the benefits of control measures against the time, money and effort required to achieve them.

4. INTRODUCTION TO RISK ASSESSMENT IN SCHOOLS

A basic risk assessment is simply a careful examination of what, in your work, and in schools, could harm people, so that you can weigh up whether you have taken enough precautions or should do more to prevent harm to yourself, students/pupils, your colleagues, contractors, visitors or anyone else who may be affected by your work.

Risk Assessment is something we all automatically do in our personal lives. Formal risk assessments are a process that becomes easier with training and experience. Training will be delivered to employees who are expected to undertake risk assessments, this is offered via the TES portal. The Trust Health Safety and Compliance manager can also provide training on request. Those identified as responsible for conducting risk assessments should complete training to ensure correct and effective application of the risk assessment process.

Some teaching staff will complete risk assessment training as part of their disciplines.

5. RISK ASSESSMENTS WHY MUST WE COMPLTE THEM

The main purpose of risk assessments is, to simply and effectively:

- Meet our legal obligations under the *Management of Health and Safety at Work Regulations*
- Identify significant health and safety hazards and risks present in our work areas and schools
- To demonstrate that H&S is a priority in the Trust and schools we work alongside
- To highlight significant risks and to ensure they are acted upon

6. ROLES AND RESPONSIBILITIES

The governing board has ultimate responsibility for health and safety matters in the school, but will delegate day-to-day responsibility to the Headteacher.

The Trust governing board with support from the Chief Senior Executive Leader (CSEL) is responsible for:

- Ensuring this policy is in place. It is ratified, and communicated to all schools
- Having a strategic overview of risk management within the trust and schools
- Gaining assurance that risk assessments are completed and communicated across all trust schools
- Providing positive strategic leadership and a visible commitment to this policy

Those with responsibility for completing suitable and sufficient risk assessments in this school [see section 7] must ensure;

- They identify and recognise the significant hazards in their work area and develop and maintain a basic risk register to ensure risk assessments are completed and reviewed
- They complete relevant risk assessments and share them with staff and others that need the information to work safely
- They confirm that the control measures identified by the risk assessment are effectively implemented and complied with.
- They complete suitable risk assessment training to help them discharge their responsibilities

Headteachers, with, support of the school's health and safety lead – the Director of Finance & Resources are responsible for;

- Having strategic leadership with a day to day overview of the risk management process within school
- Ensuring staff are aware of risk assessments they must complete. The table in section 7 can be used for this purpose
- Confirming staff have relevant training to complete risk assessments within their work area or area of expertise
- Confirming risk assessments are completed and reviewed
- Assisting with, and participating in, risk assessment processes, as required
- Implementing control measures identified in risk assessments, where this would be part of their responsibility
- Providing advice on risk assessments and confirming control measures are in place
- Seeking support from the Trust Health Safety and Compliance Manager, as needed

School staff are responsible for:

- Assisting with, and participating in, risk assessment processes, as required
- Familiarising themselves with risk assessments

- Implementing control measures identified in risk assessments relevant to their work area
- Alerting the headteacher to any risks they find which need assessing
- Understanding and complying with this policy

7. WHO SHOULD COMPLETE WHICH RISK ASSESSMENTS

It is each school's responsibility, through its management chain, to ensure risk assessments are completed and implemented.

As long as risk assessments are completed for all significant risks, and risk assessments are completed by staff who have a good understanding of the location, subject or activity they are assessing (with authority to change the way an activity is managed). Then schools can decide who on site will complete which risk assessments. It is important that all staff with risk assessment roles are aware of their responsibilities however. This can be communicated during an induction or management meeting

The work involved to meet this responsibility is normally agreed and delegated to key roles within the school; namely headteachers, deputy's, heads of department caretakers/business managers, catering/cleaning and other line managers on school site.

To help guide schools. *The table below demonstrates how one Secondary School managed its risk assessment allocation. This is an extract from a working document and is not meant to be a final document for use.*

ACTIVITY	RISK ASSESSMENT RESPONSIBILITY	Risk Assessments (this list is meant as an example)	2024 review	Shared with staff
Trips and visits	Trip/visit leaders (overseen by EVC Co-Curricular – Mrs Samuel)	Trip to museum Rome 2026		
Internal; basic maintenance activities	The Facilities Manager with support from the Caretakers	Work at height Manual handling Dealing with spills Delivery management Setting up for exams lone work	√	√√√
Grounds maintenance	External company (Red Rose) they complete and share their own risk assessments	Cutting the grass Removal of sharps/faeces Using the strimmer COSHH		
Internal and external risk assessments. Including low risk classrooms and boiler rooms	The Facilities Manager with support from the Caretakers	Internal risk assessment, corridors, communal areas Low risk classrooms Offices External paths, stairwells, trees and quads Traffic management	√	
Cleaning & Room/Venue set ups	Cleaning Manager with support from the Facilities Manager	Use of a buffer Mopping Theatre seating		
Kitchen	Catering Manager with support from the Facilities Manager	Use of steriliser Manual handling COSHH Hygiene/food prep	√	

Building Work Activities external	External contractors			
Building RA Fire Risk Assessment Legionella Asbestos	Facilities Manager Parr Fire GMS A&L Consultants			
Pregnant worker Risk Assessment	Line manager with support from business manager and			
DSE	Business Manager		√	
Display work	Class teachers with the Facilities Manager			
Young worker or work experience				
First aid	Business manager and Facilities Manager		√	
Individual risk assessments for staff and students	Line manager with support from business manager and SENDco for students		√	
High risk classrooms, external areas and prep rooms	Head of Department and Technician (Science, DT, PE, Art) with support from Facilities Manager and Business Manager			
Curriculum risk assessments	Subject coordinators Heads of Department (with support from CLEAPSS, AfPE, NSEAD)	Risk assessments / lessons plans based on CLEAPSS, AfPE, NSEAD guidance	√	
Machinery/Equipment	Head of Department and Technician (Science, DT, PE, Art) using CLEAPSS advice			
Events	Event Organiser	Sports day PTA event at Christmas Play		

Those responsible for risk assessments in this school, should ensure that these are stored in the following locations

Risk assessments	Drive
Premises, work equipment and classrooms	MSJ OneDrive
Curriculum	MSJ OneDrive
People based (staff/adults)	MSJ OneDrive
students	MSJ OneDrive

On request the Health and Safety Manager can work with all those completing risk assessments to provide advice and support either over the phone, via teams or on a 1 to 1 basis.

In schools, when completing risk assessments, it is good practice for the assessor to confirm where needed, they have considered the following general hazards/situations. These tend to be the main reasons for accidents/incidents in an educational environment.

- Safeguarding of pupils and others who could be at risk
- Behaviours
- Supervision arrangements
- Manual handling
- Working at height
- Slips and trips
- Hazards from equipment/machinery used
- Lone working
- Substances hazardous to health (COSHH)
- Noise
- Access and egress
- Preventing unauthorised access to high risk areas
- New and expectant mothers
- Traffic on site

A variety of generic risk assessments have been created covering some of the above generic risks, (available on the intranet). However generic risk assessments should be treated with caution, whilst these can be a useful starting point for schools, assessments need to be specific to each school. Assessors must ensure the generic assessments are changed to meet the needs of the school.

8. TYPES OF RISK ASSESSMENT

There are 3 main types of assessment

A **dynamic risk assessment** is a process of assessing risk in an on-the-spot situation. This type of risk assessment is often used to cope with unknown risks and handle uncertainty. Staff dealing with developing and changing situations will often use dynamic risk assessments.

Dynamic Risk Assessment - Case Study.

A teacher is on a local visit to Church with 30 pupils, and two other supervising staff. She realises the road they planned to cross is not safe due to parked cars and roadworks. She quickly alerts her colleagues and reminds them of a safe crossing 5 minutes away.

A dynamic risk assessment can lead to a more formal assessment being completed. In this case the teacher went back to school and updated her risk assessment. She decided to use the safe crossing area the next time the trip was completed.

Generic are a simple evaluation of hazards and risks applied to common tasks. Many common tasks, that share the same hazards and controls on a school site e.g. routine maintenance or cleaning activities, can be assessed together and a generic risk assessment produced.

Generic risk assessments can also be used as a starting point for a specific assessment.

Generic Risk Assessment Case Study

A Caretaker and his colleague regularly complete a number of basic maintenance and cleaning tasks around the school site. They use the same equipment and substances and work methods for these tasks. They work together to develop a simple risk assessment that they use to cover all those tasks. The caretaker reads over the risk assessment regularly to ensure it does not need updating. The caretaker and his colleague ensure they follow the risk assessment each time and make changes as needed or as they arise.

Generic Risk Assessment - Case Study

A Teacher is a subject Co Ordinator. Several times a year he completes a basic DT task with Primary school pupils. He has developed a basic generic risk assessment based on *Consortium of Local Education Authorities for the Provision of Science Services* (CLEAPSS) advice. As they provide advice to schools on Science and Design Technology matters. He reviews the assessment and his lesson plan before each DT lesson and amends control measures if needed based on the student's needs, their maturity and any other differences of note. This becomes specific to each group.

Specific risk assessments

Specific risk assessments are relevant to a certain activity, location or person. Staff can use a general risk assessment that closely fits what they want to assess and develop that. Or they can start the assessment from scratch. This might be relevant where the school is developing a new activity, has purchased new equipment, has had works completed or following an accident.

Specific risk assessment Case Study - A school has recently had some work completed in the carpark to make it safer for use. The Caretaker and Office Manager meet before school is open to observe how the carpark is used and to note any hazards and risks. They then work together to develop a specific risk assessment. This is shared with the Headteacher and Trust Health and Safety Manager for comment

9. THE RISK ASSESSMENT PROCESS

When assessing risks in the school, we expect schools to process outlined below, this is based on the HSEs suggested process. Schools should also use the Trust risk assessment template. Appendix

1

Specific risk assessment Case Study - An accident in a school lead to the headteacher realising the new all-weather pitch does not have a risk assessment. He asks the Head of PE and Facilities Manager to complete a specific risk assessment to help them reduce the chances of a similar accident. Due to the wide range of users, the different types of games being managed and the location of the pitch both assessors decided a specific risk assessment was needed.

Assessors should also involve relevant staff, to ensure that all possible hazards have been identified and to discuss control measures, following a risk assessment.

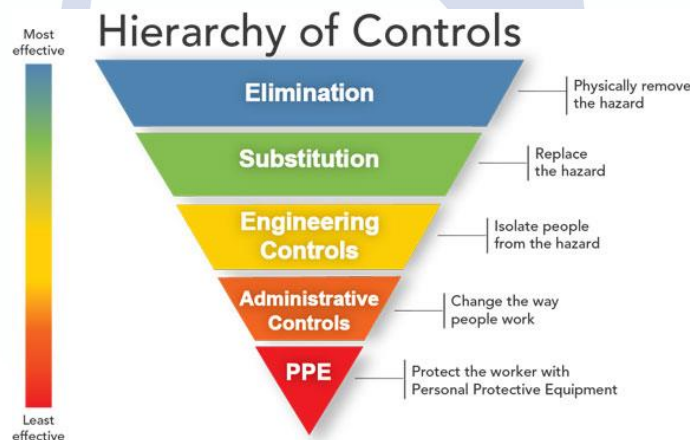
Step 1: identify hazards - Consider activities, processes and substances within the school and establish what associated **significant** hazards could injure or harm the health of staff, pupils and visitors.

When completing a risk assessment, the focus should be on significant risks associated with the activity, you do not need to include insignificant risks. In other words, you do not need to include risks from everyday life unless school/work activities increase the risk

Step 2: decide who may be harmed and how - for each hazard, establish who might be harmed, listing groups rather than individuals. Where needed consider those with special requirements, for instance pupils with special educational needs (SEN) and expectant mothers.

Step 3: evaluate the risks and decide on control measures (reviewing existing ones as well) - establish the level of risk posed by each hazard and review existing control measures. Balance the level of risk against the measures needed to control the risk. Do everything that is reasonably practicable to protect people from harm.

Follow a simple **hierarchy of control** when completing risk assessments to identify control measures.



Only after all the previous measures have been tried and found ineffective in controlling risks to a reasonably practicable level, must personal protective equipment (PPE) be used. If chosen, PPE should be selected and fitted by the person who uses it. Workers must be trained in the function and limitation of each item of PPE.

The Trust template helps you to consider the hazard, the risk, what controls you have or need to put in place and then consider what the likelihood or consequence might now be of an incident occurring.


Schools should aim to reduce risk to a rating of D or E wherever possible and seek support from the headteacher where this is not possible

CATEGORIES OF LIKELIHOOD		CATEGORIES OF CONSEQUENCE SEVERITY	
Highly Likely	Expected to happen/reoccur, possibly frequently.	Catastrophic	Incident could result in one or more fatalities.
Possible	Might happen/reoccur at some time depends on circumstances.	Major	Major injury resulting in incapacity, hospitalisation >24 hours.
Unlikely	Not expected to happen/reoccur but possible in certain circumstances.	Significant	Injury requires attention of a Doctor or Hospital treatment or hospitalisation <24 hours.
Very Unlikely	Would only occur in very exceptional circumstances.	Minor	Small cut, bruise, abrasion, basic first aid treatment provided.
		Negligible	Some discomfort, self help. No treatment required.

RISK RATING				
	Highly Likely	Possible	Unlikely	Very Unlikely
Catastrophic	A	A	B	E
Major	A	B	C	E
Significant	B	C	D	E
Minor	C	D	E	E
Negligible	E	E	E	E

RISK CLASSIFICATIONS	
A	Unacceptable risk, requires immediate attention. Work should not be started or continued until the level of risk has been reduced.
B	High risk, requires immediate attention. Control measures must be identified and put into place as soon as possible.
C	Medium risk, requires attention as soon as possible. The risk should be only be tolerated in the short term and only when further control measures are being planned and introduced. Timescales must be short.
D	Low risk, confirm that there are no low/no cost solutions which may eliminate/ reduce the risk further.
E	Trivial risk, no further action required but review at regular intervals to ensure controls remain effective.

Here is an example extract from a risk assessment, demonstrating risk management and the allocation of a risk rating.

 ST TERESA of CALCUTTA Catholic Academy Trust		Version 01	
RISK ASSESSMENT TEMPLATE			
Task/Activity: Working alone		Date assessment completed: 26/07/26	Review Date: 26/07/27
Brief Details of Task/Activity: The office manager and caretaker working alone onsite in the school over the summer		Assessment completed by: A Smith	Signature: A Smith
What are the hazards? <i>e.g. slip/trip hazards, electricity, manual handling, work equipment</i>	Who might be harmed and how? <i>e.g. staff, students, visitors etc... and likely injury e.g. bruises, muscle strain, fracture etc.</i>	What are you already doing to control the hazard?	What further action or additional controls are required <i>(if necessary)</i>
Unauthorised lone work or remote work On school site in the summer	Office manager Caretaker Accident, incident, ill health event, violence/aggression, SLT unaware of lone workers	<ul style="list-style-type: none"> The headteacher is aware and understands when staff might lone work and agrees/sanctions the activities that will be completed. other staff in school are reminded they must not work alone one site unless the caretaker or office manager is there 	A Smith to provide a reminder of the process, to staff by email, before the end of term Risk rating: E Action by who: AS Action by when: July 26 Date complete: July 26

Step 4: record significant findings and communicate the risk assessment - the findings from steps 1-3 will be written up and recorded in order to produce the risk assessment. A risk assessment template can be found in appendix 1 of this policy.

Once a risk assessment has been completed the significant risks **must be communicated** to staff and others, to help them follow the agreed ways to manage risk. This is a line managers/ Head of Department responsibility. Such communication can be done verbally, for example through a Toolbox Talk (informal discussion) or where appropriate more formally by providing a copy of the risk assessment and discussing the findings during a team or department meeting.

Step 5: review the assessment and update, as needed - schools must review risk assessments, as needed, and the following questions will be asked when doing so:

- Have there been any significant changes to students, staff, processes or legal requirements?
- Are there improvements that still need to be made to the risk assessment?
- Have staff or pupils spotted an issue linked to the risk assessment?
- Has an accident, incident or near misses occurred which is linked to the risk assessment?

Step 6: retaining risk assessments - most risk assessments are retained for 3 years +1 after the length of time they apply. Legionella, asbestos and fire risk assessments should be retained for 10 years or longer if any significance accidents have occurred.

10. TRAINING

All new members of staff are given an induction into the school's arrangements for risk assessments and health and safety. This is provided by **the HR Officer**.

All staff responsible for completing risk assessments will be provided with training to provide them with the knowledge and understanding of the risk assessment process and the skills required to undertake a suitable and sufficient risk assessment. Headteachers have access to TES training and staff can complete the Risk Assessment training available.

Teachers and technicians who work in Science, Art and Design and Technology. Should contact **the Head of Department** if they need specialist risk assessment training related to their discipline.

The Trust Health, Safety and Compliance Manager can provide schools with a staff risk assessment session on request.

11. MONITORING

This policy will be reviewed every three years, following a significant incident or change in legislation.