



St Giles Primary School
Health & Safety
RISK ASSESSMENTS

2023 – 2024

Issue 12

The Risk Assessments contained in this folder were implemented on the 19th October 2011 by Naomi Tooth & Mark Dakin
They will be reviewed on an annual basis unless changes occur e.g. change of building, personnel, incidents.

Risk Assessment(s) Reviewed	Name of Reviewer	Date	Signature
Manual Handling Risk Assessment	Naomi Tooth	23 rd April 2012	<i>Naomi Tooth</i>
Food Technology	Naomi Tooth	23 rd April 2012	<i>Naomi Tooth</i>
Parents Evening	Naomi Tooth	23 rd April 2012	<i>Naomi Tooth</i>
Stress	Naomi Tooth	23 rd April 2012	<i>Naomi Tooth</i>
All Risk Assessments Updated/Reviewed	Naomi Tooth	3 rd October 2012	<i>Naomi Tooth</i>
Fire Risk Assessment updated RE: Corridors/Metal cabinets installed	Naomi Tooth	3 rd October 2012	<i>Naomi Tooth</i>
All Risk Assessments Reviewed	Bryn Jones	2 nd October 2013	<i>Bryn Jones</i>
All risk assessments reviewed PPE, Roller Shutters and Visitors to school	Bryn Jones	1 st October 2014	<i>Bryn Jones</i>
Manual Handling updated to include moving of dining tables	Naomi Tooth	17 th September 2014	<i>Naomi Tooth</i>
Asbestos, Ground maintenance added	Bryn Jones	18 th October 2015	<i>Bryn Jones</i>
All Risk Assessments Updated/Reviewed	Bryn Jones	18 th October 2015	<i>Bryn Jones</i>
Creative Play Outdoors and Mud Kitchen added new	Bryn Jones	17 th October 2016	<i>Bryn Jones</i>
All Risk Assessments Updated/Reviewed	Bryn Jones	17 th October 2016	<i>Bryn Jones</i>
Vehicle/Pedestrian Interface Automatic Barrier added new	Bryn Jones	16 th November 2016	<i>Bryn Jones</i>
All Risk Assessments Updated/Reviewed	Dave Oram	19 th October 2017	<i>Dave Oram</i>
All Risk assessments Reviewed	Gillian Marshall	16 th August 2018	GMarshall
Offsite Visits –Travel by Foot added new	Bryn Jones	3 rd September 2018	<i>Bryn Jones</i>
New: Coach Travel	Naomi Tooth	21 st June 2019	<i>Naomi Tooth</i>

New: Walk to Local Event/ Park	Naomi Tooth	21 st June 2019	<i>Naomi Tooth</i>
Added New - Cash Handling	Andrea Thornhill	26 th September 2019	<i>Andrea Thornhill</i>
Added New – Battery Operated Toys, Blood Borne Viruses, Lunchtime Supervisors, Mealtimes, Slipping on Wet Floors, Slips/Trips & Falls, Upper Floors/Stairs. Amended – PE Activities.	Darryl Tooth	19 th October 2019	<i>Darryl Tooth</i>
All Risk Assessments Reviewed	Darryl Tooth	19 th October 2019	<i>Darryl Tooth</i>
Added New: Cleaning Guttering, External Metal Fire Escape Stairs, Infectious Diseases, Non-Hazardous Chemicals and Opening and Closing of School Gates Amended: Laptop Trolleys and Mud Kitchen	Andrea Thornhill	19 th October 2020	<i>Andrea Thornhill</i>
Amalgamated Travel by Coach and Coach Travel, into Coach Travel.	Andrea Thornhill	19 th October 2020	<i>Andrea Thornhill</i>
All Risk Assessments Reviewed	Andrea Thornhill	19 th October 2020	<i>Andrea Thornhill</i>
Added School COVID Risk Assessment	Head Teacher	10 th November 2020	<i>Sent via email by Head Teacher</i>
Added New – Painting and Decorating, Plaster of Paris, Staff Room Amended – Bouncy Castle, Infectious Diseases COVID 19, Mealtimes, New & Expectant Mothers. COVID RISK Assessment - removed	Rola Raad	18 th October 2021	<i>Rola Raad</i>
All Risk Assessments Reviewed	Rola Raad	18 th October 2021	<i>Rola Raad</i>
Added New – Heatwave, Roof Work, Glue Guns, Menopause	Luke Tooze	1 st October 2022	<i>Luke Tooze</i>
Amended – Staff Room, Infectious Diseases	Luke Tooze	1 st October 2022	<i>Luke Tooze</i>

All Risk Assessments Reviewed	Luke Tooze	1 st October 2022	<i>Luke Tooze</i>
Amended:, Bouncy Castles, Infectious Diseases, Lettings, New & Expectant Mothers, PE Activities, Stress	Rola Raad	1 st October 2023	<i>Rola Raad</i>
All Risk Assessments Reviewed	Rola Raad	1 st October 2023	<i>Rola Raad</i>

Please note: It is the responsibility of the Head Teacher to ensure all Staff are aware of the risk assessments and the location held. Any errors to the following risk assessments must be notified to Elite Safety in Education as soon as possible. Additional risk assessments required must be emailed to Elite Safety in Education. Elite Safety in Education cannot be held liable for any information not given at the time the risk assessments being implemented.

Risk Assessment Matrix Risk Rating

Severity Likelihood	Slightly harmful (e.g. Superficial injury or temporary discomfort or distress)	Harmful (e.g. Sprains, minor fractures, ill health leading to disability)	Extremely harmful (e.g. major fractures, amputations, fatality, life shortening illnesses)
Highly unlikely	LOW (L)	LOW (L)	MEDIUM (M)
Unlikely	LOW (L)	MEDIUM (M)	HIGH (H)
Likely	MEDIUM (M)	HIGH (H)	VERY HIGH (VH)

Risk Based Control Plan

Risk Rating	Action required	
	Initial risk rating	Residual risk rating
High (H)	Work cannot be started until the risk has been reduced. Considerable resources may have to be set aside to reduce the risk. If the risk involves work in progress, urgent action should be taken. (review within three months or shown in an action plan)	Work should not be started or continued until the risk has been reduced. If it is not possible to reduce the danger, even with unlimited resources, work must not continue Seek further advice
Medium (M)	Efforts should be made to reduce the risk, but the costs of prevention should be carefully measured and limited. Measures to reduce risk should be put into practice within a set time period. Where the danger is associated with catastrophic results, further assessment may be necessary to identify more exactly the likelihood of harm as a basis for deciding whether improved control measures are needed. (review each year)	
Low (L)	No action is needed, and no documentary records need to be kept other than a record of the assessment and the outcome. No further controls are needed. Consideration may be given to a more cost-effective solution or improvement that does not mean more cost. Monitoring is needed to make sure that the current controls are maintained.	

School's Strategic Significant Risk Register

Ref.	Identified Risk / Issue	Potential outcomes	Those at risk
1.	Slips, Trips and Falls	<ul style="list-style-type: none"> • Floor condition • Slopes and stairs • Wet floors • Trip hazards • Poor lighting 	Employees, pupils and visitors.
2.	Fire	<ul style="list-style-type: none"> • Arson during and outside school hours. • Kitchen fires. • Fires caused by contractors/hot work • Fires during science/DT/Food technology 	Employees, pupils and visitors.
3.	Asbestos	Exposure to asbestos fibres caused by: <ul style="list-style-type: none"> • Disrepair • Disturbance by contractors • Vandalism 	Employees, pupils and visitors.
4.	Electricity	Electrocutation caused by: <ul style="list-style-type: none"> • Faulty fixed wiring • Damaged/faulty portable appliances 	Employees, pupils and visitors.
5.	Glazing	Injury caused by: <ul style="list-style-type: none"> • Collision with glazing • Old/fragile glazing • Windows opening onto footways 	Employees, pupils and visitors.
6.	Legionella	Potential for Legionella in school's water systems	Employees, pupils and visitors (elderly may be at greater risk).
7.	School Roofs	Falls from/through: <ul style="list-style-type: none"> • Unprotected edges • Fragile materials (skylights) 	Employees accessing school roof, unauthorised access by intruders, sub-contractors
8.	Doors	Trapping fingers in door hinges	Pupils especially in nursery/primary and special schools
9.	Kitchens and Dining Rooms	<ul style="list-style-type: none"> • Fire • Heat stress • Falls on slippery floors 	Kitchen staff, and all others within school
10.	School Car Parks	Vehicles colliding with pedestrians	Employees, pupils and visitors

11.	Working at Height	Falls from height: <ul style="list-style-type: none"> • Displaying pupils' work • Routine maintenance • Roof access 	Employees working at height, and those affected by falls/falling objects.
12.	Work-related Stress	Staff absence from school caused by effects of workplace stressors	Head Teachers, Teaching Staff
13.	Lone Working	<ul style="list-style-type: none"> • Lack of support/help if injured or ill • Greater risk of injury during higher risk activities e.g. working at height. 	Senior managers Caretaker s
14.	Work-related Violence	Actual or perceived violence from pupils, parents, intruders either in school or on school business.	Lone workers (see above) School front office staff
15.	Manual Handling - Objects	Musculoskeletal injuries caused by: <ul style="list-style-type: none"> • Handling work equipment • Moving resources around school • Setting out rooms • Moving staging • Managing deliveries 	Caretaker s
16.	Manual Handling - People	Musculoskeletal injuries caused by: <ul style="list-style-type: none"> • Moving pupils with special needs 	SENCO and Learning Support Assistants
17.	Chemicals	Cleaning Chemicals	Cleaning staff and others exposed to them
18.	Vehicles	Injury caused by road traffic accident	Drivers and passengers
19.	Display Screen Equipment	Injury/ill health caused by poorly designed workstations	Significant users of DSE
20.	Physical Education and organised games	Injuries caused by: <ul style="list-style-type: none"> • Falls from equipment • Projectiles • Contact/team sports 	Employees, pupils and visitors.
21.	Food Technology	Injuries caused by: <ul style="list-style-type: none"> • Hot ovens • Cooking equipment • Portable appliances 	Employees, pupils and visitors.
22.	Science	Injuries/ill health from: <ul style="list-style-type: none"> • Science activities 	Employees, pupils

		<ul style="list-style-type: none"> • Chemicals • Ionising radiation 	
23.	Art, Design and Technology	Injuries/ill health from: <ul style="list-style-type: none"> • Machinery • Welding • Woodworking • Pressurised vessels • Kilns 	Employees, pupils
24.	Off-site Activities	Injuries caused during: <ul style="list-style-type: none"> • Sports events • Swimming lessons • Local trips • Adventure holidays • Road Traffic Accidents 	Employees, pupils and visitors.
25.	First aid injuries/medical emergencies	Medical Emergency	Employees, pupils and visitors.
26.	Intruders in school	Unauthorised access onto school premises, in or out of school hours	Employees, pupils and visitors.
27.	Accidents on Off-site visits	Road traffic accidents, illness/injury to employees or pupils	Employees, pupils and visitors.
28.	Adverse Weather	Freezing conditions Excessive heat Flooding	Employees, pupils and visitors.
29.	Loss of Services	Water, heating, gas etc.	Employees, pupils and visitors.
30.	Seasonal Events	Parents evenings, Summer fetes, Concerts,	Employees, pupils and visitors.

Index

1. [Access/Egress](#)
2. [Accident Reporting](#)
3. [Animals in School & Animal Man Visit](#)
4. [Asbestos](#)
5. [Assemblies, Concerts, Prayers etc.](#)
6. [Battery Operated Toys & Equipment](#)
7. [Blood Borne Viruses](#)
8. [Bodily Fluids](#)
9. [Boiler House](#)
10. [Bouncy Castles](#)
11. [Caretaking Activities](#)
12. [Cash Handling](#)
13. [Cleaning](#)
14. [Cleaning Guttering](#)
15. [Coach Travel](#)
16. [Computer Suites](#)
17. [Contractors](#)
18. [Creative Play Outdoors](#)
19. [Early Years Play](#)
20. [Electrical Equipment](#)
21. [Exposure to Discarded Needles](#)
22. [Exterior Areas for PE](#)
23. [External Metal Fire Escape Stairs](#)
24. [Fire](#)
25. [First Aid](#)
26. [First Aid Primary](#)
27. [Food Technology Primary](#)
28. [Gardening](#)
29. [Gas](#)
30. [General Storage](#)
31. [Glue Guns](#)
32. [Grounds Maintenance](#)
33. [Heatwave](#)
34. [Hepatitis B](#)
35. [Ice & Snow](#)
36. [Infectious Diseases](#)
37. [Interactive Whiteboard](#)
38. [Laptop/iPad Trolleys](#)
39. [Lessons](#)
40. [Lettings](#)
41. [Local Walks/Parks/Area](#)
42. [Lone Working In School](#)
43. [Lone Working Off Site](#)
44. [Lunchtime Supervisors](#)
45. [Lunch Breaks](#)
46. [Manual Handling](#)
47. [Mealtimes](#)
48. [Medicines](#)
49. [Menopause](#)

50. [Mud Kitchen](#)
51. [Music Lessons](#)
52. [New & Expectant Mothers](#)
53. [Non-Hazardous Chemicals](#)
54. [Office Reception Areas](#)
55. [One-to-One Tuition](#)
56. [Opening and Closing of School Gates](#)
57. [Painting and Decorating](#)
58. [Parents Evening](#)
59. [PE Activities](#)
60. [Personal Protective Equipment](#)
61. [Plants](#)
62. [Plaster of Paris](#)
63. [Play Equipment External and Playground](#)
64. [Premises](#)
65. [Pupils Using Play Equipment](#)
66. [Roller Shutters](#)
67. [Roof Work](#)
68. [School Disco](#)
69. [School Kitchen](#)
70. [Security](#)
71. [Slipping on Wet Floors](#)
72. [Slips, Trips & Falls](#)
73. [Sports Day](#)
74. [Staff Room](#)
75. [Storage](#)
76. [Stress](#)
77. [Summer Fayre](#)
78. [Sun Protection](#)
79. [Toilets](#)
80. [Trim Trail](#)
81. [Upper Floors/Stairs](#)
82. [Use of Small Power Tools](#)
83. [Use of Work Equipment](#)
84. [Vehicle/Pedestrian Interface](#)
85. [Violence & Aggression](#)
86. [Visitors to School](#)
87. [Water Systems](#)
88. [Wheelchairs](#)
89. [Work at Height](#)
90. [Work at Height/Displays](#)
91. [Xmas Fayre](#)
92. [Young Person's Risk Assessment](#)
93. [Action Plan](#)

Job Roles:

[Caretaker](#)

[Catering and Kitchen Staff](#)

[Cleaners & Domestic](#)

[Teaching, Managerial, Administration Posts](#)

Access/Egress

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Pedestrian access to school	Pupils Staff Parents, Visitors, Contractors Slips, trips and falls	<ul style="list-style-type: none"> • Pedestrian access is separate to the car park. • Parents are reminded to drive carefully and to abide by speed limits. • The school staff, visitors etc. share the school car park with the church. • Access and exit routes to school should be maintained in a good condition. • Regular inspections should be made of all areas to ensure that they remain in good condition. • Any hazards, (potholes, uneven slabs, etc.) to be reported to the Caretaker, or the Head Teacher. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Paved areas	Pupils Staff Parents, Visitors, Contractors Slips, trips and falls	<ul style="list-style-type: none"> • All paved areas and paths should be maintained in a good condition. • Inspections should be made to ensure that the paved areas remain in a good condition. • Damaged areas should be fenced off in some way to keep people away. • Ensure moss is removed from paved areas. • System in place to re-lay uneven paving slabs. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Vehicle access	Pupils Staff Parents	<ul style="list-style-type: none"> • Pedestrians to be aware of vehicle movement outside of the school gates and to remain on the paved area 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2.

	Being hit by moving vehicles	<ul style="list-style-type: none"> • Speed limit signs on the road. • Arrange for delivery vehicles to arrive and depart outside of busy pedestrian times or when children are playing outside. 			3.
Emergency vehicle access	Pupils Staff Parents Contact with people, property, vehicles	<ul style="list-style-type: none"> • Clear access must be maintained at all times for emergency vehicles (fire engine, ambulance etc.) 	•	LOW	1. 2. 3.
Vehicle parking	Pupils Staff Parents Contact with people, property, vehicles	<ul style="list-style-type: none"> • Parking available for staff and visitors. • Parking for disabled clearly marked. • The school shares the car park with the church. 	•	LOW	1. 2. 3.
Ice or snow	Pupils Staff Parents Slips, trips and falls	<ul style="list-style-type: none"> • Areas to be suitably salted and gritted, especially steps to classrooms. • Consideration is taken on manual handling implications for the Caretaker and staff that have to handle heavy bags of salt or grit. 	•	MEDIUM	1. 2. 3.
Fallen leaves	Pupils Staff Parents Slips, trips and falls	<ul style="list-style-type: none"> • Fallen leaves to be removed as necessary. • Danger of discarded syringes in some areas. (Suitable methods employed to pick up leaves to prevent “needle stick” injuries.) 	•	LOW	1. 2. 3.

Accident Reporting

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Accident reporting	Pupils Staff Parents Legal requirement	<ul style="list-style-type: none"> • All accidents to be recorded in the accident book/forms. • All staff, visitors or contractors suffering an accident to be recorded on the Walsall local authority form. • Pupils taken to a doctor or hospital, record on the Walsall local authority form. • The Health and Safety Executive to be informed by telephone/online of serious accidents as identified on the “Notifiable Major Injuries Chart” or Walsall Local Authority information. • Governors to review accident book and Walsall Local Authority forms, on a quarterly basis, to identify trends and initiate control measures. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Animals in School & Animal Man

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Animals that are not clean or carry disease/ fleas etc.	Pupils Staff Infection	<ul style="list-style-type: none"> All persons who come into contact with the animals wash their hands thoroughly with warm water and soap after the session. Pupils are encouraged not to put their hands in their mouths/to their eyes etc. after touching the animals. All animals are regularly washed/cleaned by the owner and have regular checks by a suitably qualified vet. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Animals that bite scratch etc.	Pupils Staff Cuts and infections	<ul style="list-style-type: none"> The handler of the animals is experienced and will not use animals that are showing signs of aggression. Pupils are informed of the correct behaviour (e.g. noise levels, not to “poke” or tease the animals, etc.), before animals are handed round for handling. Pupils ignoring the rules will be excluded from the session. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Animals	Pupils Staff Allergies that lead to short term ill health	<ul style="list-style-type: none"> Persons with known allergies to named animals are exempt from handling or getting exposed for long periods to that particular animal. Disposable gloves or other personal protective equipment can be provided and worn by the person if required. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Animal fouling	Pupils Staff Infections	<ul style="list-style-type: none"> All animals that are not caged/boxed are “house trained” The animal handler has a “spillage kit” with suitable cleaning and disinfectant materials 	<ul style="list-style-type: none"> 	LOW	1. 2.

Risk Assessments Reviewed: 1st October 2023

Issue 12

Reviewed by: Rola Raad – Elite Safety in Education

Next Review Date: 1st October 2024

		should an “accident” occur whilst at the school.			3.
Animals in School					
Animals	Pupils Staff Bites, scratches, infection	<ul style="list-style-type: none"> • Only keep suitable animals in school. • Ensure hands are washed before and after handling. • Keep animal house/cage clean and disinfect regularly. • Prevent contact between kept animals, and their food, and wild animals to avoid disease transmission. • If animals wander on floors or tables clean immediately after use. • Carefully wash all animal scratches or bites. If in any doubt about infection seek medical advice. • Consider carefully and record, what animals can be brought into school, by pupils, parents, demonstrators or anyone else. • Restrict animal movements if animal problems are prevalent, i.e. foot and mouth etc. comply with local guidance, and farm visits may need to be suspended. 	•	LOW	1. 2. 3.

Asbestos

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Asbestos Containing Materials	Pupils Staff Others Accidental release of ACMs	<ul style="list-style-type: none"> • Asbestos management surveys have been carried out by competent contractors to identify where asbestos/ACMs are present within the school. • The significant findings of the survey report have been shared with all staff within the school. • Contractors are not allowed to start any work (especially that which involves disrupting the fabric of the building) without producing a method statement and having seen the asbestos survey report. • Regular formal visual checks are carried out (and recorded) of all pillars, ceilings etc. where asbestos/ACMs have been identified. • Any areas of the school that are found to have damage to the fabric of the building (where ACMs are identified), are taken out of use immediately and the area is made secure/inaccessible and sealed off to all persons. • Access to the ceiling void is not allowed. • Walsall Council are contacted immediately when it is suspected that fibres have been liberated and licensed contractors are used to carry out any remedial works. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Assemblies, Awards, Ceremonies, Concerts

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Presence of general public on site	Pupils Staff General public entering pupil areas Overcrowding	<ul style="list-style-type: none"> Seating capacity of hall adhered to. Security doors kept closed. All pupils escorted by a member of staff. All visitors are responsible for their own health and safety and the health and safety of any siblings or other children who do not attend the school. Emergency evacuation arrangements are posted around the school site. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Accidents	Pupils Staff Visitors Trips Falls Collisions	<ul style="list-style-type: none"> First aiders on site. First aid boxes fully stocked. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Security of building	Pupils Staff Unauthorised entry in school	<ul style="list-style-type: none"> Security doors in school kept closed. All unauthorised persons will be challenged by staff. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Electrical equipment	Pupils Staff Visitors Electrocution Fire	<ul style="list-style-type: none"> All equipment is visually checked prior to use. Portable Appliance Testing carried out annually. Warning signs displayed where applicable. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Tables and chairs	Pupils Staff Visitors	<ul style="list-style-type: none"> Seating capacity of hall adhered to. Furniture checked for damage and removed. 	<ul style="list-style-type: none"> 	LOW	1. 2.

	Trips Falls	<ul style="list-style-type: none"> • Pupils informed not to misbehave on stage. • Stage blocks to be moved by competent persons only. 			3.
Prayers – lighting candles	Pupils Staff Visitors Fire Burns	<ul style="list-style-type: none"> • Candles should only be lit by staff. • All candles must be attached to a secure base to prevent falling over. • Care should be taken when moving candles especially when alight. • Matches must be kept out of harm's way. • Candles should be kept away from combustible materials. • Candles to be extinguished using a flame extinguisher stopper or by another safe method. • Candles must not be blown out. • Candles must be checked prior to leaving the school to ensure they are all extinguished and cold. 	•	MEDIUM	1. 2. 3.

Battery Operated Toys & Equipment

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Battery operated toys and equipment	Pupils Swallowing, Burns	<ul style="list-style-type: none"> • All toys which contain small batteries must be checked on a regular basis to ensure they are not leaking. • All battery-operated toys and equipment must be secured i.e. there must be a screw compartment and regular checks carried out to ensure the screws are tight and in place. • In the event of a child swallowing a battery staff must call the emergency services immediately. • Do Not give the child anything to drink or eat. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Blood Borne Viruses (BBV)

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Incidents involving blood	First Aiders Staff Contamination	<ul style="list-style-type: none"> • All first aiders to follow current advice and guidelines when involved in incidents regarding blood. • Disposable gloves to be worn at all times. • Normal cleaning methods using detergent and hot water to clear up any spillages on the floor surface. • Soiled waste should be disposed of using normal waste disposal procedures. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Exchange of bodily fluids	Person with a BBV Contamination	<ul style="list-style-type: none"> • Inform the Head Teacher or nominated person who will then assess the need for expert medical advice. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Following procedures	All Staff Contamination	<ul style="list-style-type: none"> • The Head Teacher is responsible for ensuring all staff are aware of the procedures to be followed for good hygiene and infection control. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Bodily Fluids

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Contact with bodily fluids	Pupils Staff Contamination infection illness	<ul style="list-style-type: none"> • Bodily fluids have been included in the School's Health and Safety Procedures. Staff have been given appropriate information/ instruction on how to deal with this. • Staff members are given instructions about basic hygiene measures e.g. thoroughly washing hands etc. • Staff are aware that they cover existing cuts and grazes before dealing with bodily fluids. • Staff are aware of the procedure for dealing with and disposal of bodily fluids and waste materials. • Suitable personal protective equipment is available i.e. disposable gloves/aprons. • Suitable equipment etc. is available i.e. hot water, soap, detergent, absorbent material e.g. paper towels, plastic bags, sterilising liquid, bucket, clinical waste bin/bags, first aid kit. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Boiler House

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Poor plant/design	Caretaker Trips, slips and falls	<ul style="list-style-type: none"> • Ensure any new equipment is suitable for its intended purpose and that it is installed correctly by a competent person who is a “GAS SAFE” registered contractor. • The boiler and associated heating system should be designed and manufactured from suitable materials. • Ensure the system can be operated safely e.g. without having to climb or struggle through gaps in pipework or structures. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Unauthorised repairs	Caretaker Serious injury	<ul style="list-style-type: none"> • No repairs/alterations should be carried out unless by a competent person (“GAS SAFE” registered) and the whole system is re-examined before allowing the system to be brought back into use. • Ensure suitable protective devices are fitted which cause shut down when the pressure, temperature or liquid or gas level exceed permissible limits. • Ensure protective devices have been adjusted to the correct settings by a competent “GAS SAFE” registered contractor. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Faults	Caretaker Unaware of malfunctions	<ul style="list-style-type: none"> • If warning devices are fitted, ensure they are noticeable, either by sight or sound. This may need to be by remote indication to a manned location i.e. reception or permanently manned office. • Ensure protective devices are kept in good working order at all times. • Ensure that where fitted, protective devices such as safety valves and bursting discs discharge to a 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Risk Assessments Reviewed: 1st October 2023

Issue 12

Reviewed by: Rola Raad – Elite Safety in Education

Next Review Date: 1st October 2024

		<p>safe place.</p> <ul style="list-style-type: none"> • Ensure that, once set, protective devices cannot be altered except by an authorised person. • Ensure protective devices are always accessible and not obscured. • Ensure protective devices are not tampered with/damaged/interfered with in any way. • Any concerns should be reported immediately. 			
Moving parts	Caretaker Access to moving parts causing injury	<ul style="list-style-type: none"> • Special care is required where there are moving parts of pumps and motors. Belt drives to pump shafts and couplings should be enclosed by guards, and the guards kept in position. • Any missing guards should be reported and replaced. 	•	LOW	1. 2. 3.
Maintenance Service	Caretaker Breakdowns	<ul style="list-style-type: none"> • There should be a maintenance programme in place for the whole system. It should take into account the system and equipment age, its uses and environment and should be assessed by a competent “GAS SAFE” registered contractor. • Service should be provided at least annually by a Specialist Contractor. • Instruction booklet followed. • Ensure staff awareness of emergency procedures. • Annual inspection and report by an insurance company carried out. • All work should be carried out by a competent person (“GAS SAFE” registered). 	•	LOW	1. 2. 3.
Defects	Caretaker Explosion e.g. resulting from gas leaks or incomplete combustion or	<ul style="list-style-type: none"> • Tell-tale signs of problems are noted e.g. safety valves repeatedly discharging or leaking – this could be an indication that either the system is over pressurising, or the safety valve is not working correctly. This must be reported, and arrangements made for a competent “Gas Safe” 	•	LOW	1. 2. 3.

	<p>problems with ignition. Age and condition of equipment Defects in the plant Gas leaks</p>	<p>registered contractor to investigate this and carry out any remedial measures necessary.</p> <ul style="list-style-type: none"> • Signs of wear and corrosion are looked out for and reported immediately. • Any defects or shortcomings in plant or equipment should be reported immediately for attention. • Ensure protective devices are not tampered with/ damaged/interfered with in any way (if this is a problem 'status valves' or 'switches' may be fitted. Any concerns should be reported immediately. • Once electrical isolation or gas shut off is used, either system should only be reconnected by a competent person. 			
Ventilation	<p>Caretaker Build-up of gases</p>	<ul style="list-style-type: none"> • Adequate ventilation is essential for the correct operation of combustion plant and there must be no interference or reduction of fixed ventilation in boiler rooms. • Care taken not to block ventilation from the outside or when any changes in building design or layout. • Adequate ventilation should be monitored. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Fire	<p>Caretaker Incomplete combustion Overheating of room Fire Asphyxiation</p>	<ul style="list-style-type: none"> • The risk of fire within boiler rooms is of major concern and it is essential that any risks are kept to a minimum by all persons. • All combustion equipment shall be maintained in good order and any leaks given prompt attention by reporting any defects immediately. • No combustible materials of any type are to be stored in boiler rooms. • Fire doors shall be maintained in good order and kept closed. • Adequate firefighting equipment shall be kept in the boiler rooms. • N.B. There is no special firefighting equipment 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<p>intended to deal with fires in gas fired boiler rooms.</p> <ul style="list-style-type: none"> • If possible, the gas should be shut off at the isolating valve. CO2 extinguishers are usually used, as they help to neutralise any gas leakage to below the explosive limit. 			
Faulty electrics	Caretaker Electric shocks tampering with electrics	<ul style="list-style-type: none"> • No unofficial extensions of wiring or socket outlets should be carried out. • Any defects should be reported immediately. • Portable electrical equipment, their plugs and cables must be in good condition. See separate risk assessment on portable electrical equipment. • Handheld inspection lamps shall operate at reduced voltage mains (240volt inspection lamps are not permissible within boiler rooms). • Electrical isolation should be easily accessed. • The installation should be bonded properly to avoid the risk of electric shock. • Once electrical isolation or gas shut off used, either system should only be reconnected by a competent person. • Rubber matting should be placed in front of control panels. • Resuscitation posters displayed. • Signage provided. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Asbestos	Caretaker Ill health through ACMs	<ul style="list-style-type: none"> • A survey is carried out for the presence of asbestos. Unless proven to the contrary all lagging should be considered as containing asbestos. • Continue to monitor any asbestos in all boiler rooms in accordance with the Asbestos Regulations. • Notify appropriate agencies of any concerns or change in circumstances or damage to lagging immediately. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<ul style="list-style-type: none"> • Notify Head Teacher immediately. • Asbestos Warning Stickers displayed where appropriate. • It is of major importance to prevent damage to the outer protective cladding of lagging to prevent the release of fibres. • Persons should not stand on pipes or rest anything against lagged plant that may cause damage. • If inadvertent exposure to asbestos occurs, contact the appropriate agencies for advice. 			
Flooding	Caretaker Many boiler rooms are subject to flooding and can cause slippery conditions	<ul style="list-style-type: none"> • Sump pumps should be installed if necessary, to prevent flooding. • Sump pumps should be maintained in good order and problems of flooding reported immediately. 	•	LOW	1. 2. 3.
Access by unauthorised persons	Caretaker Pupils gaining access resulting in accidents	<ul style="list-style-type: none"> • Locks are provided, and the boiler room is kept locked at all times. • The type of lock should be of a variety that an individual cannot get locked in the boiler room in the event of an emergency, and that anyone trying to enter to help them can get access. • Strict key control is ensured. • Anyone wishing to access the boiler room signs in and out with reception and obtains key. • Warning signs provided. 	•	LOW	1. 2. 3.
Working alone	Caretaker An accident to someone lone working may have more serious	<ul style="list-style-type: none"> • Lone working should be avoided. Care should be taken in deciding when certain tasks should be undertaken and, in some cases, defer the task until assistance is available. • Work in pairs whenever possible. • Mobile phone to be used. 	•	LOW	1. 2. 3.

	consequences if there is no other person to give assistance or summon aid.	<ul style="list-style-type: none"> • A system of signing in and signing out at reception to allow colleagues to know that someone is in the boiler room. • The risk of slips and trips should be minimised. • The boiler room should not be used as a store for items or rubbish. 			
Steep stairs	Caretaker Falls/injuries may be more serious if unable to access	<ul style="list-style-type: none"> • Ensure steps are maintained in a good condition. • Boiler door kept locked at all times. • Keep stairs clear of rubbish and obstacles. • Keep stairs free of accumulations of snow, ice, or mud. • Adequate lighting should be provided. • Emergency lighting should be provided to cover the entire boiler room and immediately outside the boiler room exit door(s). 	•	LOW	1. 2. 3.
Inappropriate work wear	Caretaker Slips, entanglement	<ul style="list-style-type: none"> • Adequate PPE should be provided. • Stout footwear with slip resistant soles is provided by the services and should be worn. 	•	LOW	1. 2. 3.
Communication	Caretaker No communication in case of emergency	<ul style="list-style-type: none"> • The Caretaker has a mobile phone at all times. 	•	LOW	1. 2. 3.
Work at height equipment	Caretaker Falls	<ul style="list-style-type: none"> • All equipment e.g. ladders, steps etc. kept or used in boiler rooms must be maintained in a good condition. See risk assessment on work at height. 	•	LOW	1. 2. 3.
Lack of knowledge or training	Caretaker See above where a lack of knowledge or training may contribute to an	<ul style="list-style-type: none"> • Ensure there is a set of operating instructions for the boiler and control of the whole heating system including emergencies. • Appropriate staff have access to these instructions and are properly trained and instructed in the operation and use of the boiler and heating system 	•	LOW	1. 2. 3.

	accident/injury	<p>to ensure safety.</p> <ul style="list-style-type: none"> • Know the process conditions, such as pressures or temperatures. • Know the safe operating limits of the boiler and heating system. • Gas shut off valves and electrical isolation location must be known. • Training should be carried out if: • New staff are recruited before they are involved in operating the boiler. • The equipment or operation changes. • The skills have not been used for a while and refresher training is required. 			
Access to first aid	Caretaker First aid/eye wash facilities	<ul style="list-style-type: none"> • First aid available in the school. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Bouncy Castles

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Lack of insurance	Visitors Pupils Staff Claims	<ul style="list-style-type: none"> The owner of the bouncy castle must provide written evidence that they have appropriate public liability insurance in place to cover any legal liability which may attach to them i.e. due to the defective state of the equipment or failure to erect the castle correctly etc. The bouncy castle must not be used unless confirmation of public liability is obtained. Also obtain a copy of their risk assessment and ensure they have safety certificates for their equipment. 	<ul style="list-style-type: none"> 	LOW	<ol style="list-style-type: none">
Equipment	Visitors Pupils Staff Collapse Fire	<ul style="list-style-type: none"> The device must be thoroughly examined by a competent person (contact supplier/manufacturer) every 12 months in accordance with the code of practice at fairs. (If it has been issued with PIPA or ADIPS certificate, these can be checked online on the relevant websites and the bouncy castle should have a PIPA tag or some type of identification on it.) The blower, inflatable and the electrical system should be examined, and a certificate issued. These should be checked before use. The device should be inspected prior to the first use on any day following supplier/manufacturer's instructions. Checks should include anchor points, anchor ropes, anchor stakes, moorings, wall to tower fixings, 	<ul style="list-style-type: none"> 	LOW	<ol style="list-style-type: none">

		<p>inflation tube, surfaces, blower and seams of bed, pressure should be sufficient to give reliable firm footing, and complete a visual electrical check.</p> <ul style="list-style-type: none"> • If any defects are noted, the device must not be used until necessary repairs are completed. • All thorough examinations and inspections should be properly recorded. 			
Fire	Visitors Pupils Staff Burns Asphyxiation	<ul style="list-style-type: none"> • A multi-purpose (powder) extinguisher is positioned in close proximity to the device. • Equipment must not be used in high winds. • The equipment must be sited on flat level ground. • All anchorage points must be used at all times. It must not be possible for the equipment to move around. 	•	LOW	1. 2. 3.
Toppling	Visitors Pupils Staff Injury	<ul style="list-style-type: none"> • The hirer/seller must provide an Amusement Device Inspection Procedures Scheme or PIPA Inflatable Play Inspection Certification, operator's manual, device risk assessment and method statement for operation of the facility on the premises. 	•	LOW	1. 2. 3.
Unsafe use	Visitors Pupils Staff Injury	<ul style="list-style-type: none"> • The method statement/safe system of work should be utilised to ensure that users are admitted in a controlled and safe manner. • All hard/sharp/dangerous objects such as footwear, buckles, pens, purses etc. are removed. Glasses are best removed. • No bouncing on the front apron of the castle. • No climbing or hanging on the outside walls. • No running from wall to wall should be permitted. 	•	LOW	1. 2. 3.

		<ul style="list-style-type: none"> • Children of a similar size should be on the apparatus at any one time. • No one taller than the height restrictions for the device should be allowed. • Age restrictions (minimum and maximum) in place. • Beginners should bounce only on their feet. • One to one assistance may be required for children who experience difficulties with their physical control. • No users shall be allowed to consume food or drink or chew gum on the device. • Keep users off the device when it is being inflated/deflated. • Deflate the device when not in use. 			
Extreme heat	Visitors Pupils Staff Burns	<ul style="list-style-type: none"> • If possible, site in the shade. • In times of extreme heat, carry out frequent checks of the inflatable's surface temperature. If found to be too hot, cease play. 	•	LOW	1. 2. 3.
Incorrect usage	Visitors Pupils Staff Injuries	<ul style="list-style-type: none"> • A perimeter fence must be erected 2 metres from closed sides and 4 metres from open sides to prevent unauthorised access to the device, or to accommodate inadvertent exit of the device. • The device must not be overloaded. The number and the maximum size of users that the structure can safely contain at any one time should be specified in the operations manual. • Equipment should not be used in wet weather. 	•	LOW	1. 2. 3.

Lack of training	Visitors Pupils Staff Incompetent person	<ul style="list-style-type: none"> • The attendant should be fully trained in how to: • Operate the device. • Safe entry/exit for users. • Safe methods of assembly/dismantling, where applicable. • How to make a daily check. • Safe anchoring of the inflatable. • Crowd control measures, and barriers. • Measures to be taken in the event of power failure. • Procedures for reporting accidents, defects or breakdowns. • Agree a minimum number of attendants to be present at all times to control access and egress. • In deciding how many attendants are required, the controller needs to consider matters such as the number of people using the device, the age of the users and the type of environment in which the inflatable is being used. • Attendants must be capable of exercising authority over users of the equipment and be familiar with the safe system of work. • Attendants should be aged 16 years or over. • Users should be removed if they display boisterous behaviour. • Attendants must constantly watch the activities on the equipment. • The front area must be kept clear of onlookers so that the attendant(s) always has clear visibility. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.
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Poor hygiene	Visitors Pupils Staff Contamination	<ul style="list-style-type: none"> • Arrangements may be needed for the cleaning and sterilisation of the bouncing surface from time to time. When this occurs, the material should be thoroughly dry before activity recommences. 	•	LOW	1. 2. 3.
Siting bouncy castle	Visitors Pupils Staff Weather issues Surroundings	<ul style="list-style-type: none"> • Site bouncy castle in an area with plenty of space on every side, and ensure there are no overhanging trees, bins or walls nearby. • Site on clear, level ground. • Consider positioning in regards to the direction of the sun and wind. • Wind measurements should be taken at regular intervals, these should not exceed 24mph, if they do, the bouncy castle should be deflated. • If sited indoors, consider using sand bags attached to the anchor points to prevent the inflatable from moving around. 	•	LOW	1. 2. 3.
Power supply (if electric)	Visitors Pupils Staff Trips, falls Electric shock	<ul style="list-style-type: none"> • Check with the supplier how the bouncy castle will be inflated and if by electricity consider this when siting inflatable, to ensure a supply is nearby. • Ensure extension lead is the correct length, if needed (do not plug one extension lead into another). • Ensure there are no trip hazards, cable covers may be required. • Consider using RCD if located outside. 	•	LOW	1. 2. 3.

Caretaking Activities

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Cleaning chemicals	Caretaker, cleaners Chemical splashes, fumes	<ul style="list-style-type: none"> Caretaker to be aware of COSHH assessments and inform cleaners of risk control measures when using cleaning chemicals. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Roof work	Caretaker, people below Falls from height, hit by falling object	<ul style="list-style-type: none"> Council employees are not permitted on the roof If working on the roof, Caretaker to be trained or instructed in safety on roof works. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Ladders	Caretaker, people below Falls from height	<ul style="list-style-type: none"> Ladders to be maintained in a good condition and periodically inspected. Inspection to be recorded stating findings. If stepladders are used, ensure there is no side loading on them, i.e. do not lean sideways. Ensure proper training or instruction has been received by persons who use ladders, ensure correct footing, clear area below. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Lone working	Caretaker Personal injury, abuse	<ul style="list-style-type: none"> Be aware of procedures to deal with threats of violence or aggression. Lone working procedures to be in place – refer to the school safety policy. Do not undertake any hazardous tasks when working alone i.e. working at heights to change hall lights. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Child protection	Pupils Abuse	<ul style="list-style-type: none"> Suitable procedures in place at the school to have Disclosure and Barring checks made on 	<ul style="list-style-type: none"> 	LOW	1. 2.

		<p>all people who have access to children.</p> <ul style="list-style-type: none">• Suitable supervision available at all times.• Incident reporting procedure to be available, actively encouraged and the procedure to be known by all staff.			3.
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Cash Handling

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Carrying large amounts of money in public places	Employees – Increasing the risk of personal injury from violence	<ul style="list-style-type: none"> • The handling of money to be kept to a minimum. (See attached Cash Carrying- Minimum Standards.) • Where feasible use a courier or external security company to transport the money (where there are large amounts of money). • Where regular banking is required e.g. trips or other income, the following precautions could be adopted: <ul style="list-style-type: none"> a) Vary the time of day when the banking of money is undertaken. b) Vary the day the money is taken. c) Vary the bank the money is taken to if possible. d) Use alternative routes to the bank but always ensure the route taken is known by colleagues. e) Always use two members of employees transporting the cash. SBM &DSL 		LOW	1. 2. 3.
Employees time	Employees	<ul style="list-style-type: none"> • Employees are given enough time to undertake this task. 	•	LOW	1. 2. 3.
Employees not being insured to use their own vehicles for work purposes.	Employees – no business insurance	<ul style="list-style-type: none"> • Employees have business use insurance if required. • The vehicle used to transport the cash has to have business insurance. 	•	LOW	1. 2. 3.

Manual handling of large amounts of cash.	Employees - injuries	<ul style="list-style-type: none"> Encourage the use of card payments via the app (Schoolcomms) instead of cash for when parents are paying. 	•	LOW	<ol style="list-style-type: none">
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Cleaning

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
General lifting and carrying	Cleaners Staff Pupils Visitors Cuts abrasions, musculoskeletal and other physical injuries	<ul style="list-style-type: none"> • Specific Manual Handling Assessment carried out for all one-off tasks presenting significant risk/for individuals with medical conditions etc. • Training given in correct lifting techniques. • Manual handling minimised as far as possible, broken down into smaller loads/assistance sought. • Appropriate footwear worn. • Mechanical lifting aids available (trolleys etc.). • Good housekeeping and workplace layout. • Heavy items stored at waist level. • Good housekeeping to be maintained. • Floor surfaces unobstructed and slip free. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Cleaning using equipment	Cleaners Staff Children Visitors Cuts abrasions, musculoskeletal and other physical injuries	<ul style="list-style-type: none"> • Manual handling assessment carried out for use of floor buffer etc. (Walsall Council) • Training given in correct procedure for use of such equipment. • Any specific training/instruction requirements identified. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Use of electrical equipment	Cleaners Staff Children Visitors Electrical shock Burns Fire Power leads	<ul style="list-style-type: none"> • Pre-use check conducted by users. • Electrical equipment subject to regular safety inspection and test ('PAT testing'). • Trailing leads kept to a minimum. Use extension leads and adaptors only where necessary. • Use nearest available socket to reduce need for extension leads. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

	present a tripping hazard Cuts abrasion, musculoskeletal and other physical injuries	<ul style="list-style-type: none"> • Mains powered portable equipment to be protected by RCD in higher risk situations, e.g. equipment used outside or in wet conditions, and for equipment where there is a risk of cables being severed. • System for reporting faults and taking equipment out of service in place. 			
Use of cleaning chemicals detergents	Cleaning staff Staff Children Visitors Irritation/harm to eyes, nose and upper respiratory tract Skin sensitisation disorders	<ul style="list-style-type: none"> • Less hazardous chemicals used wherever possible. • Material Safety Data Sheet for substances obtained from supplier and guidance followed. • COSHH Assessment completed for all hazardous chemicals and control measures implemented. • Appropriate Personal Protective Equipment (e.g. gloves, goggles etc.) provided and worn where identified in COSHH assessment. • Chemicals stored appropriately and access restricted when in use. • Activities undertaken outside of school hours where possible. • Immediate cleaning up of any spillage. • All containers clearly labelled. • Always read the labels before using Harmful Substances. • Walsall Council cleaning staff receive training from Walsall Council and all documentation on cleaning products i.e. Data Sheets. 	•	LOW	1. 2. 3.
Exposure to communicable diseases	Cleaning staff Staff Children Visitors Disease, Infections Cuts abrasions, musculoskeletal	<ul style="list-style-type: none"> • Potentially hazardous waste e.g. vomit/bodily fluids must be disposed of correctly and surfaces properly disinfected. • Disposable gloves and aprons used for all activities that may result in contamination of clothing with blood, body fluids or faeces. • Such PPE is double bagged and disposed of appropriately after a single use. 	•	LOW	1. 2. 3.

	and other physical injuries	<ul style="list-style-type: none"> • Waste collections for clinical waste. • Adequate provision for hand washing (soap, hot water) readily available. • All wounds on exposed skin are suitably covered. 			
Slips trips and falls	Cleaning staff Staff Children Visitors Cuts abrasions, musculoskeletal and other physical injuries	<ul style="list-style-type: none"> • All spillages to be dealt with immediately. • Wet floor signs to be used when appropriate. • Dry mop floors after cleaning up initial spillage. • Appropriate footwear worn. • Pupils, visitors etc. to be kept away from spill area during cleaning. • Adequate external lighting during working hours. 	•	LOW	1. 2. 3.
Lone working – working in school alone in isolated locations	Cleaners Staff Children Visitors Accident injury, Physical assault, Delayed assistance in emergency Cuts abrasions, musculoskeletal and other physical injuries	<ul style="list-style-type: none"> • Ensure there is adequate lighting. If possible, follow different procedure daily. • On site security system, controlled access to building e.g. through coded doors etc. • Challenging unknown visitors where safe to do so. • Mobile phone carried. • Reduce time spent working alone so far as is reasonably practicable. • Notify manager of start time and when finished. Only agreed risk tasks to be undertaken, avoid high risk activities (e.g. working at height). 	•	MEDIUM	1. 2. 3.

Cleaning Guttering

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Clearing gutters	Caretakers and persons clearing gutters Falls whilst cleaning	<ul style="list-style-type: none"> • Alternative means of access and working platform has been considered but is inappropriate in this instance. • A ladder is considered the only viable means of access or work platform because the work is low risk and of short duration. • Where possible, access items remotely e.g. using pole/extendable rod. • Restrict frequency of task (e.g. to once a month). • Identify safe systems of work for completing this task and communicate to appropriate staff. • Environment to be clear of obstacles with even surface as base for access equipment. • Area checked for overhead hazards e.g. electrical cables. • Frequent documented checks of access equipment take place to confirm a safe working condition. • Procedures are in place for damaged access equipment to be removed immediately and further use prohibited • Adequate and appropriate signs are in place to warn of the hazards. • Ground level area where access route is located is cordoned off to prevent contact with any persons who may be on the premises. • Works scheduled to take place when pupils not in 	<ul style="list-style-type: none"> • 	MEDIUM	<ol style="list-style-type: none"> 1. 2. 3.

		<p>school/area.</p> <ul style="list-style-type: none"> • Access equipment is restricted to those who have been trained in its safe use. • Appropriate training is given to staff on work at height. • Appropriate footwear to be worn so that a safe grip is maintained. • If on roof, caretaker to maintain safe distance from roof edge. • Ladder or steps to be long/tall enough to stop necessity of overreaching. • Do not prop ladders against plastic guttering. • Caretakers aware of fragile roof areas and safe systems of work in place to access roof areas. • Waste disposed of appropriately. • Staff instructed only to use proper access equipment e.g. not to climb on bins and cabinets. 			
Falling objects	Staff, pupils, contractors or visitors to the site Incidents Injuries	<ul style="list-style-type: none"> • No heavy, bulky or unwieldy objects are carried when accessing work area. • Items are lifted using the appropriate equipment and the associated safe system of work. • Accompanying tools and equipment carried on person are stored in tool belts or secured appropriately. • Ground level area where access route is located is cordoned off to prevent contact with any persons who may be on the premises. • Adequate and appropriate signs are in place to ward of the hazards. • Works scheduled to take place. 	•	LOW	1. 2. 3.
Weather	Caretakers and persons clearing gutters	<ul style="list-style-type: none"> • Consider weather conditions before planning any external works. 	•	LOW	1. 2.

	High winds Falls				3.
Medical issues	Caretakers and persons clearing gutters Incidents	<ul style="list-style-type: none"> Where persons have pre-existing medical conditions or other factors which may affect their ability to undertake these tasks a separate risk assessment has been undertaken. 	•	LOW	1. 2. 3.

Coach Travel – Off Site Visits

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
All accidents and incidents	Pupils Staff Missing pupils Emergency situations	<ul style="list-style-type: none"> • Leaders briefed re the following: - • Purpose, location, time and duration of visit. • Activities to be included during the visit. • Composition of group, including any special or particular needs for individuals. • Transport considerations. • Supervisory responsibilities throughout the visit, including any specific responsibilities e.g. First Aid, medication, spending money etc. • Emergency procedures – communications, mobile ‘phones, Emergency Events card including all emergency contact numbers. • Contingency arrangements in the event of an accident or breakdown (Inc. safety of group and planned means of onward travel or return home). • Visit leader will carry information regarding medical conditions and relevant medication carried. • Pupils appropriately briefed to include the following: <ul style="list-style-type: none"> • Purpose, location, time and duration of visit. • Activities to be included during the visit. • Expected standards of behaviour/Code of Conduct and pertinent safety rules. • Required clothing. • Emergency procedures - what to do if lost or separated from group, or there is an incident. 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.
All accidents/emergencies/	All on board Injury, death	<ul style="list-style-type: none"> • Only coaches from a bona fide, reputable company will be hired. 	<ul style="list-style-type: none"> • 	LOW	1. 2.

Driver error		<ul style="list-style-type: none"> • Prior written assurance will be obtained from the coach company that all drivers are adequately trained and adhere to recommended standards, e.g. are checked and vetted at appropriate intervals regarding their health/fitness to drive, previous driving experience, and convictions. • Have a full, current PCV license. • Do not have past convictions for serious driving offences – e.g. drink/driving. • Are not facing impending prosecution for any serious driving offences e.g. drink/driving. • Adhere to strict working hours according to tachygraphy rules and regulations. • Are informed about and prohibited to drive under the influence of alcohol or drugs. • Are prohibited to use mobile phones or radios in the coach unless the bus is stationary, or the equipment is fully “hands-free” operated. 			3.
Inappropriate driving by driver	Pupils Staff Injury, death	<ul style="list-style-type: none"> • Group leader to discuss concerns with driver. • Stop the journey and ‘phone the company for a new driver if it is felt the group is at risk. 	•	LOW	1. 2. 3.
Defective vehicles	Pupils Staff Injury, death	<ul style="list-style-type: none"> • Only bona fide, reputable companies will be hired. • Where appropriate, prior written assurance will be obtained from the company that it has suitable and sufficient safety management systems in place e.g. • It has a current and appropriate PSV Operator’s Licence (N.B. National (blue) or International (green) disc should be clearly displayed in windscreen. • It is assessed regularly (at least annually) by VOSA (Vehicle and Operator Services Agency). • It is a member of and assessed regularly by the Confederation of Passenger Transport, Coach 	•	LOW	1. 2. 3.

		<p>Tourism Council or similar national body that monitors and upholds standards.</p> <ul style="list-style-type: none"> • It has full insurance for all its drivers and vehicles, including public liability cover. • It has suitable and sufficient breakdown cover to ensure that a replacement vehicle can be guaranteed if required. • It is not at present under investigation, pending possible disciplinary action by VOSA or possible prosecutions. • All its coaches have a current MOT certificate. • All its coaches are maintained and serviced regularly (and that records are available if requested for inspection). • All seats are fitted with fully operational seat belts. • All coaches are fitted with fire extinguishers and a fully maintained first aid kit. • All emergency exits and door closures on coaches are checked daily and in good working order. • All emergency exits and door closures on coaches are checked daily and in good working order. • Booster seats must be available for use when appropriate (children under 1.35m). • Group leader to make visual inspection of interior and exterior of coach and draw any obvious defects to the driver's attention. 			
<p>Injury whilst getting on/off transport Wheelchair users Collision with passing vehicle</p>	<p>All group members, including leaders Wheelchair users Injury, death</p>	<ul style="list-style-type: none"> • Safe locations will be chosen away from busy traffic to get on/off coach (e.g. coach park, onto wide pavement). • Allocate one staff member to stand by and check doorway as young people enter/leave. • Brief group to enter and leave in an orderly manner. • Transport will have suitable lift/wheelchair access. 	<ul style="list-style-type: none"> • 	<p>LOW</p>	<ol style="list-style-type: none"> 1. 2. 3.

		<ul style="list-style-type: none"> • Access and egress, and transfers will be carefully supervised (and assisted, if required) by sufficient number of trained, experienced staff members with suitable lifting aids if appropriate. • Wheelchairs will be properly secured during journey using appropriate fixings. • Ensure one staff member is the first and last on and off board. 			
Injury whilst vehicle is in motion	Pupils Staff Injury, death	<ul style="list-style-type: none"> • All group members will be briefed to stay seated, wherever possible, during journey. • Group members will be instructed to use and fit seat belts correctly at all times during journey. • Service buses without seatbelts will not be used, apart from short local routes, and never used on journeys involving high speed roads. • Aisles and emergency exits will be kept clear of obstructions. • Booster seats available for use when appropriate (children under 1.35m) these are to be provided by parents if required. 	•	LOW	1. 2. 3.
Misbehaviour injury to self, others inside coach, or passers-by	All on board or passers-by Injury to self or others	<ul style="list-style-type: none"> • Staffing ratios will be in line with local authority guidance and will be sufficient to maintain good behaviour. • Leaders will sit at various separate locations to maintain good order and ensure young people keep seat belts on, and do not need to leave seats to ask questions etc. • On double-decker coaches' supervisors should be positioned on both decks. • Pupils will be told not to: • Remove their seat belts. • Throw anything either inside vehicle or out of windows. 	•	LOW	1. 2. 3.

		<ul style="list-style-type: none"> • Distract or disturb vehicle driver's concentration whilst travelling. • Lean against or touch the emergency exits (except in emergency). • Open or close vehicle windows without permission. • Lean out or put head/hands through open windows. • Hold or hang things out of the windows. • Gesticulate to passers-by or other transport users. • Additional staffing will be arranged to ensure safe supervision if necessary. • Pupils told to remain seated with seatbelts fastened where appropriate and not to move around vehicle unnecessarily. • Loose objects, such as drinks containers or other litter, are collected in rubbish bags and not allowed to roll (or be thrown) around the coach. 			
In event of breakdown or accident, additional collision with vehicle, or with passengers during evacuation Motorway	Pupils Staff Injury, death	<ul style="list-style-type: none"> • Staff to ensure group members are aware of emergency procedures, as appropriate. • Follow directions by coach driver. • All passengers to be evacuated away from passenger side of vehicle to safe resting place (beyond side barrier if possible), well away from passing vehicles. • Ensure that Traffic Patrol officers are informed to place blue or amber flashing hazard lights between the coach and approaching traffic as soon as possible. • Do not stay on the coach on a motorway unless instructed otherwise by the emergency services. 	•	LOW	1. 2. 3.
In event of breakdown or accident, additional	Pupils Staff Injury, death	<ul style="list-style-type: none"> • Staff to ensure group members are aware of emergency procedures, as appropriate. • Follow directions by coach driver. • If not possible/safe, to get off coach/vehicle 	•	LOW	1. 2. 3.

collision with vehicle, or with passengers during evacuation A Roads		<p>passengers will be instructed to sit on side of vehicle furthest from moving traffic and remain wearing seat belts until emergency service arrives.</p> <ul style="list-style-type: none"> • Consideration to be taken into account of weather conditions and consider the requirement of additional water available and other items (sick bags) to be stored on the coach. 			
Stopping-off points/breaks in the journey Individuals separated or lost Confrontation with a member of public	Pupils Staff Injury, death	<ul style="list-style-type: none"> • Brief group members re: • Purpose and timings of stop. • Rendezvous times and places. • Hazards and conduct/behaviour required. • How and where to contact staff (agree staff supervisory responsibilities beforehand). • Remain in pairs or threes (buddy system - each responsible for named other). • Moving traffic (driving on right abroad). • Careful head count before departure. • Staff to take turns to roam the stop-off area to provide additional supervision where appropriate. • Procedure if they become lost or separated from their group. • Remind re moving traffic (driving on right abroad). 	•	LOW	1. 2. 3.
Travel sickness	All group Aggravated symptoms	<ul style="list-style-type: none"> • Identified potential sufferers to be seated near the front or coach toilet. • Pupils will be briefed to eat/drink sensibly. 	•	LOW	1. 2. 3.
On-board toilet	All on board Injury, death	<ul style="list-style-type: none"> • Should only be used as an emergency. 	•	LOW	1. 2. 3.
Luggage falling from overhead luggage racks	Pupils Staff Injury, death	<ul style="list-style-type: none"> • Only one piece of hand luggage to be taken on board and stored securely in overhead rack. • All remaining luggage to be stored in luggage hold 	•	MEDIUM	1. 2.

		<p>compartments.</p> <ul style="list-style-type: none"> • Staff to check luggage racks before coach departs. • Ensure coach company aware of any extra equipment taken by group on trip over and above normal luggage. 			3.
Disabled persons on coach	Pupils Staff Injury through manual handling	<ul style="list-style-type: none"> • If young persons are in a wheelchair and unable to walk up the steps, a wheelchair lift should be available on the coach and a wheelchair specific space available for the wheelchair user. • A nominated person will be responsible for the wheelchair user throughout the journey. • The coach company will be informed of persons who may be in a wheelchair prior to booking to ensure the coach is able to accommodate. (The weight limit of wheelchairs would have to be discussed if persons are able to transfer from wheelchair to seat.) • The majority of coaches may not have access to the toilet for wheelchair users and the group leader may have to schedule a rest break for journeys. • Wheelchairs will be properly secured during journey using appropriate fixings. • If user remains in wheelchair, appropriate seat belts, if required, will be fitted. 	•	LOW	1. 2. 3.
Whilst on activity: Inappropriate behaviour injury to self, other party members, or passers-by	Pupils Injuries	<ul style="list-style-type: none"> • Staffing supervision is within recommended ratios, sufficient to meet pastoral needs and maintain good behaviour. • Overall party divided into smaller groups for more effective supervision by staff. • Pupils appropriately briefed to include the following: • Purpose and duration of activity. • Expected standards of behaviour and pertinent safety rules – follow instructions/ directions from 	•	LOW	1. 2. 3.

		<p>provider's staff where applicable.</p> <ul style="list-style-type: none">• Emergency procedures - what to do if there is an incident or they become lost or separated from group.			
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Computer Suites

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Computers, Desks, Leads, Chairs	Staff Pupils Back injury to staff, eye strain to pupils, trips from cables	<p>These suites are not normally covered by the Regulations as pupils are not employees and do not normally spend long periods at computers. Staff however may be with several groups and spend a long time bending down to low computers. The staff, therefore, is at the greatest risk from musculoskeletal injury. The following is best practice.</p> <p>For staff:</p> <ul style="list-style-type: none"> • Try to use suitable seating when assisting pupils at computers. A stool with wheels often allows this, as in the classroom. <p><i>For pupils and staff:</i></p> <ul style="list-style-type: none"> • Height adjustable seating for children using computers and instruct them in correct adjustment. • Screens should be at arm's length from normal sitting position. • Suitable lighting to be provided in computer suites to prevent glare or reflection in the screen, which can cause eye strain. • Suitable blinds to prevent glare and reflection. • Adequate ventilation to prevent the build-up of heat or use flat screens to reduce heat emission. • Ensure all cables are tucked up away from feet, low risk of tripping, but higher risk of equipment damage by pulling on cables. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<ul style="list-style-type: none"> • Ensure proper electrical supply to all computer equipment. • Excessive use of extension blocks to be avoided, i.e. do not “daisy chain”. (Link one extension to the next.) • Correct installation by qualified electrician. • Ensure at least one computer workstation is adapted for wheelchair access if applicable. • Children may not be covered by the regulations and may not spend a long time on computers during lessons, but they may spend considerable amounts of time on them at home after school, or at weekends. Therefore, it is worth introducing pupils to the best seating arrangement and set up of the equipment to provide the most comfortable arrangement and prevent musculoskeletal problems. 			
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Contractors

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Use of external company's contractors	Pupils Staff Visitors Contractors Poor workmanship Poor practices	<ul style="list-style-type: none"> • Contractors thoroughly vetted to satisfy selection criteria e.g. (have H&S Policy and adequate insurance etc.) and be competent to undertake the tasks for which they are commissioned. • Risk assessments and method statements provided. • Appropriate public liability insurance in place (min. £5m indemnity). • Pre-contract meeting. • The school monitors work of the contractors and have regular liaison meetings. • Construction, Design and Management Regulations (CDM Regulations) must be adhered to and for larger projects (over 30 days and will foreseeably have more than 20 workers on site at any one time or 500 person days), are notifiable to the HSE. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Access/egress	Pupils Staff Visitors Contractors Blocked exit routes Unauthorised access Contact with children	<ul style="list-style-type: none"> • Designated access route to and from work area. • Restricted access to construction areas. All staff advised during team briefing. • Children advised of hazards and risks during assembly. • Contractors to report to school staff if pupils breach area. • Ensure all debris is removed from walkways and disposed of safely. • Daily inspection to be carried out by contractors and school representative. • Construction work undertaken out of normal working 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<p>hours wherever reasonably practicable or in a separate secure area.</p> <ul style="list-style-type: none"> • Contractors instructed not to engage in conversation with pupils. • Adequate supervision in the vicinity of the work area if contact is possible. • Agreed programme of work with the school. • Managers may need to change access routes or close areas (e.g. doors and corridors) whilst contract work is carried out. If this is the case, all staff (and, school parents if necessary) may need to be informed. 			
Vehicular access	<p>Pupils Staff Visitors Contractors Ineffective pedestrian vehicle segregation</p>	<ul style="list-style-type: none"> • Restricted access, contractors advised accordingly. • Contractors' vehicles not permitted into the school grounds at start of school, during breaks, lunchtime and at end of the school day. • Pedestrian walkways maintained. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Asbestos	<p>Pupils Staff Visitors Contractors Ill health, Asbestosis</p>	<ul style="list-style-type: none"> • Copy of asbestos survey, permission to work (PTW) and all related documentation retained on the school premises in the asbestos log. • Where invasive work is being carried out (i.e. work which involves the fabric of the building, pipe work or services) permission to work must be given. • Contractors must read and sign the asbestos permission to work log, prior to commencing the work. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Electrical equipment and sockets	<p>Pupils Staff Visitors Contractors</p>	<ul style="list-style-type: none"> • Electrical tools and equipment subject to a portable appliance testing regime. • All portable electrical tools on site to be 110v or protected by RCD's. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

	Using poorly maintained equipment Electrocution Fire Trailing cables - trips and falls	<ul style="list-style-type: none"> All electrical equipment to be removed and/or stored appropriately at the end of each working day. Cable covers to be used. Ensure good housekeeping is maintained. Safe route to workplace has been agreed. 			
Health and Safety Information	Pupils Staff Visitors Contractors Lack of management control	<ul style="list-style-type: none"> Contractors made aware of school's emergency procedures including evacuation and first aid. Exchange of Health and Safety Policies between the school and contractors. The school provides all relevant information to enable contractors to control risks. 	•	LOW	1. 2. 3.
Hazardous substances	Pupils Staff Visitors Contractors Health problems Fire Burns Contamination	<ul style="list-style-type: none"> Contractor to inform the school of any hazardous substances brought onto the site. Hazardous substances not left unattended. Clearly labelled and securely stored. Contractor to ensure dust/fume production is minimised. Appropriate PPE provided and worn by contractors. Visitors to site made aware of hazards and not allowed on site unless wearing suitable PPE. 	•	LOW	1. 2. 3.
Work at height	Pupils Staff Visitors Contractors Falling objects Injury Unauthorised access	<ul style="list-style-type: none"> Work area to be agreed between contractor and the school. Ladders adequately secured/removed at end of each working day. Area below work to be securely fenced off with warning signs displayed. Working platforms used to have toe boards and mesh panels to prevent falling objects. Restricted access. Pupils reminded of hazards during assembly. 	•	LOW	1. 2. 3.

Security	Pupils Staff Visitors Contractors Unauthorised entry to premises, Theft	<ul style="list-style-type: none"> • Badge system in place for contractors. • Contractors must sign in and out of the premises. • Principal contractor to record all contractors on site and advise reception of all persons on site. • Adequate site security, fencing etc. 	•	LOW	1. 2. 3.
Noise	Pupils Staff Visitors Contractors Deafness, Hard of hearing, Tinnitus	<ul style="list-style-type: none"> • Noise is kept to a minimum or agreed working times have been arranged for any noisy working activities. • If noise to affect neighbours, co-operation and communication has taken place. 	•	LOW	1. 2. 3.
Stored materials	Pupils Staff Visitors Contractors Fire risk Injury	<ul style="list-style-type: none"> • Materials stored on site to be kept to a minimum. • Storage only in agreed designated secure compound. • Access restricted to authorised persons. • Appropriate firefighting equipment is available and maintained for use. 	•	LOW	1. 2. 3.
Waste material	Pupils Staff Visitors Contractors Health risk Fire risk	<ul style="list-style-type: none"> • So far as is reasonably practicable, waste to be removed from the site daily or in secure skips. • Waste stored on site to be in a suitable container according to type of waste and in a secure area. 	•	LOW	1. 2. 3.
Fire	Pupils Staff Visitors Contractors Burns scalds Property damage/loss	<ul style="list-style-type: none"> • All staff and contractors advised of procedures and any alternative routes during contract work. • Smoking not permitted on site. • Hot works permits used where applicable. • Combustible materials to be stored in agreed areas unless required for immediate use. 	•	LOW	1. 2. 3.

		<ul style="list-style-type: none">• Appropriate fire extinguishers available.• Flammable liquids/compressed gases appropriately stored.			
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Creative Play Outdoors

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Building and Construction					
Use of crates	Children Falls Using them to climb over fences	<ul style="list-style-type: none"> • The crates must only to be used in an area where there is soft surfacing. • Grass or soft play surfacing is required as children could climb on the crates. • The crates must not be used by fencing or stored by fencing. • Where possible store crates in a container or store away from perimeter fencing. • Children must be supervised at all times when using the crates especially when stacking them. • They must not be stacked more than 3 high at any one time. • Crates to be checked before use for splits or missing pieces, which could leave sharp edges. • Crates should be on a surface where they will not easily slip. 	<ul style="list-style-type: none"> • 	MEDIUM	<ol style="list-style-type: none"> 1. 2. 3.
Mats	Children Slips Trips	<ul style="list-style-type: none"> • Care to be taken the mats will not slip on the surfaces and they do not start curling at the edges which could cause a trip hazard. • Mats must be stored flat and allow to dry before putting away. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Use of string and ropes	Children Injuries Inappropriate use	<ul style="list-style-type: none"> • Supervision at all times when using string and ropes. • Children must not use these to tie each other up. • Ropes and string must be removed when session 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<p>has finished.</p> <ul style="list-style-type: none"> • Rope should be used in conjunction with the tarpaulin. 			
Tarpaulin	Children Inappropriate use	<ul style="list-style-type: none"> • The tarpaulin is to be used to make a den and not for children to run around with it not being able to see where they are going. • Supervision at all times. 	•	LOW	1. 2. 3.
Den and Camping					
Den equipment	Children Injuries	<ul style="list-style-type: none"> • The den equipment can be used on a hard surface, as no climbing will be permitted for den making. • Children will use various resources to make a structure and place a cover over the top. • Children’s play imagination will be used for various activities i.e. “Pretend camping”. • All equipment used will be suitable for the age of the children and supervision in place. • All equipment will be checked for defects and any issues will be taken out of use. 	•	LOW	1. 2. 3.
Water Collection					
Water hose	Children Trips Slips Bacteria Drowning	<ul style="list-style-type: none"> • The water hose will be attached to the side of the wall to prevent children tripping over the hose pipe. • The hose would ideally be in an area where there is non-slip surfacing (if not possible children should have suitable footwear on). • Care should be taken when siting the hose that a drain is close by to avoid flooding issues. • If the hose is not used for longer than a week, a flushing regime must be implemented. • As water can be poured into containers, there is a risk of drowning. 	•	LOW	1. 2. 3.

		<ul style="list-style-type: none"> Children must be closely supervised with any water activity. 			
Tubes for water use	Children Assembling pipes	<ul style="list-style-type: none"> Care to be taken when children are using the drainage tubes that they do not accidentally knock other children when transporting them. Children must not use them as pretend weapons. 	•	LOW	1. 2. 3.
Water	Children Drowning	<ul style="list-style-type: none"> Children to be watched at all times when playing with water. There should always be one member of staff in close proximity of the activity. 	•	LOW	1. 2. 3.
Water	Children Children getting clothes soaked	<ul style="list-style-type: none"> The children must wear waterproof clothing and wellies when taking part in this activity. 	•	LOW	1. 2. 3.
Accidents	Children No first aid	<ul style="list-style-type: none"> First aider at all times with the children. First aid boxes available. Phones available if required. 	•	LOW	1. 2. 3.

Early Years/Nursery

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Internal play equipment	Children Slips, trips, injury	<ul style="list-style-type: none"> • All equipment purchased/loaned to be checked to ensure they are safe for the ages and stages of children attending activity. • Layout of equipment to allow adult and children to move freely between activities. • All equipment checked regularly for cleanliness, state of repair etc. • All glues, paints etc. are non-toxic. • Supervision is constant during physical play. • Children taught how to use play equipment correctly. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Outdoor play Play equipment Sandpits Sand in eyes/face etc.	Children Slips, trips, falls, minor injury Contamination of sand	<ul style="list-style-type: none"> • Regular checks for defects and reporting of these in place. Repairs undertaken where necessary. • Outside sandpit checked for unsafe items before play and covered after use. • Clean sand regularly (including area around sandpit). • Appropriate sand is being used. • Activities supervised at all times. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Falls from climbing apparatus	Children Major injury	<ul style="list-style-type: none"> • Restrict and control numbers on apparatus at one time. • Ensure that the equipment is appropriate for the age of the pupils using it. (For some equipment it may be necessary to identify an age or height restriction). • Supervision of use required at all times. • Apparatus not to be used when wet and slippery. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<ul style="list-style-type: none"> • Clear rules about appropriate behaviour (for example not to hang upside down from monkey bars). • Children to wear appropriate footwear. • Ensure that impact absorbing surfaces are present where there is a significant risk of a fall (not required for climbing equipment below 60cm). 			
Bullying	Staff Stress, physical injury	<ul style="list-style-type: none"> • Adult supervisors should be familiar with the rules regarding bullying. • Training for supervisors in identification and prevention of bullying. 	•	LOW	1. 2. 3.
Fighting Rough games	Children Injury	<ul style="list-style-type: none"> • Supervisors aware of rules on appropriate behaviour. • Supervisors trained in how to deal with this type of situation. • Prohibit inappropriate games. 	•	LOW	1. 2. 3.
Security Children absconding leaving grounds unobserved	Children Unsupervised contact with adults, abduction, assault, child protection issues	<ul style="list-style-type: none"> • Procedures in place for the arrival and departure of children (including when children leave early). • Maintained, un-breached fencing (no holes or gaps). • Points of access onto the site minimised with clearly signed routes to the reception. • If possible, provide alternative routes for visitors which will bypass playing areas. • Gates closed/secured during outside activities. • Avoid children playing in areas out of sight of adults. • Areas identified as higher risk made “out of bounds”. 	•	LOW	1. 2. 3.
Unauthorised persons	Pupils Missing children	<ul style="list-style-type: none"> • Supervision levels appropriate for the layout of the site and the play areas, especially in the vicinity of gates and where there are public 	•	LOW	1. 2.

		<p>footpaths through the grounds.</p> <ul style="list-style-type: none"> Identify any blind spots due to walls, trees, bushes, play equipment, etc. and eliminate/ reduce the problem by cutting back/down hedging etc. 			3.
Hard surfaces steps and steep slopes	Pupils Slips trips and falls	<ul style="list-style-type: none"> Ensure that the play areas are even and well maintained. Any areas which become unsuitable will need to be coned off and placed out of bounds until repairs can be undertaken. Area periodically checked for missing drain covers, uneven surfaces, etc. Games not to be played on steps. Ensure these areas are gritted in the winter when there is ice and snow. 	•	LOW	1. 2. 3.
Inadequate response to accidents	Pupils Serious injury	<ul style="list-style-type: none"> Adequate numbers of supervision to account for emergency situations. First aid kits located close by playing areas (first aid bags). Trained first aiders present on the site and available at all times. Supervisors who do not have first aid training are aware of the action they should take in the event of an injury and what not to do. 	•	LOW	1. 2. 3.
Weather	Pupils Inclement weather	<ul style="list-style-type: none"> Suitable outdoor clothing (sunhats/wet weather wear) to be worn. Sunscreen to be applied by parents where applicable. 	•	LOW	1. 2. 3.
Food and drink	Children Spills Food poisoning	<ul style="list-style-type: none"> Staff trained to appropriate levels in food hygiene. All food and drink is stored appropriately. Adults do not carry hot drinks through play area(s). Kitchenette area is used in the nursery to prepare 	•	LOW	1. 2. 3.

		snacks, drinks etc. <ul style="list-style-type: none"> • Children are not permitted in the kitchen area (gate in place). • The washing machine, toaster and microwave are tested and inspected on a regular basis. 			
Cooker	Children Staff Burns Fire	<ul style="list-style-type: none"> • The oven is to be used only for cooking non-edible items/food, which is used for play, NOT for eating. • The cooker rings to be kept clear at all times (no equipment to be left on top of the cupboard). • Correct PPE to be used when fetching items out of the oven. 	•	LOW	1. 2. 3.
Washing machine	Children Electrocution	<ul style="list-style-type: none"> • The washing machine must be in good condition. • Locks must be working and in place to prevent opening whilst in motion. 	•	LOW	1. 2. 3.

Electrical Equipment

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Use of electrical equipment	Caretaker Staff Children Visitors Electrical shock Burns Fire	<ul style="list-style-type: none"> • Pre-use check conducted by users. • Electrical equipment subject to regular safety inspection and test ('PAT testing'). • All tested appliances to be labelled showing date tested/next test date. • Inventory of all portable electrical equipment kept and maintained by the school. • Fixed Installation Testing (every 5 years min) and any remedial work actioned. • Records retained of these checks. • Recognised competent contractors used for repairs/maintenance. • All electrical equipment brought on to the school by contractors must have been electrically tested. • Mains isolating switches must be clearly labelled and accessible. • Mains powered portable equipment to be protected by RCD in higher risk situations, e.g. equipment used outside or in wet conditions, and for equipment where there is a risk of cables being severed. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Use of extension leads Trip hazard Overloading External use	Caretaker Staff Children Visitors Power leads present a tripping	<ul style="list-style-type: none"> • Careful location. • Sufficient outlets to support the range of equipment normally used. Use extension leads and adaptors only where necessary. • Leads of suitable length (preferably no longer 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Risk Assessments Reviewed: 1st October 2023

Issue 12

Reviewed by: Rola Raad – Elite Safety in Education

Next Review Date: 1st October 2024

	hazard, Cuts abrasions, musculoskeletal and other physical injuries	<p>than 2 metres) and rated high enough for the job.</p> <ul style="list-style-type: none"> • Use of cable covers where cables are a trip hazard. • Use 1 adaptor per socket only, adaptors should not be plugged into adaptors. • Block adaptors should not be used. • RCD (Residual Current Device) used whenever equipment is used externally. • Test RCD regularly to check that its mechanism is free and functioning. 			
Defective equipment	Caretaker Staff Children Visitors Electrical shock Burns Fire	<ul style="list-style-type: none"> • Any unsafe electrical items removed from use to secure location until properly repaired/ disposed of. • Visual inspections of electrical equipment prior to use. • No one must be permitted to bring their electrical equipment on to the premises unless that equipment has been electrically tested. 	•		<p>LOW</p> <ol style="list-style-type: none"> 1. 2. 3.

Exposure to Discarded Needles

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Accidental needle stick injury	Staff Pupils Exposure to biological agents e.g. Hepatitis B, HIV/AIDS	<ul style="list-style-type: none"> • Written procedures are contained within the School's Health and Safety Policy. • Staff are aware of the procedures for dealing with discarded needles and syringes e.g. not to pick up with bare hands. • Children have been informed not to pick up discarded needles but to report the find to a responsible person. • Appropriate equipment is available to collect needles/syringes e.g. litter pickers, tongs, shovels, dustpan. • Appropriate equipment is available for storage of discarded needles/syringes e.g. sharps box. • Disposal arrangements are in place. • Staff are aware of what action should be taken in the event of an accidental needle stick injury. • Staff are aware that a personal accident report form must be completed in the event of a needle stick injury. • Arrangements are in place to log incidents of discarded needles/syringes which are found on the premises. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Exterior Areas for P.E

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Outdoor Physical Education	Pupils Physical injury Health	<ul style="list-style-type: none"> • Arrangements are in place for a visual sweep to be undertaken of the play area in order that dangerous items can be collected for safe disposal e.g. broken glass, dog faeces. • The playing surface is even and in good condition e.g. free of loose grit and relatively level i.e. no hollows or bumps. • Reporting procedures are in place when problems have been identified. • If more than one game is being played at the same time, the school ensures there is adequate space between the games. • All the equipment is appropriate for the age group concerned (e.g. age, strength and ability of pupils). • All materials used for marking pitches are non-corrosive and non-toxic. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Games: invasion (hockey, football rugby, basketball, netball)	Pupils Physical injury	<ul style="list-style-type: none"> • There is sufficient personal protective equipment. • Footwear and suitable clothing is supplied by the pupils' parents/guardians and the school ensures correct type for the activity (e.g. tracksuits and long sleeved shirts). 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Striking/fielding (e.g. cricket, golf, rounders, softball)	Pupils Physical injury Ball in road	<ul style="list-style-type: none"> • There is sufficient space to avoid the risk of balls being hit onto paths and roads and high fencing erected around the school. • There is sufficient personal protective 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		equipment, footwear and suitable clothing is supplied by the pupils' parents/guardians and the school ensures correct type for the activity (e.g. tracksuits and long-sleeved shirts).			
Net/wall and racket games (e.g. tennis, short tennis, volleyball)	Pupils Physical injury	<ul style="list-style-type: none"> • Appropriate footwear used at all times. • All areas free from obstructions. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

External Metal Fire Escape Stairs

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Slip, trip, and falls	All users of the site Serious injuries Death	<ul style="list-style-type: none"> • The stairway, landing and route to a final place of safety (such as a roadway or car park) are unobstructed by goods, rubbish or vegetation. • Nothing is stored beneath the stairway. • The stair treads are non-slippery, e.g.no moss or algae growth. • Regular testing of the primary and escape lighting to ensure it is in working order. • Any necessary signs are in place and are unobstructed. • The stair treads, handrails and brackets securing the stairway to the building are in a sound condition. • Checks should be completed on a regular basis and perhaps a five yearly Structural Check by a competent person to assess any corrosion or damage. • Maintenance carried out to scrape and re-paint metal fire escape at regular intervals to ensure that it remains in a safe condition and to avoid the need for major and expensive structural repairs, which may put large areas of the building out of use. • Edges of the stairs should be highlighted. • Appropriate lighting provided. • Arrangement should be in place for winter months i.e. icy and wet conditions. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<ul style="list-style-type: none"> • Appropriate footwear to be worn. • Stairs are not for general access and egress. • Keep stairs clear of rubbish and obstacles. • Never carry heavy items up and down the stairs. 			
Fire	All users of the site Death	<ul style="list-style-type: none"> • Stairs should be protected by fire doors at the top. • Doors which lead out to the stairs are in good condition and open fully. • Fire resisting glazing adjacent to the escape is intact and fixed shut. • The doors giving access to the escape are easily open-able and open fully. • Keep stairs clear of rubbish and obstacles. • Nothing is stored beneath the stairway. • Doors should never be propped or wedged open. • Smoke detectors should be in place internally. • Sufficient emergency lighting. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Fire

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Fire alarm indicator panel	Pupils Staff Visitors People and property	<ul style="list-style-type: none"> • Panel to be checked each working day for normal operation, i.e. is the indicator light on? • Any fault to be reported to the contractor immediately. • Records to be maintained. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Fire alarm and break glass points	Pupils Staff Visitors People and property, burns, smoke inhalation	<ul style="list-style-type: none"> • The fire alarm system, including any battery back-up, is to be serviced by a contractor on an annual basis under a service contract. • The Caretaker to undertake a weekly test of the system by activating a different break glass point each time and the findings recorded. • Any faults found to be reported immediately for corrective action and recorded. • Records to be maintained in the fire logbook. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Smoke and heat detectors	Pupils Staff Visitors People and property, burns, smoke inhalation	<ul style="list-style-type: none"> • If fitted, they are to be tested on a regular basis by a contractor. • Records to be maintained. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Fire signs	Pupils Staff Visitors People and property, burns, smoke inhalation	<ul style="list-style-type: none"> • Designated fire exit routes to be suitably signed with a pictogram and arrows to comply with the new regulations. • Sufficient fire signs to be in the public areas of the school, hall etc. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Fire extinguishers	Pupils Staff	<ul style="list-style-type: none"> • Fire extinguishers to be tested annually by contract or service agreement. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1.

Risk Assessments Reviewed: 1st October 2023

Issue 12

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	Visitors People and property	<ul style="list-style-type: none"> All fire extinguishers to remain free from obstruction at all times, and suitable signs adjacent to them. Caretaker to visually check pressure gauges, where fitted, on a regular basis. Records to be maintained, normally on the side of the extinguisher. 			2. 3.
Fire blankets	Pupils Staff People and property	<ul style="list-style-type: none"> Fire blankets where provided should receive a visual inspection annually by the contractor. If used they should be checked, re-packed or replaced by the contractor. 	•	LOW	1. 2. 3.
Internal fire doors and closer mechanisms	Pupils Staff Visitors People and property	<ul style="list-style-type: none"> Fire door closer mechanisms should be checked each school day by the Caretaker. If faulty or leaking oil they should be replaced as soon as possible. If doors do not close correctly, they should be repaired as soon as possible. Ensure door closers do not close too fast or slam as they could cause harm to fingers, hands and door surround. Check door closers are not too stiff for small children. Fire doors should not be propped open. Doors to open and close correctly and not be impeded in any way or stick open. Magnetic fire doors checked they work when fire alarm is tested, and they shut. Doors should be closed when school not in use. Expanding strips in fire doors to be in good condition. 	•	LOW	1. 2. 3.
Coats in corridors	Pupils Staff Flammable	<ul style="list-style-type: none"> All coats have been removed from the corridors which are a fire route and been replaced with metal cabinets for children to 	•	LOW	1. 2.

	material, Trips, slips	<p>place their coats in.</p> <ul style="list-style-type: none"> • Fire Authority have assessed the new controls and have no issues outstanding regarding coats in corridors. 			3.
External fire doors	Pupils Staff Visitors People and property	<ul style="list-style-type: none"> • Caretaker to check external fire doors monthly to ensure that they open correctly, if they are not in frequent use during normal school activities. • Ensure fire doors are not locked or chained during school time. 	•	LOW	1. 2. 3.
Evacuating the school	Pupils Staff Visitors Personal injury	<ul style="list-style-type: none"> • Regular fire drills to be in place, normally once per term. • Try to have at least one drill per year in which one exit is “notionally” blocked off to simulate fire conditions. (Do not actually block or lock a fire exit.) • A Personal Evacuation Plan (PEEP) is carried out as and when required and if there are any children with access/mobility problems ensure that someone is nominated to assist them during an evacuation. • Ensure there is a method of taking an effective roll call to account for everyone. • Nominate fire monitors to “sweep” the building to ensure that it is empty. • Ensure someone knows the whereabouts of the Gas, Electric and Water isolator valves if needed in a real emergency by the Fire Service. 	•	LOW	1. 2. 3.
Fire Risk Assessment	Pupils Staff Visitors Burns, smoke	<ul style="list-style-type: none"> • A suitable fire risk assessment to be carried out for the school – consider, alarms, sources of ignition, combustible materials, escape routes etc. (Legal requirement) 	•	LOW	1. 2. 3.

	inhalation, legal requirement				
Waste					
Waste products	Pupils Staff Slips, trips, falls, hygiene	<ul style="list-style-type: none"> • Adequate systems to be in place to remove clinical waste where necessary i.e. yellow bag arrangements. • External bin areas to be kept clean, well ventilated and free from pests. • Bin areas to be washed down on a regular basis and disinfected if necessary. • Rubbish should not be allowed to accumulate in bin areas. • Bins should be fitted with lids. • Bin areas are not to be used for other storage. • Bins secured away from buildings to prevent fire risk from vandalism or other means. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

First Aid

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
First aiders	Pupils Staff Visitors Injury treatment	<ul style="list-style-type: none"> • There are a sufficient number of first aiders to provide first aid treatment for the number of staff and pupils in the school. First Aid at Work – 3 Paediatric First Aiders – 21 Emergency First Aiders – 9 • Sufficient first aiders to provide cover for holidays, illness etc. • There is sufficient cover to provide first aid on school trips etc. based on risk assessment. • All staff are aware of how to summon first aid assistance. • The EYFS Framework requires a list of staff first aiders to be displayed or staff Paediatric certificates displayed and made available to parents. • Provide refresher training before expiry dates of first aider's certificates. (Certificates valid for three years.) 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
First aid kits	Pupils Staff Visitors Injury treatment	<ul style="list-style-type: none"> • The kits are to be regularly checked to ensure they remain adequately stocked. • There must be no illegal items in the first aid kits i.e. Aspirin, Paracetamol, creams etc. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

First Aid Primary

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Insufficient first aid materials or trained persons in an emergency	Staff Pupils, Contractors Visitors etc. Injuries to persons are not treated and lead to infections, more serious injuries through to death.	<ul style="list-style-type: none"> • There are no hazardous or high-risk activities/ equipment/plant etc. within the school that would cause fatal or disabling injuries when used as instructed/appropriately. • The response time for an ambulance/for persons to reach the hospital is estimated at 10 minutes. • The school has a sufficient number of first aiders: First Aid at Work – 3 Paediatric First Aiders – 21 Emergency First Aiders – 9 • Regular refresher training is undertaken by the nominated first aid personnel to ensure competence/knowledge is up to date. • A first aid list is displayed in the staff room. • The EYFS Framework requires a list of staff first aiders to be displayed or staff Paediatric certificates displayed and made available to parents. • First aid provision is checked on a regular basis and any used stock is replenished. • A 999 call will be made for any serious injuries that are beyond the capabilities of the trained first aid persons. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Food Technology Primary

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Food poisoning	Staff, pupils, volunteer helpers Poor standards of hygiene Incorrect storage of food)	<p>Personal hygiene</p> <ul style="list-style-type: none"> • Pupils taught the need for personal hygiene. Staff and pupils to wash hands before handling food and after visits to the toilet. • Ensure that warm water, soap and towels (disposable) are available. • Cuts etc. are covered with waterproof adhesive dressings. • Tie back long hair. • Aprons hygienically maintained. <p>Storage</p> <ul style="list-style-type: none"> • Avoid the use of foods that require refrigeration if safe temperatures cannot be maintained. • Only small quantities of food should be stored, and correct stock rotation should be ensured. • “Use by” and “best before” dates should be checked. • Food stored in suitable containers. (covered/protected from contamination). • Foods appropriately covered/wrapped and stored prior to taking home. Pupils provided with instruction on safe storage/consumption. <p>Food handling</p> <ul style="list-style-type: none"> • High risk/raw foods kept apart at all times. • Separate chopping boards and utensils used for raw and cooked foods. 	•	LOW	1. 2. 3.

		<ul style="list-style-type: none"> • Equipment, including cutlery, should be stored in secure, clean conditions and used only for food preparation. <p>Cleaning</p> <ul style="list-style-type: none"> • Work surfaces cleaned with a multi-purpose cleaner and then disinfected prior to any food preparation. • Where a classroom table has to be used for food preparation it should be covered with a clean plastic sheet. • Equipment, including cutlery, should be stored in secure, clean conditions and used only for food preparation. • Adequate rubbish bins for waste food and they must be emptied daily. 			
Cooker	Pupils Burns	<ul style="list-style-type: none"> • Pupils do not cook any food, but may watch the staff cook cakes and bread etc. and may assist the staff with decorating cakes etc. • Cooker hobs must be kept clear at all times and flammable items are not to be stored close to the hobs including the staff room hobs. 	•	LOW	1. 2. 3.
Pupils with food allergies	Pupils Inadvertent contact Staff not aware of pupils' allergies	<ul style="list-style-type: none"> • All staff/volunteers are made aware of pupils who are sensitive to foods and food additives. • Staff should be aware of ingredients/food additives present in foodstuffs. 	•	MEDIUM	1. 2. 3.

Gardening

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Tools (e.g. spade, fork etc.)	Pupils Volunteers Cuts, bruises, broken bones	<ul style="list-style-type: none"> • All pupils are given a “safety briefing” by a competent member of staff on how to use all the equipment safely. • Suitable footwear is worn by persons taking part in the gardening session (e.g. boots). • All tools are visually checked by the teacher before being handed out to pupils and are subjected to regular maintenance (e.g. cleaning, sharpening etc.). • Any defected tools are taken out of use and repaired/replaced. 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.
Poisonous flowers/plants etc.	Pupils Staff Irritation of skin and eyes etc.	<ul style="list-style-type: none"> • No plants that are irritants are in the garden area used by the pupils. • Gloves are worn when pruning/cutting/disposing of flowers and plants. 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.
Hazardous substances	Pupils Staff Irritation of skin, eyes Fire	<ul style="list-style-type: none"> • Wherever possible, non-COSHH substances are purchased and used. • All substances that fall under the COSHH Regulations have a safety data sheet available and are stored securely. • PPE is available for all persons who use any COSHH substances. 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.
Animal fouling	Staff Infections	<ul style="list-style-type: none"> • Before gardening takes place, a visual sweep of the area is made for animal fouling, and this is removed and disposed of appropriately. • Hands are washed immediately after contact with any animal fouling; and after the lesson has ended. 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.

Gas

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Gas appliance servicing, maintenance	Pupils Staff Explosion, carbon monoxide poisoning	<ul style="list-style-type: none"> • All gas appliances to be tested annually for safety by a “Gas Safe” gas fitter. • Gas safety certificate to be held on file for each appliance. • Gas appliances to be regularly maintained. • Non “Gas Safe” registered people are prohibited from carrying out any work on gas appliances. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Internal gas meter rooms	Pupils Staff Explosion, leaks	<ul style="list-style-type: none"> • Gas meter rooms to be secured at all times when not in use. • Gas meter rooms to have adequate ventilation at all times. • Gas meter rooms to be “no smoking” areas. • Not to be used for general storage. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
External gas meter rooms	Pupils Staff Explosions, leaks	<ul style="list-style-type: none"> • Room to be locked when not in use. • Room not to be used for general storage. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

General Storage

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Unsuitable storage facilities	Pupils Staff Collapse	<ul style="list-style-type: none"> • Storage equipment suitable and of sufficient strength and stability. • The racking/shelving units are secured to the wall to prevent them tipping or collapsing. • Shelves are securely fixed to prevent tipping or collapse. • The shelves should not be overloaded and if there are any signs of bowing, the shelves must be cleared of excess weight. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Storage at height	Pupils Staff Falling objects, collapse	<ul style="list-style-type: none"> • Storage of items which cannot be reached from floor level should be avoided as far as reasonably practicable. • Suitable means of access should be readily available e.g. kick stools, stepladders etc. • Appropriate training must be given before working at height and only carried out by a competent person. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Manual handling activities	Staff Musculoskeletal disorders	<ul style="list-style-type: none"> • 'Heavy' items stored should be around waist height (to reduce the risk of manual handling injuries). • Only staff who have been trained in correct manual handling techniques should lift items which are considered a risk. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Poor housekeeping	Pupils Staff Slips, trips and falls	<ul style="list-style-type: none"> • Floor areas must be kept free of obstructions to provide ready access to stored items and to prevent slips, trips and falls. • Redundant items are disposed of promptly and safely. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Poor lighting	Pupils	<ul style="list-style-type: none"> • Suitable lighting provided. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1.

	Staff Slips, trips and falls				2. 3.
Unauthorised access	Pupils Staff Theft	<ul style="list-style-type: none"> Storage areas kept locked to deny unauthorised access. This is particularly important where chemicals and ladders etc. are stored. 	•	LOW	1. 2. 3.
Incompatible items	Pupils Staff Fire, Explosion, etc	<ul style="list-style-type: none"> Incompatible items are effectively segregated e.g. acids and alkalis should be kept well apart and liquids should not be stored above powders. 	•	LOW	1. 2. 3.
Lack of identification	Pupils Staff Using wrong substances	<ul style="list-style-type: none"> All containers must be clearly labelled so that their contents are readily identified e.g. where substances have been diluted into other containers such as spray bottles. COSHH assessments must be available. 	•	LOW	1. 2. 3.
Poor stock rotation	Pupils Staff Exceeding expiry dates	<ul style="list-style-type: none"> Stock is rotated where necessary e.g. to avoid shelf life expiry dates being exceeded. 	•	LOW	1. 2. 3.
Storage in unsuitable areas	Pupils Staff Risk of overheating, fire, mould	<ul style="list-style-type: none"> Storage avoided in electric switch gear/meter rooms and boiler rooms. 	•	LOW	1. 2. 3.
Unstable filing cabinets	Pupils Staff Toppling over	<ul style="list-style-type: none"> Filing cabinets fitted with anti-tilt mechanisms e.g. only one drawer can be opened at a time. 	•	LOW	1. 2. 3.
Training, information and instruction	Pupils Staff Incorrect procedures	<ul style="list-style-type: none"> Staff have been provided with appropriate information, instruction and training where applicable. 	•	LOW	1. 2. 3.

Glue Guns

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Supervision/ class sizes	Pupils Incidents due to insufficient supervision	<ul style="list-style-type: none"> • Group size should be appropriate to the design and size of the room and take account of the nature of the task, the equipment, and the age, ability, aptitude and special education needs of pupils. • Health and safety forms part of curriculum work where relevant. 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.
Before switching on glue guns. Switching on glue guns	Staff Blocked glue gun Not working correctly	<ul style="list-style-type: none"> • Check the nozzle is free from a build-up of glue prior to switching on. • Glue sticks to be added into gun prior to switching on. • Allow the hot glue gun to heat up to the required operating temperature prior to use. 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.
Use of Hot and Cold Glue Guns	Pupils Staff Burns	<ul style="list-style-type: none"> • Under no circumstances are glue guns to be permitted to be used by pupils unsupervised. • Staff will control the use of glue guns at all times. • Only older/mature pupils will be permitted to use the hot glue guns under supervision only. • Only light pressure to be used when operating the glue gun. • Always place on stand when not being used. • Re-load the glue gun when the glue 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.

		<p>ceases to flow through the nozzle.</p> <ul style="list-style-type: none"> • Only staff to remove excess glue from hot guns when in use. • Only use for half an hour at one time. • After use switch off the power and store the glue gun in a secure locked area. 			
Sticking items together with the glue gun	Pupils Staff Burns	<ul style="list-style-type: none"> • Care to be taken not to touch the glue with bare hands. • Apply glue to the required surface do not overload. • Apply to one surface only and bring together immediately to form the bond. • Apply slight pressure. 	•	LOW	1. 2. 3.
Electricity	Pupils Staff Electric Shock	<ul style="list-style-type: none"> • Electrical equipment subject to regular safety inspection and test ('PAT testing'). • Visual check prior to use. 	•	LOW	1. 2. 3.

Grounds Maintenance

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Sheds	Pupils Staff Slips, trips, falls, falling items	<ul style="list-style-type: none"> Sheds to be kept locked when not in use. Sheds to be kept tidy. Keep storage of hazardous/flammable items to a minimum, petrol, paint, chemicals etc. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Garden furniture Benches	Pupils Staff Collapse, splinters, cuts	<ul style="list-style-type: none"> Garden furniture to be inspected regularly and subject to annual maintenance. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Flower tubs	Pupils Staff Visitors Slips, trips, falls	<ul style="list-style-type: none"> Tubs to be safely positioned to prevent people falling over them. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Grassed areas	Pupils Staff Visitors Slips, trips, falls	<ul style="list-style-type: none"> Playing fields and grassed areas to be inspected regularly by the Caretaker to ensure they remain in a safe condition, no holes etc. which could be from animal activity – rabbits, moles etc. P.E. Teachers to check before use for: dog dirt, glass, holes, slivers of drinks cans cut by mowers etc. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Manhole covers Stop cocks etc.	Pupils Staff Visitors Slips, trips, falls	<ul style="list-style-type: none"> Caretaker to visually check covers to ensure they remain in a safe condition, fence off if causing hazard. Fire hydrants on school premises to be maintained in good condition by the school. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Spraying of chemicals	Caretaker, Ground staff	<ul style="list-style-type: none"> Chemical spraying not to be carried out if spray could reach pupils or in windy weather. 	<ul style="list-style-type: none"> 	LOW	1. 2.

	Pupils Staff Inhalation, chemical absorption through skin	<ul style="list-style-type: none"> • Spraying only to be undertaken by trained, competent persons. • COSHH assessments to have been completed for chemicals used and control measures rigorously followed. (Check on contractors). 			3.
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Heatwave

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Ventilation	Staff Pupils Heat exhaustion Smoke/fire spreading Slamming doors	<ul style="list-style-type: none"> • Keep rooms ventilated by opening windows, using fans and if installed, air conditioning. • If opening doors, ensure appropriate door stops (wedges) are used and doors are closed when rooms are vacated. • Final exit doors from classrooms etc. May require to be propped open, ensure these do not create an obstruction if having to vacate the classrooms in the event of an emergency (Please note these are final exit doors only and not fire doors) • Ensure no wind tunnels are created (two doors open on either side of the room), which may cause slamming doors. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Indoor activities	Staff Pupils Heat exhaustion Heat stroke Dehydration	<ul style="list-style-type: none"> • Close curtains/blinds on windows which are facing the sun. • Staff and pupils to wear light weight clothing/uniform. • Water readily available and water bottles replenished as often as needed. • Regular breaks and pupils reminded to drink. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Outdoor activities	Staff Pupils Heat exhaustion Heat stroke Dehydration Sunburn	<ul style="list-style-type: none"> • Activities and events to take place before 11am and after 2:30pm when possible. • Encourage pupils to use shaded areas during playtimes. • Appropriate activities during PE are carried out, ensuring the pupils have plenty of water with them, are wearing appropriate clothing (that covers their shoulders) and regular breaks are given. • Ensure water bottles are fully replenished before going outside and are easily accessible. • Sunscreen has been applied before pupils start school and parents are regularly reminded to do this by newsletter and text. • Pupils to bring in sunhats and wear those during playtimes. • Staff to check metal/dark surfaces before being used by pupils and restrict play if they are too hot. 	•	LOW	1. 2. 3.
School uniform	Pupils Heat exhaustion Heat stroke	<ul style="list-style-type: none"> • Consider relaxing the uniform codes whilst experiencing extreme heat wave, i.e. removal of blazers and school ties. 	•	LOW	1. 2. 3.
Severe heat	Staff Pupils Heat exhaustion Heat stroke	<ul style="list-style-type: none"> • Staff to be aware of the signs of heat exhaustion: headaches, dizziness, confusion, loss of appetite, nausea, excessive sweating, pale clammy skin, cramps in limbs and stomach, and pupils becoming floppy and sleepy. • If someone is showing these symptoms: • Move them to a cool place. 	•	LOW	1. 2. 3.

		<ul style="list-style-type: none"> • Get them to lie down and raise their feet slightly. • Get them to drink plenty of water or rehydration drinks. • Cool their skin by using a spray or sponge with cool water. Use a fan, cold packs may also be used around the armpits and neck too (ensure these are in date and not left on the skin too long). • Ensure a member of staff stays with them until they feel better, this should take no longer than 30 minutes. • If their symptoms do not improve after 30 minutes, their temperature goes above 40°C, they lose consciousness or are unresponsive, call emergency services as this could signify they have heatstroke. 			
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Hepatitis B

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Pupils and staff who may carry Hepatitis B infection	Staff Pupils Infection being spread to staff and others, through infected body fluids	<ul style="list-style-type: none"> • All staff follow the universal hand washing precautions. • Disposable gloves (vinyl 1 use) and disposable aprons are used every time when dealing with body fluids. • All open wounds are covered with a waterproof plaster (sealed on all edges). • All staff members have received basic infection control training. • Any pregnant staff members will be screened for the infection during the pregnancy by their medical professional. • If skin is punctured by another person and their body fluids (containing blood) are passed on, follow universal hand washing precautions and seek medical advice. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Ice & Snow

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Icy conditions	Staff Pupils Visitors Others Slips/trips due to icy conditions	<ul style="list-style-type: none"> • A sufficient amount of salt/grit is available. It is replenished once used. • Weather forecasts are monitored for ice/snow conditions. • Salt or grit is applied to the pedestrian paths when icy conditions are expected. • Other areas that require gritting have been identified on a risk basis. • Caretaker has been provided with suitable footwear for working in icy conditions. • Access to classrooms via outside steps must be gritted at all times when conditions are icy. • Areas are identified such as steps or slopes that may not be safe even when cleared. These are closed and marked accordingly with cones/signs or hazard warning tape. • Where playgrounds remain excessively slippery due to snow or ice, a nominated person will make the decision to accommodate pupils indoors at break times. • If playgrounds remain in use, supervision levels should be revised. • All reasonable efforts should be made to ensure that the school remains open. However, the Head Teacher/Chair of Governors are clear that they make the decision whether to close the school if the icy conditions are deemed too hazardous. 	<ul style="list-style-type: none"> • 	MEDIUM	<ol style="list-style-type: none"> 1. 2. 3.

		<ul style="list-style-type: none"> Members of staff have been advised to wear “sensible” footwear. 			
Manual handling	Staff Injuries	<ul style="list-style-type: none"> Suitable shovels have been provided. Consider salt spreaders/spinners to reduce manual handling. The Caretaker has received manual handling training. 	•	LOW	1. 2. 3.
Effects of the cold	Staff Pupils Visitors Others Hypothermia	<ul style="list-style-type: none"> Inclement weather clothing and gloves have been provided to the Caretaker who undertakes gritting. 	•	LOW	1. 2. 3.
Vehicle traffic in the car park	Staff Pupils Visitors Others Collisions	<ul style="list-style-type: none"> High-visibility clothing has been provided to the Caretaker who undertakes gritting. 	•	LOW	1. 2. 3.
Snow	Pupils Staff Snowball fights Playing	<ul style="list-style-type: none"> Pupils are not permitted to play in the snow or to throw snowballs. 	•	LOW	1. 2. 3.

Infectious Diseases

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Awareness of policies and procedures	Inadequate information Staff Pupils Others	<ul style="list-style-type: none"> • All staff, pupils, parents, governors, visitors and volunteers are aware of all relevant policies and procedures. • All staff have regard to all relevant guidance and legislation including, but not limited to, the following: <ul style="list-style-type: none"> ➢ The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 ➢ The Health Protection (Notification) Regulations 2010 ➢ UK Health Security Agency (UKHSA) (2017) 'Health protection in schools and other childcare facilities' • The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training. • The school keeps up to date with advice issued by, but not limited to, the following: <ul style="list-style-type: none"> ➢ DfE ➢ NHS ➢ Department for Health and Social Care ➢ UKHSA • Staff are made aware of the school's infection control procedures 	<ul style="list-style-type: none"> • 	MEDIUM	1. 2. 3.

Interactive Whiteboard

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Projector beam	Pupils Staff Visitors Damage to eyes	<ul style="list-style-type: none"> • Do not stand in front of projector beam; stand to the side when working with the class. • Encourage users to keep their backs to the projector beam when standing in it. • Ensure when entering the beam, teaching staff/pupils do not look towards the beam for more than a few seconds. • Before purchasing or using projectors, where the location of the projector requires a member of teaching staff to stand in front of the beam, consideration should be given to the use of a method of brightness reduction, such as neutral density filter or brightness adjustment facility. • Position a whiteboard so that all pupils can reach it without standing on anything, or that any step is secure, level, and low. • Ensure leads are safely located and access restricted to the working area. • Ensure that projectors are located out of the sight line; this ensures that, when teaching staff look at the pupils, they do not also have to stare at the projector lamp. The best way to achieve this is by ceiling mounting rather than floor or table mounting a projector. • A health and safety notice to be posted adjacent to interactive whiteboards to remind all users of the safety precautions to be 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<p>followed when using the equipment.</p> <ul style="list-style-type: none"> • Training for staff. • Pupil supervision. 			
Cleaning chemicals	Pupils Accessing chemicals	<ul style="list-style-type: none"> • Whiteboard cleaner should be kept locked away and used when no pupils are present. • A COSHH assessment should be completed and staff informed of the correct use of substance. • Do not place combustible materials anywhere near the equipment. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Laptop/iPad Trolleys

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Laptop trolley overturning/ tipping	Pupils	<ul style="list-style-type: none"> • Laptop trolleys are stored in designated areas and are moved to the classrooms. • Pupils are informed not to push/touch the trolleys. • The trolleys only allowed to be moved by a member of staff and trained pupils. • Laptops to be placed on the trolleys in a neat manner. • The trolleys must be kept in an area where they will not be accidentally knocked. • The trolleys must be checked on a regular basis to ensure no maintenance requirements are required. • The trolleys will be visually checked on regular intervals to ensure no overloading of laptops. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Electricity	Pupils Staff	<ul style="list-style-type: none"> • Ensure laptop trolley has Declaration of Conformity or CE marking. • The units must not be left charging overnight. • PAT Testing will be carried out on a regular basis and by a competent person. • Only staff plug the laptops in for charging. • Visual checks of leads, plug must be undertaken prior to use of laptops. • Only insert or remove 3-pin plug when the socket is switched off, a notice should be displayed to remind staff of this. • RCDs should be used. • Ensure there are no trailing cables around the trolley when moving it, to prevent damage. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Lessons

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
General	Pupils Staff Slips, trips, falls, Chemical splashes, Cuts	<ul style="list-style-type: none"> • Where lessons involve any degree of risk then the teacher must be competent to take that activity. • Teachers instructing in P.E. must be suitably qualified etc. • Do not allow leads to trail across walkways. • Flooring to be in a good condition. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Art	Pupils Staff Fume from adhesives, Cuts from knives, Burns from glue guns	<ul style="list-style-type: none"> • Adhesives to be water based rather than solvent and be non-toxic. • Craft knives should only be used under supervision. • Self-drying clay used only. • Glazes should of a non-toxic variety. • Glues should be of approved type. • Glue guns should be used under supervision. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Technology	Pupils Staff Tools, scissors, Cuts, Electricity – burns/shock	<ul style="list-style-type: none"> • Pupils to be properly instructed in the safe use of all tools used and be suitably supervised. • Tools and equipment to be properly stored. • Use only batteries for experiments never mains. • Portable mains electrical appliances to be regularly tested and maintained. • Portable electric appliances not to be used if PAT test is out of date. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
P.E.	Pupils Cuts, bruises, fractures, equipment	<ul style="list-style-type: none"> • P.E. teachers to be suitably qualified for subject and level being taught. • Equipment to be tested on an annual basis by a competent person, normally by a company under 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<p>contract, and checked each time before use by the PE teacher.</p> <ul style="list-style-type: none"> • Suitable clothing to be used. • Class size to be risk assessed for activities undertaken. • First aid to be available. 			
Library	<p>Pupils Staff Back injury, Personal injury</p>	<ul style="list-style-type: none"> • Tall bookcases to be secured to walls. • Free standing bookcases to be filled from the bottom to prevent them becoming unstable. • Suitable lighting to be available. • Do not allow trailing leads from computers to cross walkways. • Adequate access to be available for high shelving, stepladders, kick-stools etc. • Flooring to be in a good condition. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Storerooms	<p>Staff Slips, trips, falls, Falling items</p>	<ul style="list-style-type: none"> • Good housekeeping to be maintained at all times. • Storage racking and bookcases etc. to be secured to wall. • Racking and shelving are not to be overloaded. • Kick-stools or step ladders to be available where high shelving is in place. • Any chairs to be removed, to prevent teachers using them for access to high shelving, and risking falls. • The storeroom to have suitable lighting. • Storerooms to be locked when not in use. • Heavy items to be stored on waist high shelving, with light items at the top and bottom. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Temperature	<p>Pupils Staff Cold, heat stress</p>	<ul style="list-style-type: none"> • The school boiler to be capable of maintaining suitable temperature in the school. • Sufficient means of ventilation to be available in hot weather. • If hot pipes or radiators can cause contact burns, 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<p>they should be guarded, particularly in nursery and primary areas.</p> <ul style="list-style-type: none">• If hot water in taps can cause scalding, they should be fitted with anti-scald valves, particularly in nursery and primary areas.• Put up notices over taps in staff rooms and staff toilet areas if water can cause scalding.			
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Lettings

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Persons come onto site who are unfamiliar with the local procedures (e.g. fire, first aid etc.)	Persons using building outside of normal office hours Cuts, bruises Smoke inhalation Burns, death	<ul style="list-style-type: none"> • Risk assessments for the area of the building to be used, are shared with the persons who are hiring. • Risk assessments are requested from the party who are hiring the building. • A contract is drawn up between the school and the other party that clearly indicates the health and safety responsibilities of each party (e.g. who is responsible for providing first aid provision, the accident reporting and recording procedure etc.). • The fire procedure is clearly displayed, and all emergency exits are checked to ensure they are open whilst the building is in use. Additionally, a fire evacuation drill will be practised with (long term) groups who hire the building. • Both parties have sufficient and suitable insurance policies in place (e.g. public liability where applicable for the hirer). 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Doors	Younger visitors Finger trap injuries Amputation	<ul style="list-style-type: none"> • All doors to be assessed for finger traps that may be used by younger children during lettings. • Finger guards installed where required. • Groups hiring facilities are warned of the dangers of finger traps and are instructed to take preventative measures to ensure these do not occur. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Local Walks/Parks/Area

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Supervision	Pupils Accident Collision with vehicles and members of the public Injuries Lost child	<ul style="list-style-type: none"> • There must be adequate supervision in place for age of pupils and the destination route (i.e. main roads, canals, railway). • Regular head counts of pupils. • Pupils should walk in pairs where applicable and staff situated at the front back and in between groups of young persons if required. • Pupils must stay away from the edge of the pavement at all times. • Pupils informed of code of conduct required. • Staff must ensure pupils move to the inside of the pathway when members of the public wish to pass and not move towards the road. • Depending on age of pupils consider the use of Hi-Viz vests. • Staff should consider using Hi-Viz reflective clothing. • In the event of a missing pupils, a quick check is carried out and the police are informed and the school immediately. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Crossing of roads	Pupils Collision with vehicles	<ul style="list-style-type: none"> • Staff must ensure where possible, when crossing roads that resources such as zebra, pelican crossings etc. are used and ideally at a predetermined location. • Staff must cross the road in the first instance and wait in the road until all pupils have crossed safely. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<ul style="list-style-type: none"> This may have to be done in parts depending on size of group. Frequent head counts. 			
Accident/Incident Medical conditions	Pupils No first aid	<ul style="list-style-type: none"> First aid kit and where applicable first aider will be taken on walks. Accident report forms completed if an incident has occurred. Mobile phones taken on walks. If a pupil requires to go to hospital a member of staff will go with them. If ratios are compromised group will return back to school. Staff will ensure they are aware of medical conditions and all medication required in the use of an emergency is kept by a staff member of the group. 	•	LOW	1. 2. 3.
Weather conditions	Pupils Change of weather	<ul style="list-style-type: none"> Pupils and staff will wear suitable clothing and footwear. If the weather changes a decision will be made to either continue to venue (if shelter available) or abort walk and return back to school. 	•	LOW	1. 2. 3.
Uneven walkways	Slips trips falls	<ul style="list-style-type: none"> Staff will ensure the walkways are suitable for all persons. If there are areas which are unstable underfoot staff will inform young people to take care. Pupils are informed to stay away from any steep, slippery areas where possible. Correct footwear to be worn at all times. 	•	LOW	1. 2. 3.
Water	Pupils Drowning	<ul style="list-style-type: none"> Pupils will be informed to stay away from any water sources. Pupils will be supervised at all times when walking past water sources. 	•	LOW	1. 2. 3.

All accidents	Pupils Staff Incidents	<ul style="list-style-type: none"> Where possible, prior inspection of the intended journey will be undertaken by at least one group leader to identify potential hazards and choose safe walking route. The route will be planned to avoid fast or dangerous junctions or sections of road. Staff will be fully briefed with respect to supervisory responsibilities. 	•	LOW	1. 2. 3.
Vehicles	Pupils Staff Collision with vehicular traffic (roads with pavements)	<ul style="list-style-type: none"> Pupils given appropriate briefing regarding hazards and required behaviour e.g. remain on pavements unless instructed otherwise, courtesy to public, etc. The planned route utilizes wide pavements where possible. The planned route will cross roads only at designated crossing points or at specified locations which are considered to be low risk. All journeys, especially road crossings, will be closely supervised by staff. Pupils will be briefed not to cross roads, unless and until specifically instructed to do so by staff. One supervisor (or appropriate group member) will be at the front of the group, one at the back, with the others positioning themselves alongside the group between the pupils and the road itself. 	•	LOW	1. 2. 3.
Traffic	Pupils Staff Collision with vehicular traffic (roads with pavements)	<ul style="list-style-type: none"> Walking beside roads with no pavements will be kept to a minimum, and only undertaken if the risk is considered reasonable, and there is no suitable alternative (consideration will be given to factors such as speed and business of traffic, and widths of road and verge). Pupils given appropriate briefing regarding 	•	LOW	1. 2. 3.

		<p>required behaviour i.e. –</p> <ul style="list-style-type: none"> • To stay together as one group, on one side of the road only. • To walk in a single file close to roadside. • To walk off the road and on the verge, if at all possible. • The group will normally walk on the side of the road facing oncoming traffic, but the group leader will choose the safest side according to road conditions, width of verge, and visibility of traffic). Particular care will be taken around corners when oncoming traffic may not be visible. • Leaders will be positioned at the front and back of the group. N.B. It will not normally be safe for staff members to walk alongside the group. • If visibility is poor, leaders at the front and rear of the group will be positioned at an appropriate distance ahead and behind the group to give prior warning to oncoming vehicles (wear bright clothing - fluorescent, if possible; flags or signs might be used if appropriate to signal to drivers to slow down). • Leaders will warn group members of oncoming traffic and give instructions to the group to move onto the verge if appropriate. • Roads will be crossed only at safe locations where visibility is clear and sufficient time is available to cross. 			
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Lone Working in School

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
<p>Lone working working in school alone/in isolated locations</p>	<p>Staff Colleagues Accident injury, Delayed assistance in emergency Physical assault/verbal abuse Cuts abrasions, musculoskeletal and other physical injuries</p>	<ul style="list-style-type: none"> • Only agreed risk tasks to be undertaken. Avoid high risk activities (e.g. working at height). • Mobile phone available. • Notify Head Teacher/senior member of staff of intention to work outside regular hours. • Reduce time spent working alone. • Ensure a colleague, partner, friend etc. is aware you are working alone and who to contact in the event of overdue contact. • Notify staff on site of location/estimated duration of task if working on site remote from others. • Access to site controlled e.g. through coded doors/locked etc. • Use of visitor badges/sign in using the electronic system. • Ensure all external doors/windows secured to prevent unauthorised access. • Do not allow access to unknown callers. • External lighting adequate. • Key holders should be strictly controlled, and the numbers kept to a minimum. 	<ul style="list-style-type: none"> • 	<p>LOW</p>	<ol style="list-style-type: none"> 1. 2. 3.

Lone Working Off Site

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
<p>Lone working working offsite alone Home visits etc.</p>	<p>Staff Colleagues Accident injury, Delayed assistance in emergency, Physical assault/verbal abuse Cuts abrasions, musculoskeletal and other physical injuries</p>	<ul style="list-style-type: none"> • For home visits background information on the family is gathered beforehand, a specific risk assessment conducted where necessary. • Visits will only be undertaken if the Parent Support Adviser (PSA) is comfortable to do so. • Reduce time spent working alone “so far as is reasonably practicable”. • The PSA to be familiar with lone working procedures. • Mobile phone available, charged and switched on. • Agreed schedule –times and location of visits to be known. • Response procedure in event of overdue contact. • Code word in place if the PSA feels uncomfortable for any reason. • PSA own experience and training in recognising signs of aggression and avoiding/de-escalating this. • Regular debrief/feedback from PSA. 	<ul style="list-style-type: none"> • 	<p>LOW</p>	<ol style="list-style-type: none"> 1. 2. 3.

Lunchtime Supervisors

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Slips and trips	Staff Pupils Visitors Bruising, cuts, fractures	<ul style="list-style-type: none"> • Good housekeeping is practiced throughout the school. • All spillages are cleaned up immediately and yellow cone used to warn others of wet floor areas. • Lunchtime supervisors will clean or assist in cleaning any spills which occur over the lunchtime period. • Wet floor signs will be erected if floor remains wet. • The use of extension leads/reels are kept to minimum. • Appropriate and sensible footwear is worn when working outside (e.g. flat sole covered heel and toe). • Any defects found with flooring/playground etc. are reported via the school's defect reporting procedure 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Aggression	Staff Pupils Visitors Violent incident	<ul style="list-style-type: none"> • Poster displayed prominently informing visiting persons of the policy to prosecute and persons who are violent towards school staff. • Pupils who have known behaviour issues are known to lunchtime staff. • All incidents of aggression are recorded on the appropriate form. • There is a security system on all entrances 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<p>and robust signing in and out procedure that does not allow persons to enter without authorisation.</p> <ul style="list-style-type: none"> Employee Assistance Programme is available for all staff who are victims (or witnesses) to violence and aggression if they require confidential counselling. 			
Fire	Staff Pupils Visitors Smoke Heat	<ul style="list-style-type: none"> The fire procedure is shown to the staff member on the first day at work as part of the induction process. Regular fire evacuation drills are practiced termly as a minimum. All staff members receive fire awareness training at regular intervals. 	•	LOW	1. 2. 3.
Mealtimes	Staff Pupils Visitors	See specific mealtimes risk assessment	•	LOW	1. 2. 3.
Work related stress	Ill health	<ul style="list-style-type: none"> All staff members receive regular formal supervision/PDR reviews where workload etc. can be discussed. A stress audit questionnaire has been carried out at the school and the findings carried out. There is an open-door policy within the school where managers can be approached when staff members are feeling they are becoming “overworked”. Stress awareness training is available for those identified as at risk, or for staff members who feel it would be beneficial. Employee Assistance Programme is available for all staff members at the school 	•	LOW	1. 2. 3.

		who want to discuss work or personal related issues with a qualified and confidential councillor.			
Supervision	Pupils	<ul style="list-style-type: none"> Lunchtime supervisors must ensure they are standing in positions across the playground and not in a group. All areas of the playground to be covered or seen from their standing point. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Lunchtime/Breaks

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Playground equipment	Pupils Cuts abrasions, broken limbs, musculoskeletal and other physical injuries	<ul style="list-style-type: none"> • Regular checks for defects and reporting of issues with playground equipment. • Inspections of play and sports equipment. • Annual maintenance in place and repairs undertaken where necessary. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Falls from climbing apparatus	Pupils Cuts abrasions, broken limbs, musculoskeletal and other physical injuries	<ul style="list-style-type: none"> • Restrict and control numbers on apparatus at one time (specify the maximum number of pupils). • Ensure that the equipment is appropriate for the age of the pupils using it. (For some equipment it may be necessary to identify an age or height restriction). • Consider segregating age groups (specify the age or year groups if appropriate). • Supervision of use required at all times. • Apparatus not to be used when wet and slippery. • Clear rules about appropriate behaviour (for example not to hang upside down from monkey bars). • Children to wear appropriate footwear. • Ensure that impact absorbing surfaces are present where there is a significant risk of a fall (not required for climbing equipment below 60cm). 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Play items (e.g. skipping ropes, footballs etc.)	Pupils Minor injury from contact, trips and falls	<ul style="list-style-type: none"> • Ensure items are used only for their intended purpose. • Games to be played in appropriate areas. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Bullying	Pupils Stress, physical injury	<ul style="list-style-type: none"> Supervisors should be familiar with bullying guidelines. Training for supervisors in identification and prevention of bullying. 	•	LOW	1. 2. 3.
Fighting	Pupils Cuts/abrasion other physical injury	<ul style="list-style-type: none"> Supervisors aware of the school rules on appropriate behaviour. Supervisors trained in how to deal with this type of situation. 	•	LOW	1. 2. 3.
Rough games	Pupils Cuts/abrasion other physical injury	<ul style="list-style-type: none"> Prohibit inappropriate games from the school. 	•	LOW	1. 2. 3.
Security Unsupervised contact with adults Absconding children leaving the school grounds unobserved. See also security risk assessment.	Pupils Abduction, assault, Child protection issues	<ul style="list-style-type: none"> Maintained, un-breached fencing (no holes or gaps). Points of access onto the site for visitors minimised with clearly signed routes to the reception. Where possible provide alternative routes for visitors which will bypass playing areas. Gates closed/secured at break times. Avoid children playing in areas out of sight of supervisors. Areas of site identified as higher risk made “out of bounds”. Supervision levels appropriate for the layout of the site and the play areas, especially in the vicinity of the gates and where there are public footpaths through the school grounds. 	•	LOW	1. 2. 3.
Steps and steep slopes/slips, trips, falls	Pupils Cuts abrasions, broken limbs, musculoskeletal and other physical injuries	<ul style="list-style-type: none"> Games not to be played on steps. Ensure these areas are gritted in the winter when ice and snow. No running. Pupils should avoid playing around metal fencing. 	•	LOW	1. 2. 3.

Inadequate response to accidents	Pupils Potentially more severe outcome from injury	<ul style="list-style-type: none"> • Adequate numbers of supervision to account for emergency situations. • Staff will cover in the morning and afternoon breaks with a minimum of 4 staff and lunchtime supervisors will cover the lunchtime. There are at least 12 lunchtime supervisors on the playground. • Adequate first aid cover in place should a member of staff report sick. • Trained first aiders present on the site and available during lunch and break times. • Supervisors who do not have first aid training are aware of the action they should take in the event of an injury and what not to do. 	•	LOW	1. 2. 3.
Litter, glass	Pupils Minor injuries, cuts abrasions	<ul style="list-style-type: none"> • Inspection of the area and litter pick as required. 	•	LOW	1. 2. 3.
Used Needles	Pupils Needle stick injury Blood borne viruses (HIV, Hepatitis B)	<ul style="list-style-type: none"> • Inspection of the area and litter pick (identify measures for preventing needle stick injuries). 	•	LOW	1. 2. 3.
Dog faeces	Pupils Infection, Toxocariasis	<ul style="list-style-type: none"> • Where possible prevent dog walking within the school grounds. • Provide equipment so that faeces can be removed safely. 	•	MEDIUM	1. 2. 3.
Trees, poisonous or thorny plants	Pupils Minor injury, abrasion etc.	<ul style="list-style-type: none"> • Grounds maintenance contract in place which includes a tree survey to identify any foreseeable risks from falling branches etc. • Identify any plants identified as being an irritant or a danger. • Educate pupils. 	•	LOW	1. 2. 3.

Manual Handling

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Manual handling of persons	Pupils Staff Back injury, Personal injury	<ul style="list-style-type: none"> • Where the school has disabled children, there must be a manual handling assessment carried out by a competent person. • Where pupils have to be assisted to move, or assisted from wheelchairs, the staff assisting them must be suitably trained. • Where pupils need assistance in and out of wheelchairs, suitable hoists may need to be available. • If staff are required to use hoists, they must have received suitable training. • Suitable areas should be available for disabled pupils, i.e. changing facilities, toilet facilities. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Manual handling of inanimate objects	Staff Caretaker Back injury, Personal injury	<ul style="list-style-type: none"> • Manual handling assessments to be conducted for handling tasks. • People who may be at risk are to have completed suitable training. • Suitable mechanical aids to be available, i.e. trolleys. • Staff have received manual handling training. • Caretaker will use the stair trolley for items such as books when they require delivering to upper level classrooms. 	<ul style="list-style-type: none"> • 	MEDIUM	<ol style="list-style-type: none"> 1. 2. 3.
Manual handling of library books/resources	Staff Injuries	<ul style="list-style-type: none"> • Staff will use the equipment to assist in manual handling items from upper shelves in the library/resources. The stepladder to be 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2.

		used at all times and assistance is sought when removing items from the upper shelves.			3.
Manual handling of lunchtime tables	Lunchtime staff Injuries	<ul style="list-style-type: none"> • Lunchtime staff will safely put the tables out in the dining hall and fold and put them away at the end of lunch. • The tables are on wheels and lightweight there is no need to lift the tables. • The tables are to be folded up with 2 lunchtime staff until they feel competent to fold them on their own. • Lunchtime staff to check the tables when handling them for any defects. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Mealtimes

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Food dropped on floor	Staff Pupils Slips, falls, bruises, sprains, fractures	<ul style="list-style-type: none"> • During mealtimes lunchtime staff, or kitchen staff, will remove/clean up any food and drink spilled on the floor. • At end of lunch, lunchtime staff or kitchen staff removes food and any spillages of liquid from floor and spot mop. 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.
Spillages of liquid	Staff Pupils Slips, falls,	<ul style="list-style-type: none"> • If floor is wet, display wet floor sign. • Avoid using the hall if the floor is still wet. • Care to be taken when walking in the hall if flooring is wet. 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.
Moving tables and chairs	Staff Back injury, personal injury Musculoskeletal disorders	<ul style="list-style-type: none"> • Staff are trained in manual handling techniques. • Staff will use the equipment i.e. trolleys to move multiple tables and chairs. • If moving items with no equipment staff must only move items to their own ability and not cut corners. • Lunchtime staff to be aware of other equipment around them (especially if hall is used to store PE equipment). • Chairs must not be stacked or moved more than 8 high unless manual handling equipment specific to task states differently. 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.
Servery	Staff Pupils Burns or scalds from hot food or contact with servery.	<ul style="list-style-type: none"> • Serving protectors are used. • Pupils are supervised. • Younger pupils are assisted with carrying their food. 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.

Medication

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Wrong medication administered Wrong dosage Wrong Pupil	Pupils Sickness/vomiting Allergic reaction Serious side effects/illness	<ul style="list-style-type: none"> • A log is kept of all medication administered. • Only long-term medication given in school or where a parent is unable to come into school to administer medicines i.e. antibiotics (discretion of the Head Teacher). • Expiry dates are monitored, and parents/carers notified that replacement is required. • Medicines to be provided in the original container/labelled with the name of the appropriate pupil. • Stored in a secure place (no medicines stored in first aid kit). • All emergency medicines (asthma inhalers, adrenaline pens etc.) readily available in the pupil's classrooms. • Pupils must not be given any medicines unless by written parental request. • No child under 16 to be given aspirin containing medicine unless prescribed. • Any specific training required by staff on the administration of medication e.g. adrenaline pen. • Written agreements in place between parents/carers and school and reviewed periodically. • Pupils' medical needs catered for on off-site visits. 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.

Menopause Risk Assessment (Generic Only)

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
School Environment	Staff Member No reasonable adjustments	<ul style="list-style-type: none"> • The school will support the member of staff with introducing reasonable adjustments to enable the person to work in a supportive environment and with suitable and sufficient control measures in place. • Consider menopause policy to ensure all staff aware of school commitment 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.
Memory Loss Stress Sleep deprivation	Staff Member Workload not coping	<ul style="list-style-type: none"> • Workloads will be accessed where staff member is not coping due to complications of the menopause i.e. brain fog, dark thoughts • Encourage staff member to talk through any fears • Point to agencies which can assist • Encourage to see GP for support and possible medication. • Consider work which can be carried out at home. 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.
Accessing welfare facilities	Staff Member Limited access to welfare facilities	<ul style="list-style-type: none"> • Staff member will always have access to toilet facilities • Water available for staff member 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.
Classroom / Lessons Feeling hot	Staff Member Disruption temperature control	<ul style="list-style-type: none"> • Cover in class if having to access facilities (teaching assistant) • Cover in office if having to access facilities • A fan will be made available for member 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.

		<ul style="list-style-type: none"> of staff if required • Desk where possible moved closer to window for ventilation 			
Time off for appointments	Staff Member Disruption	<ul style="list-style-type: none"> • Where possible time off will be allowed for appointments to GP or menopause clinic 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Unexpected and heavy periods	Staff Member In class	<ul style="list-style-type: none"> • Staff to look at keeping extra provisions at school in event of issues • School will supply sanitary wear in staff toilets • Showers available • Cover if need to go home to change 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Mud Kitchen

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Contact with soil	Children Ingesting soil	<ul style="list-style-type: none"> • Provide hand washing provisions for during and after play establish hand washing routines. • Children encouraged to follow a no consumption routine in this area. 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.
Soil Contamination	Children Ingesting/ absorbing contaminated soil	<ul style="list-style-type: none"> • Soil should be checked for contaminants daily before play. • Checking for contaminants is part of the daily inspection checklist. • Children encouraged to follow a no consumption routine in this area. • Not using manure or fertilizers on garden beds surrounding the digging patch. • Raise awareness on the signs of contamination to look out for. 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.
Washing up – utensils, pots, equipment	Staff Accidental bump or knock with resources Injury from a sharp rusty resource	<ul style="list-style-type: none"> • Pots, utensils and equipment to be washed and dried or left to drain reasonably often to avoid rusting. • Utensils and equipment to be checked by staff to ensure in good condition and removed when not. • Store in sacks or baskets for drainage and aeration. 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.
Storage of utensils, pots, equipment	Children Staff Manual handling, moving the	<ul style="list-style-type: none"> • Raise awareness of manual handling with adults and children. • Ensure baskets are not overloaded. • Store on low shelves in shed or purpose-built 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.

	baskets of pots, pans, utensils	<p>storage boxes near the mud kitchen.</p> <ul style="list-style-type: none"> • Use a trolley to transport heavy items. • Training in safe lifting/carrying procedures when appropriate. 			
Water	Children Staff Drowning Flooding during heavy, prolonged rain events	<ul style="list-style-type: none"> • Containers provided do not allow falling in. • Staff to supervise closely should paddling pools or large containers of water be offered. • Staff to monitor area during flooding/ prolonged rain events and implement water safety policy. 	•	LOW	1. 2. 3.
Water	Children Stagnant water, Consumption/ absorption of contaminants	<ul style="list-style-type: none"> • Water containers are emptied at the end of each session/day and not left to go stagnant. • Water containers are cleaned regularly and checked for foreign bodies, mould, algae. • Children encouraged to follow a no consumption routine in this area. • Children are made aware of the potential hazard of stagnant water and how to avoid this. 	•	LOW	1. 2. 3.
Wet/dirty clothes and shoes	Children Children get cold	<ul style="list-style-type: none"> • School provides class sets of puddle suits. • Children encouraged to keep a pair of boots at school. • Parents are aware children need to be provided with multiple changes of clothes through newsletters. 	•	LOW	1. 2. 3.
Slippery surfaces	Children Staff Serious injuries Cuts and abrasions Slips Trips Falls	<ul style="list-style-type: none"> • Suitable footwear to be worn by children and adults including staff and parent helpers. (gumboots, shoes with non-slip soles or bare feet.) • Provide area for changing shoes and putting on puddle suits. • Wet and muddy shoes to be removed before entering the building. 	•	LOW	1. 2. 3.

		<ul style="list-style-type: none"> If area around digging patch and mud kitchen becomes too slippery, spread some mulch/soft fall – staff to monitor and decide when action is required. 			
Slips, trips and falls	Children Staff Serious injuries Cuts and abrasions	<ul style="list-style-type: none"> Regular checks for defects and reporting of these Children to be advised to be aware of uneven floor, tree roots, fallen sticks and pinecones. Area checked daily for hazards (such as a branch) and hazard removed. Children are monitored by staff to ensure they are not standing on unstable or unsuitable equipment. Staff to assess daily if weather means area cannot be accessed. 	•	LOW	1. 2. 3.
Gravel/pebbles Pieces of natural materials	Children Choking	<ul style="list-style-type: none"> Any children likely to explore by putting things in their mouth are identified. Extra supervision for children with greater likelihood to put things in their mouth. Children encouraged to follow a no consumption routine in this area. All children made aware not to put small objects in their mouth. 	•	LOW	1. 2. 3.
Use of plants and other foraged natural materials	Children Ingesting or absorbing poisonous plants or fungi Allergies	<ul style="list-style-type: none"> Raise awareness with children about possible risks in eating unknown plants or fungi. Children are informed of the dangers of fungi and warned not to use in play. Plants within play space are chosen in consultation with landscape architect. Adults are aware of and remove hazardous plants likely to cause serious illness. 	•	LOW	1. 2. 3.

		<ul style="list-style-type: none">• Children encouraged to follow a no consumption routine in this area.• Children encouraged to wash hands before touching their face.			
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Music Lessons

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Manual handling	Pupils Staff Musculoskeletal Disorders	<ul style="list-style-type: none"> Pupils must not lift equipment that is beyond their capabilities. Large equipment should be transported from the storage area to the classroom on a trolley where possible. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Injuries through over exuberance of pupils	Pupils Staff Musculoskeletal Disorders	<ul style="list-style-type: none"> There must be supervision of pupils using drumsticks or hammers. Heavy musical instruments must be placed on a stable and firm stand or table. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Sharing of woodwind instruments	Pupils Staff Transmission of diseases	<ul style="list-style-type: none"> Pupils must not normally be permitted to share wind instruments. In rare circumstances where this occurs, the instruments must be disinfected between use. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Noise	Pupils Staff Deafness	<ul style="list-style-type: none"> All significant noise sources within the school must be identified in line with the Control of Noise at Work Regulations 2005. Where noise sources can be reduced through the implementation of simple control measures then this must be done. All attempts must be made to reduce the noise at source or to use equipment that is less noisy, if it is reasonably practicable to do so. Where noise sources are significant, then a noise reading must be taken, by a competent person, and that reading recorded. Ensure that control measures do not cause additional hazards e.g. ensure alarms are 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.

		audible in soundproof booths. <ul style="list-style-type: none"> • Each room/area in the school building must have acoustic conditions appropriate to its use. 			
Inadequate storage	Pupils Staff Lack of space, Items falling	<ul style="list-style-type: none"> • Equipment must be reasonably accessible. • Pupils will take their instruments home from time to time. 	•	LOW	1. 2. 3.

New & Expectant Mothers (Generic Only)

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Working environment	Staff Tiredness when having to walk upstairs, lack of ease of access to welfare facilities	<ul style="list-style-type: none"> • The staff member works in a classroom which is based close to the toilets and is on the ground floor/on the first floor but close to the lift entrance. • Suitable chair is made available for staff member to rest as and when they see fit. • All flooring in the immediate work area is level/even with no trailing cables/ripped carpets or other obvious tripping hazards etc. • Staff are not required to work long hours. Breaks are planned and frequent rest periods are scheduled within the day · Staff are not to work with equipment that generates vibration (this includes cleaning machinery and jet washers) · Medical advice is considered when planning working hours. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Violence aggression	Staff Physical and emotional injury to the expectant mother through to birth defects / miscarriage or loss of the unborn child	<ul style="list-style-type: none"> • Where there are children who may exhibit aggressive behaviour (e.g. some types of special needs), then the expectant mother does not work with those children for the period of the pregnancy. • Staff member will take a non-confrontational approach and will remove themselves from any aggressive incidents that may lead to violence at the earliest opportunity. • All front line (and other identified) staff have received training. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Manual handling	Staff Musculoskeletal disorders for the mother and injury to the unborn	<ul style="list-style-type: none"> • Manual handling risk assessments are available for all handling tasks where there is a risk of injury. • All relevant staff members have received manual handling “principles and practice” training. • Employees whose job includes manual handling of 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Risk Assessments Reviewed: 1st October 2023

Issue 12

Reviewed by: Rola Raad – Elite Safety in Education

Next Review Date: 1st October 2024

	child	<p>loads and who feel that, due to pregnancy or a recent caesarean they are temporarily unable to carry out certain tasks, should always request assistance and not attempt to handle excessive loads.</p> <ul style="list-style-type: none"> • Each staff member will carry out a “dynamic” (on the spot), risk assessment prior to any handling task and will not attempt to move loads beyond their capabilities. 			
Movement and posture (including display screen equipment use)	Staff Aches, pains	<ul style="list-style-type: none"> • Manual handling risk assessments are available for all handling tasks where there is a risk of injury. • All relevant staff members have received manual handling “principles and practice” training. • Employees whose job includes manual handling of loads and who feel that, due to pregnancy or a recent caesarean they are temporarily unable to carry out certain tasks, should always request assistance and not attempt to handle excessive loads. • Each staff member will carry out a “dynamic” (on the spot), risk assessment prior to any handling task and will not attempt to move loads beyond their capabilities. • Staff are allowed to move freely and frequently. Staff are not required to stand or sit for long periods of time. • The temperature is maintained at a suitable level within the workplace. • Fresh air is available via opening windows/ventilation system. • Noise levels have been assessed and are not excessive. • Staff who are expectant or new mothers are not allowed to work in a noisy environment. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Harmful substances,	Staff Poisonings,	<ul style="list-style-type: none"> • Universal hand washing procedures are followed, and soap and hot water is made available at all times. 	•	LOW	<ol style="list-style-type: none"> 1. 2.

inc. Radiation, Biological and Chemical materials substances etc.	overpowering fumes or smells, diseases etc.	<ul style="list-style-type: none"> When there are known cases of certain diseases, then the staff member will be isolated / removed from areas where they may come into contact (e.g. visits to farms where there are sheep). COSHH Assessments to be completed and COSHH data available on any harmful effects to pregnant / nursing mothers. PPE to be supplied and available at all times. 			3.
Stress	New and/or expectant mother Unborn child/new born child Injury or ill health	<ul style="list-style-type: none"> Support is available to all staff though HR Levels of stress specifically in relation to: <ul style="list-style-type: none"> Demands Control Support Relationships Role Are discussed at each risk assessment review A service specific stress risk assessment is in place 	•	LOW	1. 2. 3.
Working at height	New and/or expectant mother Unborn child/new born child Injury or ill health	<ul style="list-style-type: none"> New and expectant mothers should not work at height. (This includes not using step ladders or foot stools) 	•	LOW	1. 2. 3.
Breastfeeding	New mother Child Contamination of the breastmilk Stress to the mother	<ul style="list-style-type: none"> A hygienic and private location (XXX) has been identified where the mother can express milk. (Toilets are not suitable) The fridge in XXX has been identified to store milk. Milk will be labelled with the staff members name and as breastmilk The risk assessment is reviewed regularly whilst the mother is breast feeding 	•	LOW	1. 2. 3.
Emergency procedures	Staff Early labour, unwell	<ul style="list-style-type: none"> Workplace risk assessments and H&S arrangements. Identification of medical provision within the workplace and nearest professional medical facilities 	•	LOW	1. 2. 3.

Non-Hazardous Chemicals

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Excessive use of chemical substances	Staff, Pupils, Accidental Consumption	<ul style="list-style-type: none"> • Care must still be taken when using non-hazardous chemicals. • Always read the label and any specific instructions. • Keep out of reach of pupils and store safely. • Chemicals used for playing i.e. shaving foam to be sprayed/dispensed by an adult only. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Office Reception Areas

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Fire	Staff Visitors Pupils Contractors Burns Death Smoke inhalation	<ul style="list-style-type: none"> See Level 2 Fire Risk Assessment. Staff are aware of the procedures to be taken in the event of discovering a fire or hearing the fire alarm (e.g. provision of fire evacuation procedure and fire action notices). Suitable fire extinguishers are readily available e.g. water, foam and carbon dioxide. 	<ul style="list-style-type: none"> 	LOW	<ol style="list-style-type: none">
Control of waste	Staff Visitors Pupils Contractors Contamination Germs, Fire risks	<ul style="list-style-type: none"> Waste bins are emptied on a daily basis. Clinical waste is collected and disposed of by a contractor. Hazardous waste (e.g. fluorescent lighting), is disposed of in line with the current legislation. 	<ul style="list-style-type: none"> 	LOW	<ol style="list-style-type: none">
Use of electrical equipment	Staff Electrocution	<ul style="list-style-type: none"> There are a sufficient number of sockets provided. Where not, non-reel extension cables are used as a last resort. Electrical equipment is visually checked on a regular basis for damage e.g. damage to electrical leads, plugs, sockets. 	<ul style="list-style-type: none"> 	MEDIUM	<ol style="list-style-type: none">
Poor maintenance	Staff Lack of resources	<ul style="list-style-type: none"> Arrangements are in place to report defective plugs or cables. Items such as photocopiers and computer systems are maintained on contract. All equipment undergone portable appliance testing (PAT) is conducted by a competent person at a maximum of 2 yearly intervals. 	<ul style="list-style-type: none"> 	LOW	<ol style="list-style-type: none">

Poor housekeeping	Staff Visitors Public Contractors Slips, Trips, Falls	<ul style="list-style-type: none"> • Good housekeeping standards are maintained e.g. safe access/egress around the area to prevent slips, trips and falls. • Arrangements are in place to ensure that trailing leads do not pose a trip hazard (tied, cable tidies, beneath tables, along skirting boards etc.). 	•	LOW	1. 2. 3.
Manual handling activities	Staff Contractors Musculoskeletal disorders	<ul style="list-style-type: none"> • Arrangements have been made with suppliers regarding delivery to point of store if allowable. • Appropriate mechanical aids are available to transport boxes of paper etc. e.g. trolley/sack truck. • Arrangements are in place for the handling of heavier loads e.g. furniture. Staff trained in manual handling techniques. • If the risk cannot be avoided, a more detailed assessment is required by the Manual Handling Operations Regulations. 	•	LOW	1. 2. 3.
Use of display screen equipment	Staff Musculoskeletal disorders WRULDS	<ul style="list-style-type: none"> • Where staff are defined as users, a DSE self-assessment will be conducted. • Where staff identified with problems/concerns, equipment will be provided to assist in their daily tasks. • DSE Assessments will be reviewed annually or before if any concerns. • All DSE Assessments will be reviewed by a competent person. 	•	LOW	1. 2. 3.
Exposure to hazardous substances	Staff Health effects	<ul style="list-style-type: none"> • All staff are aware of good practice in regard to substances. • Any substances covered by COSHH will have a COSHH Assessment. • If the substance is not covered by COSHH, it is stored and used in accordance with the manufacturer's recommendations i.e. details contained in the data sheet. 	•	LOW	1. 2. 3.

Use of photocopier	Staff Entrapment Inhalation	<ul style="list-style-type: none"> The room is adequately ventilated. Arrangements are in place to ensure that trailing leads do not pose a trip hazard. A designated person/s has been appointed to change the toner and attend to paper jams etc. 	•	LOW	1. 2. 3.
Environment	Staff Comfort factors	<ul style="list-style-type: none"> Indoor workplaces are kept reasonably warm in winter (the minimum requirement is 16°C for employees). Arrangements are in place to provide reasonable working conditions in summer e.g. windows can be opened, and fans are available. There is adequate lighting. There is a reasonable amount of space. Appropriate storage is available. No objects are to be stored on top of cupboards. 	•	LOW	1. 2. 3.
Lone working	Staff Attack Injury	<ul style="list-style-type: none"> Staff who are required to work in the building alone e.g. out of office hours have been informed of the appropriate precautions to be taken e.g. means of communication. 	•	LOW	1. 2. 3.
Provision of First Aid	Staff Injuries	<ul style="list-style-type: none"> Trained first aiders available. First aid kit readily available. 	•	LOW	1. 2. 3.
Security	Staff Violence Intruders	<ul style="list-style-type: none"> Signing in policy. Sign in using the electronic system and badges for authorised visitors and contractors. 	•	LOW	1. 2. 3.
Welfare facilities	Staff Lack of resources	<ul style="list-style-type: none"> Washing of hands facilities available. Staff room available for breaks, and hot and cold meal preparation. Staff toilets. 	•	LOW	1. 2. 3.
Lack of training, information and instruction	Staff Injury Ill health	<ul style="list-style-type: none"> Staff are aware of the above procedures/ arrangements which are in place. 	•	LOW	1. 2.

					3.
Banking money and money on school premises	Staff Robbery, Theft	<ul style="list-style-type: none"> • Money should be kept in a secure area i.e. safe until it is taken to the bank. • Office staff should consider going to the bank at different days, times of the week to prevent a pattern emerging. • Money should not be left on show in the office areas. 	•	LOW	1. 2. 3.

One to One Tuition

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
One to One tuition	Staff Actual or accusations of violence, verbal and physical abuse by one of the parties, leading to stress and upset or physical injury.	<ul style="list-style-type: none"> • Prior knowledge of the pupil’s behaviour must be made known to the teacher who carries out the one to one (e.g. information from other schools, social worker, parents etc.). • Experienced and trained teaching staff will be used for children who have known behavioural/ violent tendencies/issues. • The area used for session is bright and well ventilated with minimal or no distractions. • Seating should be arranged so that both parties have an easily accessible exit route should they require it. • The teacher will keep a professional distance whilst taking the session. • If the pupil is known for extreme behavioural issues, a system for regular checks to be carried out by a third party will be put in place OR a personal panic alarm will be provided. • Items that could be used as weapons will be kept to a minimum and removed before the session starts. • Classroom doors will remain open if staff have issues with potential accusations from pupils. • Wherever possible teachers of the same gender will supervise the session. • Non–scheduled breaks may be taken to enable both parties “time out” if required. • Teachers who work with potentially violent pupils 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<p>should consider receiving appropriate training (e.g. Team Teach, Positive Handling etc.).</p> <ul style="list-style-type: none">• If at any time the teacher feels threatened, then the session is ended, and the teacher's line manager informed.• Any incidents that do occur will be documented and investigated as per the school local procedure.			
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Opening and Closing of School Gates

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Opening and closing of gates on the school	Staff, Pupils, Parents. Entrapment injuries	<ul style="list-style-type: none"> • When operating pedestrian or car park gates, care must be taken at all times. • It is imperative when opening and closing gates, the person is not standing directly behind the gate. • Vehicle access gates and pedestrian gates should only be manoeuvred by holding the end of the gate, keeping feet clear from entrapment at the bottom and walking into position keeping a look out for other people movement in the area. When closing step through the opening before the gate is fully closed. • Where possible pedestrian gates to remain open and locked in place (unless gates are operated automatically). • If there is a risk of injury when operating gates, consider warning signs to be erected or a skirt to be fixed to the bottom of the gate. • Ensure drop bolts are used when gates are in the open position. • Take extra care in high winds. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Painting & Decorating

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Debris/Dust	Caretaker	<ul style="list-style-type: none"> Ensure suitable PPE is worn i.e. eye protection, gloves etc. Appropriate protective equipment to be worn when at risk (dust mask, goggles). Ventilation in place i.e. window open or drill and vacuum at same time. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Cuts from Cleaning Surfaces	Caretaker	<ul style="list-style-type: none"> Wear gloves when cleaning surface. Cover cuts/open wounds. Wash/wipe hands before eating, drinking, smoking and after work completed. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Slips/Trips	Caretaker	<ul style="list-style-type: none"> Ensure good housekeeping at site. Ensure clear working area at site if possible. Ensure dustsheets, mats etc. cannot slip/slide underfoot. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Working at Height	Caretaker Contractors	<ul style="list-style-type: none"> If carrying out painting at height a risk assessment must be carried out on the duration and area requiring painting. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Exposure to Asbestos Fibres	Caretaker	<ul style="list-style-type: none"> Check register for content/location. Inspections on site before commencing work. If asbestos is identified, or suspected, then suspend work and contact Head Teacher NOTE: only a licensed approved contractor can undertake removal of asbestos. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.

Parents Evening

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Parents/ Guardians/ Carers coming into school	Parents/carers Children Staff Unaware of fire procedures	<ul style="list-style-type: none"> The classrooms will be used for parents' evening. Parents to be made aware of evacuation procedures (signs visible). 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Staff alone with parent/s	Staff Parents/carers Accusations	<ul style="list-style-type: none"> Where possible staff should not be in a closed room with parents, another staff member should be present, or the door is left open. Parents evening conducted in the classrooms. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Violence	Parents/carers Staff Physical Injury	<ul style="list-style-type: none"> Staff should be made aware of parents who are known to display threatening behaviour and systems put in place to minimise any violence. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Theft	Staff Sensitive or personal information belongings taken from school	<ul style="list-style-type: none"> All classrooms, staff room, and offices should be kept shut if not in use. The school minimises the number of rooms used on parents' evening. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Trespassers	Parents/carers Staff Abuse, theft, arson, criminal damage.	<ul style="list-style-type: none"> Caretakers should be made aware of potential trespassers. Police should be called if the trespassers refuse to leave the school building. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.

PE Activities

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Equipment	Pupils Staff Slips, trips, falls, equipment falling on people	<ul style="list-style-type: none"> • Equipment to be stored safely. • Equipment to be moved from the store by staff. • If pupils move equipment, it should be under supervision. • If equipment is stored in the hall, it should not interfere with activities that are carried out in the hall. • Floor to be in good condition. • Staff to be competent in supervising the activities carried out in the hall or elsewhere. • All glass to be safety glass or treated with safety film. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Wall bars Benches Mats	Staff Pupils Slips Trips Falls	<ul style="list-style-type: none"> • Wall bars, benches and mats are inspected on an annual basis by a competent contractor and issues remedied. • Items checked by staff prior to use. • Pupils shown how to use the equipment and supervised at all times. • Flat mats only used when pupils are climbing the wall bars and not the crash mats. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Hall		<ul style="list-style-type: none"> • 			
Floor	Pupils Staff Slips, trips, falls	<ul style="list-style-type: none"> • All exits to remain clear. • Floor to be in a good condition. • Chairs to be suitably stacked when not in use or removed to store area. • Area to remain clear for PE sessions to prevent injury. • Fire signs to remain in view when productions take place. • Floor should be dry and clean prior to PE activities 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		taking place.			
Defective flooring	Pupils Staff Others Slips, trips, falls	<ul style="list-style-type: none"> Condition of premises regularly checked. Prompt maintenance of defects. Floors regularly cleaned to reduce slip accidents. 	•	LOW	1. 2. 3.
Broken glazing	Pupils Staff Others Cuts	<ul style="list-style-type: none"> All glazing in vulnerable areas (>250mm wide and up to waist height in internal walls/partitions and windows, up to shoulder height in doors) either filmed or safety glazing. Impact resistant toughened glass or glazing protection provided where risk assessment indicates that it is required. 	•	LOW	1. 2. 3.
Sports equipment storage area	Pupils Staff Others Injury, dust, fire	<ul style="list-style-type: none"> Equipment safely stacked. Regular inspection of area. Good housekeeping, area kept clean and tidy. 	•	LOW	1. 2. 3.
Misuse of sports equipment	Pupils Staff Others Injury	<ul style="list-style-type: none"> Adequate supervision by trained authorised staff. Induction for users in correct method of use. Secured against unauthorised access. First aid trained staff to deal with injuries. 	•	LOW	1. 2. 3.
Defective sports equipment	Pupils Staff Others Injury	<ul style="list-style-type: none"> Planned inspection and maintenance routine with testing where appropriate for type of equipment. Defective items removed from area or locked away where possible or marked clearly to indicate they should not be used. 	•	LOW	1. 2. 3.
Competence of instructors	Pupils Staff Others Drowning Injury	<ul style="list-style-type: none"> PE staff have a relevant national governing body coaching qualification for the activities identified. (gymnastics, trampolining, swimming, rugby) 	•	LOW	1. 2. 3.
Swimming	Pupils Staff	<ul style="list-style-type: none"> Swimming lessons take place at Darlaston swimming baths. 	•	LOW	1. 2.

	Others Drowning injury	<ul style="list-style-type: none"> • There is a minimum of 3 staff at all times (all have a life-saving qualification). • The school employs a lifeguard for swimming lessons. 			3.
Staff involvement with pupils participating in PE and games	Staff Qualified and competent	<ul style="list-style-type: none"> • Staff participation with pupils in lessons or at lunchtime/breaks must not participate in a full game where physical contact will be made i.e. tackling (football) or hard objects being thrown or strike (rounders, cricket) due to height and weight and experience difference. • Take a limited role in a game to set up situations that enable the pupils to learn from the participation. • Adult involvement in activities such as tackling (other than static demonstrations) shooting with power and bowling or pitching with pace. 	•	LOW	1. 2. 3.
Outdoors PE	Staff Pupils Qualified and competent Injury	<ul style="list-style-type: none"> • The staff member must check the weather conditions and ensure they are suitable for the games being played. • The area/ground to be checked for hazards i.e. fox excrement, glass etc. • All goal posts to be checked prior to use that they are stable and secured. • First aid to be taken on field always. • Asthma inhalers must be close by at all times. 	•	LOW	1. 2. 3.
Pupils health and abilities	Pupils Ill health	<ul style="list-style-type: none"> • Pupils medication if relevant will be taken outside for lessons (asthma inhalers) or the emergency inhaler will be taken outside. • Staff will be competent in dealing with medical issues. 	•	LOW	1. 2. 3.
Pupils wearing jewellery	Pupils Entanglement	<ul style="list-style-type: none"> • Pupils are not permitted to wear jewellery, this includes earrings, necklaces, bracelets, watches etc. • Staff are not permitted to take pupils earrings out, this must be carried out by parents 	•	LOW	1. 2. 3.
Contact with floor or object/	Pupils Staff	<ul style="list-style-type: none"> • Follow the guidance from UK Government – if in doubt sit them out. 	•	LOW	1.

persons	Concussion	<ul style="list-style-type: none"> No-one should return to competition, training or Physical Education (PE) lessons within 24 hours of a suspected concussion. Anyone with a suspected concussion should NOT drive a motor vehicle (e.g. car or motorcycle), ride a bicycle, operate machinery, or drink alcohol within 24 hours of a suspected concussion and commercial drivers (HGV etc.) should seek review by an appropriate Healthcare Professional before driving 			2. 3.
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Personal Protective Equipment

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Activities requiring PPE	Staff Injuries	<ul style="list-style-type: none"> • Activities which require Personal Protective Equipment will be supplied by the school free of charge. • Staff must inform the Head Teacher of any PPE which they will require. • Goggles will be kept clean and replaced when broken, scratched etc. • Gloves will be used when required. They must be suitable for the task at hand. • Shoes/boots must be suitable and sufficient for the task/activity. • Hi-Viz clothing will be kept clean and worn as and when required. • Hard hats – to be worn when there is a risk of falling or items falling when working. Hard hat must be replaced as stated inside the hat. • Where cleaning chemicals are used the appropriate PPE will be worn as required by the products information label or COSHH Data sheet. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Inappropriate work wear	Staff Slips and trips	<ul style="list-style-type: none"> • Stout footwear with slip resistant soles is provided and must be worn. These must have toe protectors in place. • To conform to: • EN ISO 20345:2004 - Safety Footwear • EN ISO 20346:2004 – Protective Footwear 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Exposure to	Staff	<ul style="list-style-type: none"> • Disposable gloves to be worn at all times when 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1.

Risk Assessments Reviewed: 1st October 2023

Issue 12

Reviewed by: Rola Raad – Elite Safety in Education

Next Review Date: 1st October 2024

communicable diseases	Infections	<p>dealing with bodily fluids.</p> <ul style="list-style-type: none"> • Disposable aprons must be worn where there is a risk of splashing. • Cleaners must wear disposable gloves when cleaning school toilets. • Conform to BS EN 420. 			2. 3.
Slips	Staff Injuries	<ul style="list-style-type: none"> • It is advisable that staff wear appropriate – non-slip footwear where there may be a risk of slipping i.e. wet floors, inclement weather. • To conform to: • EN ISO 20345:2004 - Safety Footwear • EN ISO 20346:2004 – Protective Footwear 	•	LOW	1. 2. 3.
Painting and decorating	Staff Debris and dust	<ul style="list-style-type: none"> • The Caretaker must wear appropriate gloves depending on the substance used. • Conform to BS EN 420. • Eye protection to be worn goggles or safety glasses. • Where there is a sufficient amount of dust a dust mask must be worn. 	•	LOW	1. 2. 3.
Litter picking	Staff Broken glass injuries	<ul style="list-style-type: none"> • Appropriate gloves must be worn when handling broken glass. • Conform to BS EN 388. 	•	LOW	1. 2. 3.

Plants

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Hygiene	Staff Pupils Contamination Poisoning	<ul style="list-style-type: none"> • Staff and pupils are instructed to wash their hands after handling plants. • Pupils are informed not to touch their eyes when handling plants. 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.
Allergic reactions	Staff Pupils Anaphylactic shock Rashes	<ul style="list-style-type: none"> • Staff must be known aware of pupils who have any known allergic reactions to plants e.g. asthma, dermatitis. • Staff have been informed a risk assessment is required to ensure the safe use of pesticides. 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.
Training, information and instruction: Poisonous plants	Staff Pupils Illness	<ul style="list-style-type: none"> • Staff are made aware if plants being used, or parts of the plants e.g. berries, are poisonous. 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.
Berries, buds on floor and paths	Staff Pupils Slipping	<ul style="list-style-type: none"> • Choose plants which do not shed over the autumn months. • Clear up debris on a regular basis. 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.
Prickly plants, hedges	Staff Pupils Impalement	<ul style="list-style-type: none"> • Advise children to stay away from plants/ planted areas. • Cut back plants/hedges on a regular basis. 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.

Plaster of Paris

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
		NEVER CAST FACES USING PLASTER			
Use of Plaster on body parts Body Casting with Layered Plaster	Pupils Burns	<ul style="list-style-type: none"> Always use a plastic bag or cling film over the limb being plastered (the bag can be fixed with a few strips of masking tape) Always make sure the person can escape at every stage in case of emergencies. 	•	LOW	1. 2. 3.
Unsupervised activity	Pupils Burns	<ul style="list-style-type: none"> The teacher will need all pupils to behave responsibly - otherwise the whole session should be aborted. No one should try to set their self or another person in liquid plaster or to make a cast that prevents the limb from being extracted at any stage of the process 	•	LOW	1. 2. 3.
Medical Emergencies Supervision	Pupils Burns	<ul style="list-style-type: none"> Prior to starting any activity using the Plaster of Paris ensure all emergency equipment is available close by and there is a sufficient amount of supervision in place. Staff MUST know how to deal with emergency situations 	•	LOW	1. 2. 3.
Use of Equipment	Pupils Staff Burns Slips Trips	<ul style="list-style-type: none"> Prior to starting activity staff must ensure they have access to all relevant equipment and PPE. Phone Goggles Masks Gloves disposable Gloves rubber Overalls Wellingtons Buckets – a good flexible, smooth bucket can be flexed clean once dry Disposable plastic containers e.g. recycled flexible plastic food trays Newspapers Water sprayer Towels Sponges 	•	LOW	1. 2. 3.

		Plastic bags Swing bin liners Bin bags Plaster, ModRoc or scrim Paint scraper Rubber spatula for scraping off wet plaster Floor mop and bucket Nailbrushes Floor scrubbing brushes Plastic dustpan and brush Washing up brushes Blunt nosed but strong scissors or snips Pad saw Masking Tape Flexible rubber plaster mixing pots.			
Preparation for limb casting	Pupils Burns	<ul style="list-style-type: none"> • Never cast faces with plaster • All pupils and staff must wear gloves when handling plaster • Pupils work in pairs, a model and a modeller – this can provide moral support as some may feel the process infringes their personal boundaries. • Use sheet plastic or bin bags to protect clothing do not place bags over the model's head. • Everyone working with plaster must always wear goggles to protect eyes. • Cut the sheeting (or ModRoc) in advance and allow a teacher or technician to mix the plaster (or water if using ModRoc) in a bucket – demonstrate the process if possible. • Never leave large quantities of plaster unattended. • Check models are positioned comfortably – they will have to keep still for about 10 minutes. • Teacher carries the bucket around to the pairs • Teacher dips the sheet and makes the initial placement thus ensuring that all is safe and protected. • The teacher remains in charge of the bucket at all times – this enables setting to be anticipated 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<p>and the bucket to be emptied of plaster before it sets.</p> <ul style="list-style-type: none"> • Modellers get working – there is about 10 minutes until the set is complete so don't delay! • Models can be released once the plaster has set. • The fabric allows for a slight flexing of the edges, which may be repaired afterwards. • Keep any remaining unused plaster or ModRoc dry and locked away. • Barrier creams are useful to use before using plaster and after washing. <p>REMEMBER: NEVER ATTEMPT TO CAST A LIMB OR ANY BODY PART IN A CONTAINER OF WET PLASTER OF PARIS</p>			
In the event of becoming trapped in setting plaster	Pupils Burns Time Critical	<ul style="list-style-type: none"> • Keep calm and keep the model calm – you need them to work with you. • Provide a buddy, explain what you are doing and give lots of reassurance. • Ask them to tell you if something hurts. • A calm model will have the easiest rescue. • If the plaster layer is thin, as advised, try to cut the plaster away with blunt nosed scissors. • If this does not work, you can try using a pad saw (or key hole saw) to cut away the plaster by sliding the blade between plaster and skin and cutting from inside to outside. • Take care not to cause damage to the body part inside. • Using a hammer and chisel is not advised as it is almost certain to cause further damage unless very carefully controlled. • If cutting is not possible after a very short time, 	•	MEDIUM	<ol style="list-style-type: none"> 1. 2. 3.

		<p>then call emergency services and say what has happened so that they may be able to bring suitable cutting equipment.</p> <ul style="list-style-type: none"> • If possible ask, the class to vacate the classroom. • Don't wait for the emergency services to come. Immerse the whole limb (and plaster container if appropriate) in copious amounts of cold water. Water may act as a coolant and possibly soften the plaster making it easier to remove. • Focus on keeping cold water running over the skin and plaster until emergency help arrives. 			
Making Plaster moulds	Pupils Burns	<ul style="list-style-type: none"> • If making a 'mould' or impression of an object or body-part the safest, fastest, most accurate method is to use an alginate (a flexible compound sometimes used in dentistry). • Alternatively use a clay press mould. • Pour Plaster into the mould to make the cast. • Use of Fine Casting Plaster will provide more detail. • Layer of no more than 5mm will suffice with two layers of plaster bandage or gauze used to secure and hold the plaster together 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Cleanliness in the classroom	Pupils Staff Slips Trips	<ul style="list-style-type: none"> • It is essential to clear away carefully and thoroughly • Plaster of Paris dust needs to be controlled as it is an irritant that can cause usually mild breathing difficulties. • Protect clothing, skin and hair with overalls, protect furniture and floor with newspaper and bin bags. • Never pour wet plaster down the sink as it will 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<p>set and block the sink. Ensure that sinks are fitted with a plaster trap.</p> <ul style="list-style-type: none"> • Even plaster used for washing equipment has particles that will settle so, pouring is best done with running water. • Check how plaster of Paris will be cleared up safely • Lightly spray the plaster and newspaper with water to help prevent plaster dust from spreading. • Try to gather up plastic containers and newspaper without shedding plaster fragments. Place all plaster fragments in a rubbish bag. Clean/scrape tables and floor. • Clean and dry soles of shoes. • Avoid getting plaster anywhere near clay or clay tools - metal will rust quickly with plaster and if Plaster or Paris is introduced into a clay body that is subsequently fired in a kiln, the clay explodes. 			
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Play Equipment External and Playground

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Play equipment	Pupils Falls, cuts, fractures	<ul style="list-style-type: none"> • Play equipment to be inspected regularly by Caretaker and maintained in a safe condition. • Play equipment (climbing frames etc.) to be inspected annually by a competent person, insurance company etc. • Where falls from equipment is a possibility, impact absorbent surface should be provided underneath. • Football posts are plastic and removable to reduce the risk of injury. Checked on a regular basis. • Store safely equipment which has the potential to cause harm during lower levels of supervision. • Limit the number of pupils playing with the equipment at one time. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Playground					
Playground surface	Pupils Staff Slips, trips, falls, cuts	<ul style="list-style-type: none"> • Playground surface to remain in a good condition and not breaking up which makes it slippery and, on the surface, it makes it seem as if surface is covered with ball bearings. There should not be any holes in the surface. • Damaged areas to be fenced off with suitable barrier. • If moss or fallen leaves are a problem, they should be removed regularly. • In icy conditions surface may need gritting or be placed out of bounds. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Lack of supervision, Hard surfaces, Sharp/hard edges – low level walls	Pupils Slips, trips and falls	<ul style="list-style-type: none"> Weekly inspection carried out by the Caretaker to ensure that access routes are maintained in a good condition. Termly inspections made to all areas to ensure that they remain in good condition. Hazard reporting procedure in place. Avoidance of sudden changes of level such as unnecessary steps. Where practicable for playgrounds, use of soft surfaces for reception age pupils when using bikes, etc. Any moss, etc. is removed from paved areas. Fallen leaves to be removed as and when necessary. Adequate supervision available during playtime. Adequate first aid provision available during playtime. Arrangements to be in place for dealing with intruders in the playground during playtime. Arrangements to be in place for dealing with dogs in playgrounds during playtime. 	•	LOW	1. 2. 3.
Plants/litter/glass/needles	Pupils Poisonous and thorny needle stick injuries, cuts	<ul style="list-style-type: none"> Only plants recommended by competent person. Litter regularly collected. 	•	LOW	1. 2. 3.
Glazing	Pupils Cuts	<ul style="list-style-type: none"> Ensure glazing risk assessment is undertaken. Any broken glazing is made safe and replaced/ repaired. 	•	LOW	1. 2. 3.
Security of site – insufficient	Pupils Access by unauthorised	<ul style="list-style-type: none"> Risk assessments undertaken of the school site. Appropriate security measures are in place e.g. closed/locked gates, high fencing restricted 	•	LOW	1. 2.

	persons	<p>access to flat roofs or danger signs displayed.</p> <ul style="list-style-type: none"> • Safe working procedures including personal protective clothing, if necessary, when clearing playgrounds. 			3.
Animals wandering onto site	Pupils, Staff Infection, attack	<ul style="list-style-type: none"> • Check site for faeces, remove and dispose of safely. • Sufficient supervision in place to deal with animals wondering on the school site. 	•	LOW	1. 2. 3.
Damage to equipment – goal posts	Pupils Collapse of equipment	<ul style="list-style-type: none"> • Goal posts are the removable plastic type to reduce risk of injury, which are on the school field. • Checked on a regular basis. 	•	LOW	1. 2. 3.
Weather	Pupils Rain, ice, snow, heat, wind	<ul style="list-style-type: none"> • Surface suitably salted and gritted in icy/snowy weather or taken out of use. • Shaded areas available in the heat. 	•	LOW	1. 2. 3.
Fire	Pupils Staff Inhalation, Fumes	<ul style="list-style-type: none"> • One fire evacuation per year is during break time and monitored for effectiveness. 	•	LOW	1. 2. 3.
Wasps	Pupils insect bite/sting	<ul style="list-style-type: none"> • Monitoring environment for wasp nests. 	•	LOW	1. 2. 3.
Loose/broken manhole covers	Pupils Slips, trips, falls	<ul style="list-style-type: none"> • Monitor and repair as soon as possible. • Any out of bounds areas clearly identified. 	•	LOW	1. 2. 3.
Inadequate supervision	Pupils Injured, missing pupils	<ul style="list-style-type: none"> • Sufficient supervision – 15 lunch time supervisors on duty ensuring all areas and pupils are adequately supervised at all times. • First aid provision in place. 	•	LOW	1. 2. 3.

Equipment	Pupils Wrong age groups using equipment.	<ul style="list-style-type: none"> • Store safely equipment which has the potential to cause harm during lower levels of supervision. • Limit the number of pupils playing with the equipment at one time. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.
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Premises

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Defective flooring Slips Trips Falls	Staff Pupils Visitors Contractors Cuts abrasions, musculoskeletal and other physical injuries. Fractures	<ul style="list-style-type: none"> • Condition of premises regularly checked. • Prompt maintenance of defects. • Adequate external lighting during working hours. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Liquid spillages Slips, Falls	Staff Pupils Visitors Contractors Cuts abrasions, musculoskeletal and other physical injuries. Fractures	<ul style="list-style-type: none"> • Supervision in use of liquids in class. • All spillages to be dealt with immediately. • Wet floor signs to be used when appropriate. • Dry mop floors after cleaning up initial spillage. • Appropriate footwear worn. • Pupils, visitors etc. to be kept away from spill area during cleaning. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Items stored in corridor/ walkways Trips, falls, fire risk, obstructed escape	Staff Pupils Visitors Contractors Cuts abrasions, musculoskeletal and other physical injuries. Fractures	<ul style="list-style-type: none"> • Regular inspection. • Ensure bags and coats are not blocking corridors/walkways. • Designated storage areas. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Trailing electrical cables	Staff Pupils Visitors Contractors Cuts abrasions, musculoskeletal and other physical injuries. Fractures	<ul style="list-style-type: none"> • Trailing leads kept to a minimum. • Sufficient outlets to support the range of equipment normally used. Use extension leads and adaptors only where necessary. • Use of cable covers where cables are a trip hazard. • Use nearest available socket to reduce need for extension leads. 	•	LOW	1. 2. 3.
Electrical equipment and sockets Electrocution Fire Electrical burns	Staff Pupils Visitors Contractors Electrical shock Burns Fire	<ul style="list-style-type: none"> • Pre-use check conducted by users. • Electrical equipment subject to regular safety inspection and test ('PAT testing'). • All tested appliances to be labelled showing date tested/next test date. • Fixed Installation testing completed (5 yearly min) and any remedial work actioned. • Mains powered portable equipment protected by RCD to distribution board, wall socket or lead in higher risk situations, e.g. equipment used outside or in wet conditions, and for equipment where there is a risk of cables being severed. • System for reporting faults and taking equipment out of service in place. 	•	LOW	1. 2. 3.
Hot surfaces Hot water from taps	Staff Pupils Visitors Contractors Burns/scalds shock	<ul style="list-style-type: none"> • Low surface temperature radiators where young or special needs children are present. • Hot surfaces in kitchen/server protected and warning signs in place. • Thermostatic mixing valves are fitted to sinks in high risk areas. • Temperatures monitored (43°C max at outlets where vulnerable users have access). 	•	LOW	1. 2. 3.
Open or broken windows/falls,	Staff Pupils	<ul style="list-style-type: none"> • Opening limiters fitted to windows above ground floor where risk of falling exists. 	•	LOW	1. 2.

cuts, injury	Visitors Contractors Cuts/abrasions, musculoskeletal and other physical injuries Broken bones Significant head/multiple injuries	<ul style="list-style-type: none"> Where windows open onto playground areas barriers/controls in place to prevent pupils running into them. All glazing in vulnerable areas (>250mm wide and up to waist height in internal walls/partitions and windows, up to shoulder height in doors) either filmed or safety glazing. All such glazing to be appropriately marked/etched. As replacement is necessary glazing to BS EN 12600 used. 			3.
Finger trapping Entrapment injury	Staff Pupils Visitors Contractors Cuts Fractures Bruising Swelling Amputation	<ul style="list-style-type: none"> Doors in vulnerable areas have finger guards fitted e.g. classroom and toilet doors used by pupils. Risks from doors in other locations considered. Condition of any protective devices fitted monitored. 	•	LOW	1. 2. 3.
Defective furniture equipment Injury	Staff Pupils Visitors Contractors Cuts abrasions, musculoskeletal and other physical injuries	<ul style="list-style-type: none"> Furniture and fittings must be regularly inspected, and defects reported. Staff aware of arrangements for above. 	•	LOW	1. 2. 3.
Access/egress Trips, falls, Fire risk, obstructed escape Inadequate	Staff Pupils Visitors Contractors Cuts abrasions, musculoskeletal	<ul style="list-style-type: none"> Adequate space, circulation routes and emergency exit. Entrances and exits are clearly signed and well-lit and kept free from obstructions. Arrangements in place to ensure access 	•	LOW	1. 2. 3.

lighting of exit routes	and other physical injuries Fire evacuation hindered unsafe access/egress	<p>maintained in snowy/icy conditions.</p> <ul style="list-style-type: none"> All escape routes should be sufficiently lit for people to see their way out safely. Stairs are kept clear at all times. Extent of emergency lighting reviewed considering all areas of school used outside of ambient daylight hours/without natural daylight. Ensured that all escape routes are adequately lit in event of a power failure. Where ambient light is not sufficient, torches may be acceptable for trained staff to use. 			
Fire Property damage Smoke inhalation Physical injury Burns	Staff Pupils Visitors Contractors Major injury Burns Property damage	<ul style="list-style-type: none"> Detailed Fire Risk Assessment conducted and reviewed regularly. Rubbish not allowed to accumulate. Storage areas kept tidy. Layout allows for unrestricted movement and safe circulation. Staff familiar with evacuation procedure, location of nearest calls point and extinguisher. Fire exits checked daily for obstruction/ease of opening. Fire alarm tested weekly; drills conducted termly. Fire exits clearly marked and fire evacuation notices posted throughout site/in each classroom. Fire doors checked regularly (self-closures operating, doors close freely etc.) 	•	LOW	1. 2. 3.
Service cupboards/plant rooms Inappropriate use Fire Electric shock	Staff Pupils Visitors Contractors Fire Major injury Property damage	<ul style="list-style-type: none"> All such areas to be locked and access restricted to authorised persons. Appropriate signage in place. No general storage to be kept in such areas. Adequate lighting available. Firefighting equipment, detection etc. in place. 	•	LOW	1. 2. 3.

	Electric shock				
Inadequate lighting/other welfare facilities	Staff Pupils Visitors Contractors Dissatisfaction stress Fatigue Headaches Eye strain	<ul style="list-style-type: none"> • Lighting sufficient for tasks. • Supply of wholesome drinking water. • Adequate welfare facilities for staff and service users. • These are maintained in a clean state. • Hot water, soap and disposable paper towels provided. • Suitable sanitary disposal bins in place within female toilets and arrangements for sanitary waste collection in place. 	•	LOW	1. 2. 3.
Poor water quality	Staff Pupils Visitors Contractors Infection disease Coliforms, legionella etc.	<ul style="list-style-type: none"> • Water risk assessment conducted by competent person and water logbook completed. • School identified little used outlets • All taps run for several minutes over the holiday periods. 	•	LOW	1. 2. 3.
First floor classrooms	Staff Pupils Visitors Contractors Falls	<ul style="list-style-type: none"> • All outside steps are kept free from rubbish at all times. • All steps are anti-slip. • In icy conditions the steps are gritted. • Pupils are reminded to be careful when going up and down the steps. 	•	LOW	1. 2. 3.

Pupils Using Play Equipment

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Unsuitable play equipment/tools	Pupils Choking, Slips, trips and falls, Parts of the body becoming trapped e.g. head, fingers etc. Collapse of equipment	<ul style="list-style-type: none"> • All tools/play equipment is obtained from a reputable educational source. • All tools and play equipment are appropriate for the age group concerned e.g. blunt ended scissors. • All tools and play equipment are assembled and used in accordance with the manufacturer's instructions. • Arrangements are in place for supervision of use of climbing equipment (unauthorised use of such equipment must be prevented e.g. when staff are not present such as before and after school hours). • Arrangements are in place for a visual inspection of play equipment which has to be carried out by the teacher prior to use e.g. free from splinters, defects, damage, signs of wear. • Arrangements are in place for worn or damaged items to be immediately removed and/or appropriately labelled. • Arrangements are in place, where appropriate, for an annual inspection of equipment to be undertaken by a competent person (e.g. via L.A. contract). • Arrangements are in place to maintain records of inspections. • All tools and play equipment are appropriately sited e.g. water and sand play areas should be on anti-slip surfaces (e.g. suitable mats) and away from traffic routes. • A clean up kit is available for spillages of sand and water. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Risk Assessments Reviewed: 1st October 2023

Issue 12

Reviewed by: Rola Raad – Elite Safety in Education

Next Review Date: 1st October 2024

		<ul style="list-style-type: none">• All pedestrian routes are maintained around the equipment.			
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Roller Shutter Doors

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Unrestricted fall of shutter door	Members of staff Cuts Abrasions Concussion Head injury	<ul style="list-style-type: none"> • Manufacturer's operating instructions are on site, known to appropriate staff and are being followed. • Appropriate servicing is carried out by a competent contractor at a frequency as determined by the manufacturer. • Minor maintenance requirements only (i.e. removal of dust and dirt) are conducted by competent employees as and when needed or as prescribed by manufacturer. • Inspection/servicing records for any repairs/ maintenance that has been carried out by anyone are held within a central file, which is kept on site. • Regular checks on the roller shutter door and operating mechanism is undertaken by a suitably trained employee. • Any damage/vandalism/malfunction (i.e. difficulty in operation) is reported immediately to the Head Teacher. • Damaged doors are taken out of use if appropriate and an appropriately worded sign posted to warn others that it is not to be used. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Manual lifting	Members of staff Back injury Sprains Cuts	<ul style="list-style-type: none"> • Staff manually operating roller shutters have received initial and refresher manual handling training as appropriate. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Contact with moving parts of	Members of staff	<ul style="list-style-type: none"> • Only trained staff to operate any roller shutter door. • Checks are made to ensure that no other person is 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2.

machinery (incl. track mechanism) Sharp shutter door edges (through damage or wear)	Head injuries Cuts	<p>in the direct area of the shutter door when being operated.</p> <ul style="list-style-type: none"> • Staff required to operate roller shutter doors have received specific instruction/training for them to undertake the task safely. • The roller shutter door has a device such as a ratchet mechanism or counterbalance fitted to prevent it falling back. 			3.
Failure to follow operating procedure	Members of staff Cuts Abrasions Head injury Back injury	<ul style="list-style-type: none"> • Employees operating roller shutter doors are familiar with safe operating procedures. This includes: • Checking that the surrounding area is clear. • Employee closing the door has clear line of sight with the door being closed. • Always ensuring that any security bolts and locking pins have been removed before attempting to raise door. • When raising the door, it is extended fully (to the full height) and not left partially up so as to create a low surface. • Not standing directly beneath a roller shutter door when being operated. 	•	LOW	1. 2. 3.
Electrically operated roller shutter doors Overheating of electrical motor Contact of shutter door with person(s) or objects	Members of staff Electric shock Head injury Broken bones Abrasions Concussion	<ul style="list-style-type: none"> • Appropriate servicing of the electrical motor is carried out by a competent contractor at a frequency determined by the manufacturer. • A 'hold to run' button/key operated, or other safety system is in place. • Where appropriate a sensor or light curtain is fitted at the bottom end of the door to stop the door closing when being operated if someone walks beneath it or an obstacle is in the way. 	•	LOW	1. 2. 3.
Poor housekeeping of area directly beneath roller	Members of staff Personal injury	<ul style="list-style-type: none"> • The floor area beneath the shutter door is kept clear and is regularly inspected. • Door has suitable and effective features to prevent it causing injury by trapping any person. 	•	LOW	1. 2. 3.

shutter door giving rise to tripping/slipping hazards		<ul style="list-style-type: none">• Where necessary the door can be operated manually, unless it opens automatically, if the power fails.			
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Roof Work

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Use of Access Equipment	Staff Site Staff Falls from height	<ul style="list-style-type: none"> • Check work at height equipment is suitable and sufficient prior to use • Access equipment is restricted to those who have been trained in it's safe use. • Appropriate training is given to staff on access equipment when working at height. • Consider use of other work at height equipment i.e. MEWP, Scaffold etc. • Ladder or steps to be long / tall enough to stop necessity of overreaching. • Do not prop ladders against plastic guttering. • Carry out roof work in twos with a spotter/ foot the ladder or use of a ladder stay • Access equipment to be used in good weather conditions only. • Appropriate footwear to be worn so that a safe grip is maintained. 	<ul style="list-style-type: none"> • 	MEDIUM	<ol style="list-style-type: none"> 1. 2. 3.
Accessing Roof	Staff Site Staff Falls from height	<ul style="list-style-type: none"> • Only access roof if necessary • Always inform others of working on the roof • Work in pairs where possible • Only carry out in good weather conditions. • Site Staff to be aware of fragile roof areas, i.e. skylights and safe systems of work in place to access roof areas. • Care to be taken when stepping off the ladder on to the roof and when exiting the roof. • Maintain a safe distance from the edge of at least 2 metres if no fall arrest equipment available. 	<ul style="list-style-type: none"> • 	MEDIUM	<ol style="list-style-type: none"> 1. 2. 3.

		<ul style="list-style-type: none"> Consider use of mobile anchor system. Never lean over the edge of the roof 			
Unprotected Walkways (valley gutters)	Site Staff Falls from height	<ul style="list-style-type: none"> Walking in valley gutters should be avoided unless absolutely necessary as they can often be slippery and the lead flashing can be easily damaged. 	•	MEDIUM	1. 2. 3.
Asbestos	Site Staff Contact with ACMs	<ul style="list-style-type: none"> Check the School's asbestos register before work commences. 	•	MEDIUM	1. 2. 3.
Hot Works	Site Staff Fire Burns	<ul style="list-style-type: none"> No hot works to be carried out by Site Staff Contractors only to carry out work 	•	MEDIUM	1. 2. 3.
Retrieving Balls	Site Staff Falls from height	<ul style="list-style-type: none"> Only retrieve balls from flat roofs and only if necessary Remove only in good weather conditions Remove termly where possible and encourage ball games to be played away from the building Where possible remove balls using a long pole or a fishing net and not access the roof. Do not lean across on the ladder, reposition ladder when accessing other parts of the roof. 	•	MEDIUM	1. 2. 3.
Trip Hazards	Site Staff Incidents	<ul style="list-style-type: none"> There can be many trip hazards on roofs due to the presence of services, plant, gantries and roof finishes. Site Staff should always wear footwear which is appropriate to the task being undertaken and always pay attention to where they are walking. Purpose made walkways should be used where provided. 	•	MEDIUM	1. 2. 3.
Falling Objects	Staff, pupils, contractors or visitors to	<ul style="list-style-type: none"> No heavy, bulky or unwieldy objects are carried when accessing work area. Items are lifted using the appropriate equipment 	•	LOW	1. 2.

	the site Incidents Injuries	and the associated safe system of work. <ul style="list-style-type: none"> Accompanying tools and equipment carried on person are stored in tool belts or secured appropriately. Ground level area where access route is located is cordoned off to prevent contact with any persons who may be on the premises. Adequate and appropriate signs are in place to ward of the hazards. Works scheduled to take place Warning signs in place if required. 			3.
Weather	Site Staff and persons clearing gutters High winds Falls	<ul style="list-style-type: none"> Consider weather conditions before planning any external works. 	•	LOW	1. 2. 3.
Medical Issues	Site Staff and persons clearing gutters Incidents	<ul style="list-style-type: none"> Where persons have pre-existing medical conditions or other factors which may affect their ability to undertake these tasks a separate risk assessment has been undertaken. 	•	LOW	1. 2. 3.

School Disco

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Disco equipment	Pupils Noise Trips	<ul style="list-style-type: none"> The noise level of the disco must not exceed the recommended noise levels. Pupils to be encouraged not to stand too close to speakers. Pupils not to play around disco equipment. Equipment to be away from the pupils where possible. 	•	LOW	1. 2. 3.
Entertainer	Pupils Unsuitable	<ul style="list-style-type: none"> Children's entertainer must be suitable for the age group of the pupils. Prior knowledge required of the entertainer's involvement with the pupils. 	•	LOW	1. 2. 3.
Overcrowding	Pupils Injuries collisions Fire	<ul style="list-style-type: none"> Pupils to be signed into the disco by parents/guardians. Separate times for key stages. Hall capacity adhered to at all times. 	•	LOW	1. 2. 3.
Extreme heat	Pupils Dehydrating	<ul style="list-style-type: none"> Pupils should be encouraged not to run around hall. Pupils given refreshments throughout the disco activity. 	•	LOW	1. 2. 3.
Security	Pupils Missing pupil	<ul style="list-style-type: none"> Pupils signed in by parents for disco and collected by parents/guardians. Any other areas not being used should be closed off, but not closing fire exits. Fire exits to remain clear at all times. Supervision of pupils at all times. 	•	LOW	1. 2. 3.
Lack of first aid	Pupils Minor injuries	<ul style="list-style-type: none"> Sufficient first aid supervision in place. Fully stocked first aid box. 	•	LOW	1. 2. 3.

School Kitchen

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Main school kitchen	Kitchen staff, Pupils Staff Personal hygiene measures	<ul style="list-style-type: none"> • The school kitchen is managed by external contractors. • All staff who handle food have been instructed in food hygiene to a level appropriate to their job. • Always wash hands before handling food. • Kitchen staff to inform their supervisor of any medical condition they may have. • Appropriate first aid kits are available. • All accidents are recorded in the accident book in the kitchen. • Kitchen to be clean and in good repair. • Adequate welfare facilities available, separate and clean. • Kitchen staff and equipment belong to the school. • External contractors organise testing and inspection of equipment. • Kitchen staff to wear correct uniform and footwear. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Ventilation	Kitchen staff Heat stress	<ul style="list-style-type: none"> • Ventilation systems to be regularly cleaned and working efficiently. • Fly screens to be fitted to opening windows and doors. • There must be sufficient ventilation. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Lighting	Kitchen staff Slips, trips, falls	<ul style="list-style-type: none"> • The kitchen has adequate natural or artificial lighting. • Lighting covers or diffuser units are regularly removed and cleaned. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Welfare facilities	Kitchen staff Personal hygiene	<ul style="list-style-type: none"> • Adequate changing facilities provided. • Area to be maintained in a clean and tidy condition. 	•	LOW	1. 2. 3.
Food preparation	Kitchen staff Pupils Staff Food poisoning Burns	<ul style="list-style-type: none"> • Food is brought in already cooked. • All surfaces that come into contact with food must be well maintained and easily cleaned. • Cleaning programmes to be in place including arrangements for deep clean at times. 	•	LOW	1. 2. 3.
Cleaning	All Chemical splashes and burns, fumes, Food contamination	<ul style="list-style-type: none"> • COSHH assessments carried out for cleaning chemicals. • Never mix cleaning materials/chemicals. • Use of cleaning materials suitable for the job. • Use of suitable protective clothing when using cleaning chemicals. 	•	LOW	1. 2. 3.
Waste, storage and disposal	All Hygiene, attraction of vermin, pests etc.	<ul style="list-style-type: none"> • Suitable storage and waste disposal arrangements in place for waste food products and refuse. • Waste food will be disposed of in easy to clean containers with self-closing lids. • Waste food will not to be left in the kitchen overnight. • Always wash hands after handling waste. • Waste storage areas are washed down and cleaned regularly using disinfectant as required. • Suitable arrangements are in place for waste bins. • Suitable arrangements are in place for the removal of waste food. 	•	LOW	1. 2. 3.
Pest control	All Hygiene	<ul style="list-style-type: none"> • Pest control measures in place where appropriate. • Inspect dried food regularly. • Look for signs of droppings and damage to packets. • Call in professional assistance if necessary. 	•	LOW	1. 2. 3.

Cooked food	Pupils Staff Uncooked food Salmonella poisoning	<ul style="list-style-type: none"> • All cooked food cooked to correct temperature. • Temperatures checked regularly. • Food is only kept warm for a set time. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.
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Security

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Visitors gaining access to pupils without staff knowledge Children leaving site	Pupils Staff Abduction, assault, child protection issues	<ul style="list-style-type: none"> • Supervision levels appropriate. • Culture in which strangers are challenged. • Fencing min 1.8M high. All boundaries well defined and in good condition (no hole/gaps). • Clear signage for visitors to main entrance/ other services. • Clearly defined route once on site. • Internal fencing assists in directing visitors and restricting uncontrolled/unintentional access around the site. • Only one entry point into school once school has commenced. • Number of accessible external entrance doors minimised. • Areas of site identified as higher risk out of bounds to pupils. • All visitors report to reception and sign in/out using the electronic system. Visitors wear a visible visitor badge and are escorted when on site if appropriate. • Restricted/controlled access to building. • Staffed reception, key-code access etc. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Intruders gaining access outside school hours	Trespassers Theft, arson, malicious damage	<ul style="list-style-type: none"> • Exterior gates/doors kept locked when school not in use. Windows fitted with locks where appropriate. • Members of the public prevented from entering unauthorised parts of the buildings during 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<p>community or evening use.</p> <ul style="list-style-type: none"> • Partial CCTV in place. • Good relationship with community. • Adequate external/security lighting. • Inventory of both permanently and temporarily issued keys maintained. • All boundaries well defined. Fencing min 1.8M high and in good condition. Gates locked when school not in use. • Intruder alarm fitted and maintained. • Key-codes on security doors/intruder alarm system regularly changed. • Attractive/valuable property security marked and secured during periods that the building is not in use. • Waste bins as far from buildings as possible (in an area specifically built). 			
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Slipping on Wet Floors

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Floors becoming wet	Staff Pupils Visitors Contractors Slipping	<ul style="list-style-type: none"> • The floors should be checked on a regular basis to ensure they are as dry as so far is reasonably practicable. • If the floors do become wet especially when there are heavy periods of pupil traffic (lunch breaks etc.) they should be dry mopped as soon as possible. • A sign should be displayed to inform others of wet floor. • Pupils should be reminded of the dangers of wet floors and encouraged to dry their hands thoroughly. • Pupils/staff should also be encouraged to wipe their feet if they have been outside and it is cold/damp/raining to reduce residue on their shoes. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Slips, Trips & Falls

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Defective flooring damaged carpets, floor tiles	Staff Pupils Visitors Bruising, cuts, fractures	<ul style="list-style-type: none"> • Floor surfaces maintained in good condition. • Visual inspections carried out daily by staff. • Staff report defects. • Prompt maintenance/repair of defects. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Liquid spillages Floors becoming wet	Staff Pupils Visitors Slips, falls, bruises, sprains, fractures	<ul style="list-style-type: none"> • Reporting procedure for identified spillages. • The floors should be checked on a regular basis to ensure they are as dry as so far as is reasonably practicable. • If the floors do become wet especially when there are heavy periods of pupil traffic (lunch breaks etc.) they should be dry mopped as soon as possible. • A sign should be displayed to inform others of wet floor. • Pupils should be reminded of the dangers of wet floors and encouraged to dry their hands thoroughly. • Pupils/staff should also be encouraged to wipe their feet if they have been outside and it is cold/damp/raining to reduce residue on their shoes. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Trailing electric cables	Staff Pupils Visitors Trips, falls – bruises, sprains, fractures,	<ul style="list-style-type: none"> • To use wall sockets. • Avoid use of extension leads whenever possible. • Use cable covers where cables are trip hazards. • Provide cable ties and covers. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Adverse weather	Staff Pupils Visitors Trips, falls – bruises, sprains, fractures,	<ul style="list-style-type: none"> • Staff must ensure they are wearing the correct footwear for the weather conditions. • Pedestrian paths will be gritted/salted in icy conditions. • Staff, pupils and visitors are encouraged to wipe their feet prior to entering school. • Where possible mats will be used to soak up any residue water. 	•	MEDIUM	<ol style="list-style-type: none"> 1. 2. 3.
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Sports Day

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Weather	Pupils Sunburn Dehydration Rain Slipping	<ul style="list-style-type: none"> • The Head Teacher will assess the weather conditions on the day. • If it has rained or is raining the Head Teacher should consider postponing sports day if there is a risk of pupils slipping on the wet grass. • If the weather is very warm/hot the Head Teacher will ensure the pupils are appropriately covered and applied sun cream. • Cold drinks will be available for all pupils taking part in sports day. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Parents	Pupils Staff Other Parents Behaviour Unauthorised access in school	<ul style="list-style-type: none"> • The school will ensure all rooms containing sensitive information will be locked. • Restricted access of the school. • Parents are directed to the school field. • Staff will be alert for any behaviour issues from parents and ask them to leave if necessary. • Parents bring own seating. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Equipment	Pupils Equipment failure	<ul style="list-style-type: none"> • All equipment used is visually checked prior to use and where applicable checked by a competent contractor on an annual basis. • Traditional and non- traditional games played all lightweight equipment used. • Key Stage 1 will take part in traditional games. • Key Stage 2 will take part in athletic games. • No parents are permitted to take part in sports day activities. • Pupils will be shown how to carry chairs 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		outside correctly.			
Manual handling	Pupils Staff Musculoskeletal disorders	<ul style="list-style-type: none"> • Pupils to only carry equipment capable to their ability. • Staff to ensure pupils carry equipment correctly. • Use manual handling aids where appropriate. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Staff Room

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Staff Room	Pupils Staff	<ul style="list-style-type: none"> • All electrical items to be tested and inspected on a regular basis. • Electrical equipment to be used as per manufactures instructions • Care to be taken when heating food and drink • The staff room should be secured at all times. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Storage

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Cleaner/ Caretaker storage areas	Pupils Staff Access to potentially hazardous equipment/materials	<ul style="list-style-type: none"> • Hazardous substances to be stored according to guidance in COSHH assessment and/or Material Safety Data Sheet provided by supplier. • Substances to be in original container with clear labels and hazard warnings – no decanting. • Restricted access. Store to be locked except when in use. • Switch rooms and boiler rooms kept clear of storage and locked when not in use. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Flammable substances	Pupils Staff Fire, explosion	<ul style="list-style-type: none"> • Flammable substances to be stored correctly. • Minimise amount stored and used. • Lids to be kept on containers. • No smoking or other sources of ignition permitted in areas where flammable vapours may be present. • Dispose of flammable waste including contaminated cloths etc. safely. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Falling objects	Pupils Staff Not secured, poorly installed Sited too high Overloaded	<ul style="list-style-type: none"> • Shelving etc. properly installed, secure fixings in place, not overloaded. • Storage to be organised with heavy objects at lower levels. • Restricted access to pupils. • Provision of access equipment nearby or in place. • Controlled limits of items stored. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Reaching high shelves	Pupils Staff Falls, strains	<ul style="list-style-type: none"> • Appropriate steps, kick stools etc. provided to reach high shelves. • Store frequently used items at easily accessible 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2.

		locations. <ul style="list-style-type: none"> • Store heavy items on lower levels, preferably at about waist height to reduce risk of manual handling injuries. 			3.
Cleanliness Tidiness	Pupils Staff Fire Tripping Struck by falling object	<ul style="list-style-type: none"> • Rubbish is regularly removed. • Recycling bins provided and used. 	•	LOW	1. 2. 3.

Stress (Generic Only)

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Demands – Includes issues such as workload, work patterns, and the work environment.	All staff, including managers Poor health & wellbeing	<p>The Standard is that: employees indicate that they are able to cope with the demands of their jobs; and systems are in place locally to respond to any individual concerns.</p> <p>What should be happening/States to be achieved:</p> <ul style="list-style-type: none"> • The school provides employees with adequate and achievable demands in relation to the agreed hours of work; • People's skills and abilities are matched to the job demands; • Jobs are designed to be within the capabilities of employees; and • Employees' concerns about their work environment are addressed. <p>Suggested controls</p> <p>Workload</p> <ul style="list-style-type: none"> • Personal work plans so staff are clear what their job involves. • Regular team meetings to discuss workloads and to deal with any planned absences. • Regular 1:1s with staff to discuss their workload and any anticipated challenges. • Work patterns adjusted to cope with peaks and staff absences. • Sufficient resources available for staff to be able to do their jobs. • Training or information provided (formal or informal) to help staff prioritise, or seek help if 	<ul style="list-style-type: none"> • 	MEDIUM	<ol style="list-style-type: none"> 1. 2. 3.

		<p>they have conflicting priorities.</p> <p>Competency</p> <ul style="list-style-type: none"> • Training records up to date to ensure employees are competent and comfortable in undertaking the core functions of their job. • Personal development considered at annual employee performance reviews. <p>Working patterns (this may not be practical for most school staff)</p> <ul style="list-style-type: none"> • Flexitime working to help employees to cope with pressures external to the school (e.g. child care, poor commuting routes etc). • Changes to working hours & shift work systems agreed with staff <p>Physical environment and violence</p> <ul style="list-style-type: none"> • Risk assessments for work environment in place where appropriate. • Risk assessments in place for physical violence and verbal abuse where appropriate. • Training available to help staff deal with and defuse difficult situations. 			
Control – How much say the person has in the way they do their work.	<p>All staff, including managers</p> <p>Poor health & wellbeing</p>	<p>The Standard is that: employees indicate that they are able to have a say about the way they do their work; and systems are in place locally to respond to any individual concerns.</p> <p>What should be happening/States to be achieved:</p> <ul style="list-style-type: none"> • Where possible, employees have control over their pace of work; • Employees are encouraged to use their skills and initiative to do their work; • Where possible, employees are encouraged to develop new skills to help them undertake new and challenging pieces of work; 	•	MEDIUM	<ol style="list-style-type: none"> 1. 2. 3.

		<ul style="list-style-type: none"> • The school encourages employees to develop their skills; • Employees have a say over when breaks can be taken; and • Employees are consulted over their work patterns. <p>Suggested controls</p> <ul style="list-style-type: none"> • Staff have a say in the way their work is organised and undertaken, e.g. through project meetings, one-to-ones, performance reviews. • Responsibility for projects allocated to teams rather than individuals to take forward: <ul style="list-style-type: none"> ➢ discuss and define teams at the start of a project; ➢ agree objectives, roles, timescales; ➢ agree managerial support, e.g. through regular progress meetings. • Wherever possible, try to involve staff in the way decisions are made • Try to use the full staff range of skills that staff have 			
Support – Includes the encouragement, sponsorship and resources provided by the school, line management and colleagues.	All staff, including managers Poor health & wellbeing	<p>The Standard is that: employees indicate that they receive adequate information and support from their colleagues and superiors; and systems are in place locally to respond to any individual concerns.</p> <p>What should be happening/States to be achieved:</p> <ul style="list-style-type: none"> • The school has policies and procedures to adequately support employees; • Systems are in place to enable and encourage managers to support their staff; • Systems are in place to enable and encourage employees to support their colleagues; 	•	MEDIUM	1. 2. 3.

		<ul style="list-style-type: none"> • Employees know what support is available and how and when to access it; • Employees know how to access the required resources to do their job; and • Employees receive regular and constructive feedback <p>Suggested controls</p> <ul style="list-style-type: none"> • Regular 1:1s to talk about any emerging issues or pressures. • Regular team meetings to discuss team pressures. • Include ‘emerging pressures’ as a standing item at staff meetings. • Seek examples of how people would like to, or have, received good support from managers or colleagues – can these be adopted across the team? • Ask how employees would like to access managerial support, e.g. ‘open door’ policies, or agreed times when managers are able to discuss emerging pressures. • Flexibility in work schedules (where possible) to enable staff to cope with domestic commitments. • Training in place to ensure staff competencies are up to date and appropriate for the core functions of employees’ jobs. • Wellbeing support available to staff via Optum/HR/Occupational Health. 			
Relationships – Includes promoting positive working to avoid conflict	All staff, including managers Poor health & wellbeing	The Standard is that: employees indicate that they are not subjected to unacceptable behaviours, e.g. bullying at work; and systems are in place locally to respond to any individual concerns. What should be happening/States to be	•	MEDIUM	1. 2. 3.

and dealing with unacceptable behaviour.		<p>achieved:</p> <ul style="list-style-type: none"> • The school promotes positive behaviours at work to avoid conflict and ensure fairness; • Employees share information relevant to their work; • The school has agreed policies and procedures to prevent or resolve unacceptable behaviour; • Systems are in place to enable and encourage managers to deal with unacceptable behaviour; and • Systems are in place to enable and encourage employees to report unacceptable behaviour. <p>Suggested controls</p> <ul style="list-style-type: none"> • Code of conduct for council employees in place. • Procedures to prevent, or quickly resolve, conflict at work in place. • Confidential reporting system to enable the reporting of unacceptable behaviour. • Grievance and Disciplinary procedures in place. • Training available to help staff deal with and defuse difficult situations. • Encourage good communication. • Discuss how individuals work together and how they can build positive relationships. • Identify ways to celebrate success. • Display the corporate violence policy in a prominent place. 			
Role – Whether people understand their role within the school and whether the	All staff, including managers Poor health & wellbeing	The Standard is that: employees indicate that they understand their role and responsibilities; and systems are in place locally to respond to any individual concerns. What should be happening/States to be achieved:	•	MEDIUM	1. 2. 3.

<p>school ensures that the person does not have conflicting roles.</p>		<ul style="list-style-type: none"> • The school ensures that, as far as possible, the different requirements it places upon employees are compatible; • The school provides information to enable employees to understand their role and responsibilities; • The school ensures that, as far as possible, the requirements it places upon employees are clear; and • Systems are in place to enable employees to raise concerns about any uncertainties or conflicts they have in their role and responsibilities. <p>Suggested controls</p> <ul style="list-style-type: none"> • Regular team meetings to enable staff to clarify their role and to discuss any possible role conflict. • Agree team targets and objectives to help clarify team and individual role. • Agree specific standards of performance for jobs and individual tasks and review periodically. • Introduce personal work plans which are aligned to the outputs of the team. • Regular 1:1s to ensure individuals are clear about their role and know what is planned for the coming months. • Suitable induction arrangements for new staff – make sure all members of the team understand the role and responsibilities of the new recruit. 			
<p>Change – How organisational change (large or</p>	<p>All staff, including managers Poor health &</p>	<ul style="list-style-type: none"> • The Standard is that: employees indicate that the school engages them frequently when undergoing an organisational change; and systems are in place locally to respond to any 	<ul style="list-style-type: none"> • 	<p>MEDIUM</p>	<p>1. 2. 3.</p>

<p>small) is managed and communicated in the school.</p>	<p>wellbeing</p>	<p>individual concerns.</p> <ul style="list-style-type: none"> • What should be happening/States to be achieved: • The school provides employees with timely information to enable them to understand the reasons for proposed changes; • The school ensures adequate employee consultation on changes and provides opportunities for employees to influence proposals; • Employees are aware of the probable impact of any changes to their jobs. If necessary, employees are given training to support any changes in their jobs; • Employees are aware of timetables for changes; and • Employees have access to relevant support during changes. • Suggested controls • Ensure all staff are aware of why the change is happening – agree a system for doing this. • Define and explain the key steps of the change. Ensure employee consultation and support is a key element of the programme. • Establish a system to communicate new developments quickly • Agree methods of communication and frequency. • Ensure staff are aware of the impact of the change on their jobs • Provide a system to enable staff to comment and ask questions before, during and after the change. Have an ‘open door’ policy to help staff who want to talk to their managers about their 			
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		<p>concerns. Involve staff in discussions about how jobs might be developed and changed.</p> <ul style="list-style-type: none">• Review team and individual work plans after the change to ensure team and individual objectives are clear.			
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Summer Fayre

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Security of school	Staff Pupils Visitors Volunteers Vandalism of school Theft	<ul style="list-style-type: none"> • All doors must be locked which hold sensitive information or not being used for the fete. • Access should be for use of toilets and indoor activities only. • The fayre may be brought into the school if raining on the day. • The PTA arrange the school fete and inform the Head Teacher of the type of activities taking place. 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.
Selling food	Staff Pupils Visitors Volunteers Food poisoning	<ul style="list-style-type: none"> • All food being sold by parents should be low risk foods only e.g. cakes and should be ideally covered to prevent people touching before purchase. • Ice creams are brought by the school to sell on the day, or an ice cream van will be on the school site. 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.
Stalls	Staff Pupils Visitors Volunteers Manual handling Tables toppling over	<ul style="list-style-type: none"> • Tables should be moved using a manual handling aid or a two-person lift using safe manual handling practices. • Tables should not be overloaded to prevent toppling over. 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.
Hot and cold drinks	Staff Pupils Visitors Volunteers Burns	<ul style="list-style-type: none"> • All drinks must be served in suitable containers. • No alcohol will be sold as a beverage. 	<ul style="list-style-type: none"> • 	LOW	1. 2. 3.

	Scalds Slips				
Money	Staff Volunteers Pupils Theft or attempted theft of money	<ul style="list-style-type: none"> • Money should be collected in intervals to prevent large amounts of money being held with individual stalls. • All money collected should be done in pairs and taken to a secure area within the school to be counted and locked in the school safe until it can be banked. 	•	LOW	1. 2. 3.
Bouncy castle		<ul style="list-style-type: none"> • See Bouncy Castle Risk Assessment. 			
Activities –fire brigade on site with fire engine Pupil activities	Pupils Injury due to falling from engine	<ul style="list-style-type: none"> • The fire brigade officers and staff will ensure no child is in the fire engine on their own. • The fire engine remains static at all times (except if it is required on an emergency). • Pupils performing activities will be risk assessed on the day depending on weather. • Pupils will show visitors their wake and shake routine on the steps (no other persons allowed on the stairs). 	•	LOW	1. 2. 3.
Weather	Staff Volunteers Pupils Fete unable to go ahead outside	<ul style="list-style-type: none"> • The Head Teacher will decide on the day if the weather will permit the school fete to commence outside. • If weather is likely to cause disruption the fete will be brought indoors although some of the activities may not be able to take place. 	•	LOW	1. 2. 3.

Sun Protection

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
No policy on sun protection	Pupils Making up own rules	<ul style="list-style-type: none"> • Sun protection is incorporated into curriculum for all ages. • Teachers are informed as to the importance of sun protection. • Sun protection is actively promoted to pupils in other ways (e.g. assemblies, workshops, talks). • Parents are informed of the importance of sun protection and the school's procedures (e.g. letter, website, and newsletter). • Sun protection is considered in off-site visit risk assessments. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Midday sun	Pupils Sunburn	<ul style="list-style-type: none"> • Equipment moved to shady areas where applicable. • Organised activities make use of the shade available. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Timetabling	Pupils Sunburn	<ul style="list-style-type: none"> • Outdoor activities and events are planned outside of 11am-3pm where possible. • In the summer term pupils asked to remain in shaded areas. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Clothing	Pupils Sunstroke	<ul style="list-style-type: none"> • Pupils are encouraged to wear wide brimmed (or legionnaire style) hats when outside. • Pupils are encouraged to wear tops that cover their shoulders (vests and strappy tops are discouraged). • School uniform tops and hats offer suitable sun protection. • Pupils are allowed to wear UV protective 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<p>sunglasses.</p> <ul style="list-style-type: none"> Teachers and assistants also wear suitable hats and clothing. 			
Sunscreen	Pupils Sunburn	<ul style="list-style-type: none"> Pupils are allowed to bring in their own personal supply of sunscreen. Pupils are supervised applying their own sunscreen. Most pupils will be able to, with some direction, to apply sunscreens themselves. Self-application is recommended. Spray sunscreens may be easier to be applied by the pupil. Young children and some children with special needs may require assistance. Written permission must be gained from parents and carers for staff to apply sunscreen. Teachers and support staff who apply sunscreens, should do so to the face, neck and arms in accordance with relevant school policies to minimise the risk of abuse allegations. Teachers remind pupils to reapply sunscreen regularly, particularly at midday. 	•	LOW	<ol style="list-style-type: none">
Dehydration	Pupils Dehydration	<ul style="list-style-type: none"> A supply of drinking water is available. 	•	LOW	<ol style="list-style-type: none">

Toilets

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Toilets	Pupils Staff Hygiene, Slips, trips, falls, Trapped persons	<ul style="list-style-type: none"> • Toilet areas to be maintained in a good condition. • Toilet areas to be maintained in a hygienic condition. • Anti-scald valves to be fitted where necessary. • Spillages on floors to be mopped up as soon as possible. • Soap and drying systems/towels to be available. • Doors in pupils' toilets have an override system to release trapped persons, i.e. can be opened from the outside. • Where toilets are adapted for disabled use, they should have suitable handrails and alarms. • Alarms to be tested periodically to test functionality and staff response. • Sanitary disposal system in place where necessary. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Trim Trail/External Fixed Play Equipment

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Manufacture installation of equipment not to standards	Pupils Trespassers Not to EN1176 and EN1177 standards making equipment hazardous.	<ul style="list-style-type: none"> • The play equipment has been purchased and installed by a reputable manufacturer/ supplier (e.g. member of API - Association of Play Industries) to EN1176 standard. • The play equipment complies with relevant safety standards and is appropriate for the age groups intended. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Lack of Inspection regime	Pupils Trespassers Equipment failing, deteriorating, becoming damaged through use and failing.	<ul style="list-style-type: none"> • There is a three-tier inspection regime in place including a daily inspection by the Caretaker, and an annual inspection carried out by an independent RPII inspector. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Lack of supervision	Pupils Trespassers Children play inappropriately or overload the equipment.	<ul style="list-style-type: none"> • Adequate supervision is provided, taking into account any pupils with special needs/ behavioural problems/requiring additional assistance, etc. • Staff supervising the use of the equipment are familiar with the procedures for use, i.e. maximum numbers permitted on each item of equipment, correct use of each piece of equipment, etc. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Pupil ability	Pupils Trespassers Not suitable for age group.	<ul style="list-style-type: none"> • Equipment is appropriate for the age group of pupils who will be using the equipment. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Use of play equipment by unauthorised persons	Pupils Trespassers Underage children use the equipment beyond their years and capabilities.	<ul style="list-style-type: none"> • Pupils are also informed that they must not use the play equipment unless part of a supervised activity. • Underage children will play at their own risk and parents are to be held responsible for their children playing on the equipment. 	•	LOW	1. 2. 3.
Hazardous weather	Pupils Trespassers Slips, trips, falls.	<ul style="list-style-type: none"> • A protocol is in place for equipment to be made “out of bounds” in the event of hazardous weather (e.g. slippery in the event of rain or ice, burns from metal parts exposed to direct sunlight or extreme cold). 	•	LOW	1. 2. 3.

Upper Floors/Stairs

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Use of stairs	Pupils Staff Visitors Falls	<ul style="list-style-type: none"> • The stairs must be kept clear at all times. • Where possible pupils should walk in the same direction when going up or down the stairs. • If items are dropped on the stairs these must be picked up immediately. • Stair area to be adequately lit. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Upper floors	Pupils Staff Visitors Slips Trips and Falls	<ul style="list-style-type: none"> • The upper floors especially corridors must be kept as sterile as possible and not obstructed by tables and chairs. • Wheelchair access required at all times. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Use of Small Power Tools

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Electricity	Caretaker Contact with electricity which could result in electrocution.	<ul style="list-style-type: none"> • All equipment has undergone at least annual portable appliance testing (PAT) by a 'competent' person e.g. electrician. • All equipment must be visually checked for damage prior to use e.g. damage to electrical leads, plugs, sockets. • Where necessary an RCD (Residual Current Device, commonly known as a circuit breaker) should be used where (a) equipment is used externally or (b) in wet work areas when equipment is used such as pressure washers or wet/dry vacuum cleaners. • If the user is working alone appropriate precautions must be taken e.g. means of communication. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Power tools	Caretaker Contact with moving parts or ejected material e.g. dust etc.	<ul style="list-style-type: none"> • Suitable protective clothing is provided where required e.g. to protect the eyes, face, body, hearing and breathing. • Appropriate precautions should be taken in terms of the user not wearing loose clothing, tying back long hair, removal of jewellery and ties. • The machinery must be adequately guarded. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Location of power leads	Caretaker Tripping	<ul style="list-style-type: none"> • All power leads should be moved to ensure that trailing leads do not pose a trip hazard. • When possible, battery powered tools should be used. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Faulty equipment	Caretaker Electrocution, fire	<ul style="list-style-type: none"> • Procedure in place for reporting damage/ defects i.e. labelling and removing such equipment from use until it can be repaired or replaced. 	•	LOW	1. 2. 3.
Lack of Training, Information and Instruction	Caretaker Incompetent persons using equipment	<ul style="list-style-type: none"> • The users must be competent i.e. have been provided with the appropriate information, instruction and training. 	•	LOW	1. 2. 3.
Security	Caretaker Unauthorised use, theft	<ul style="list-style-type: none"> • Adequate precautions have been taken to prevent unauthorised use of the equipment. • All equipment must be kept locked and secure at all times. 	•	LOW	1. 2. 3.

Use of Work Equipment

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Working equipment	Caretaker Contractors Injury	<ul style="list-style-type: none"> • If there is a significant risk, then ensure that a work equipment risk assessment is carried out which will identify: • Any known significant risks. • Guards that need to be in place. • Servicing/inspection requirements. • Identify authorised users. • PPE in place. • Training/instruction required. • Is the equipment appropriate (being used for its intended purpose)? 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Mobile tower scaffolding	Caretaker Contractors Falls	<ul style="list-style-type: none"> • Ensure that a risk assessment has been carried out before use. • Ensure staff using the equipment have received PASMA mobile scaffolding training. • Ensure that the equipment is secured to prevent unauthorised use. • Ensure that the equipment has been inspected by a competent person on a weekly basis when left assembled, e.g. use of scafftags identifying date of inspection. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Chainsaw	Caretaker Contractors Accidents Injury	<ul style="list-style-type: none"> • Ensure that a risk assessment has been carried out. • Ensure staff using the equipment have received the appropriate training relevant to the type of use. • Ensure that the equipment is secured to prevent unauthorised use. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Self-propelled	Caretaker	<ul style="list-style-type: none"> • Ensure that a risk assessment has been carried out. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1.

equipment, tractor, sit on lawn mower, sit on litter picker, etc.	Contractors Injury Ill health	<ul style="list-style-type: none"> • Ensure person has been trained in the safe driving of the equipment. • Identify areas where the equipment is not to be used, steep banks where it could over- turn, etc. 			2. 3.
Asbestos	Caretaker Colleagues Children Visitors Ill health	<ul style="list-style-type: none"> • Check Site asbestos log information for location of asbestos containing material prior to undertaking any work which has the potential to disturb asbestos. Drilling, sanding cutting, etc. • Permission to work to be completed for any work on fabric of the building. 	•	LOW	1. 2. 3.
Unplanned ignition or overheating	Caretaker Colleagues Children Visitors Fire	<ul style="list-style-type: none"> • Ensure that all flammable or highly flammable substances are not used in the area. • Ensure equipment is maintained and serviced. • Ensure ventilation holes are not blocked or cooling system operational. 	•	LOW	1. 2. 3.
Risk to pedestrians	Caretaker Colleagues Children Visitors Dust, fumes, falling objects	<ul style="list-style-type: none"> • Segregate working area. • Where appropriate carry work outside normal school hours. 	•	LOW	1. 2. 3.
Lifting and carrying of heavy or awkward equipment	Caretaker Colleagues Children Visitors Back injuries, sprain, strains	<ul style="list-style-type: none"> • Training given, in correct lifting techniques. • Minimise manual handling. • Appropriate footwear worn. 	•	LOW	1. 2. 3.
Use of electrical equipment	Caretaker Colleagues Children Visitors Electrical	<ul style="list-style-type: none"> • Ensure all connections are properly fixed and that the equipment has been PAT tested. • Visual inspection pre-use. • A residual current device should be used in higher risk 	•	LOW	1. 2. 3.

Risk Assessments Reviewed: 1st October 2023

Issue 12

Reviewed by: Rola Raad – Elite Safety in Education

Next Review Date: 1st October 2024

	shock Burns	situations, e.g., equipment used outside or in wet conditions, and for equipment where there is a risk of cables being severed.			
Use of petrol equipment	Caretaker Colleagues Fire	<ul style="list-style-type: none"> • Visual inspection pre-use. • Ensure that fuel is not leaking. • Use as directed. 	•	LOW	1. 2. 3.
Lone working - working in school alone in isolated locations	Caretaker Colleagues Incident Accident	<ul style="list-style-type: none"> • Only agreed risk tasks to be undertaken, avoid high risk activities (e.g. working at height). • Mobile phone carried. • Notify staff on site of location/estimated duration of task if working on site remote from others. • Reduce time spent working alone as far as is reasonably practicable. • Notify manager of start time and when finished. 	•	LOW	1. 2. 3.
Working at height	Caretaker Colleagues Falls	<ul style="list-style-type: none"> • If work equipment is to be used whilst working at height a specific risk assessment will need to be carried out. 	•	LOW	1. 2. 3.

Vehicle/Pedestrian Interface Automatic Barrier

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Vehicles colliding with people	Pupils Staff Visitors Others Collision	<ul style="list-style-type: none"> • Clear signage to indicate that an automatic barrier is in operation. • Signage to keep the entrance clear at all times. • Pedestrians only enter the premises through the pedestrian gate. • Railings are installed to segregate pedestrians from moving parts and vehicles. • Staff issued with electronic fobs to enter the school or Intercom system to link the barrier with the school office for visitors and deliveries. • Road sensor installed to lift the barrier for vehicles leaving the premises. • Safety sensor to prevent barrier closing, should a vehicle/person stop under the barrier. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Automatic barrier malfunction Collision Electric shock	Pupils Staff Visitors Others Collision Personal injuries Electrocution	<ul style="list-style-type: none"> • Ensure that the machinery complies with regulations. Regular inspections and testing is carried in line with legislation and guidance. • Servicing carried out by a competent contractor. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Violence & Aggression

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Violence	Staff members from pupils, parents, or visitors. Lunchtime supervisors, site services officer, other people who work on site. Verbal or physical attacks	<ul style="list-style-type: none"> • Staff members are encouraged to defuse situations which could escalate into a verbal and/ or physical attack • Training courses are available for identified staff members to attend. • When talking to parents or visitors, staff should always try and talk to them where other staff members are around. • Staff members are encouraged to take a non-confrontational approach when interacting with others. • Staff to ensure they have a place of escape and a way of summoning help. • Staff should try to refrain from having no escape route. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Visitors

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Presence of general public on site	Pupils Staff Others Fire Incidents	<ul style="list-style-type: none"> • All visitors will be signed into the school. • Parents visiting the school to see a member of staff will be asked to sit in the waiting area until collected. • Parents who are attending a school performance will be directed to where the performance is being held. • All visitors will be informed of the emergency arrangements i.e. fire evacuation. • Visitors will be responsible for their own health and safety and the health and safety of siblings or other children who do not attend the school. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Water Systems, Tanks, Taps and Shower Outlets

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Legionella Scalds	Pupils Staff Visitors Bacterial infection Burns	<ul style="list-style-type: none"> • Water management and inspection routines to be in place in accordance with COSHH, where necessary, i.e. suitable water management risk assessment to be carried out by competent person. • Checks for legionella, by competent person/contractor, to be in place on a regular basis. • Temperature checks, in accordance with legionella management, to be undertaken and recorded on a regular basis in accordance with maintenance routine where appropriate. • Spray taps to be cleaned and disinfected in accordance with maintenance routine and records maintained. • Manage temperature at taps to prevent scalding. • The Caretaker will carry out the necessary flushing of little used outlets (showers) and record findings. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Wheelchairs

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Wheelchairs	Pupils Staff Personal injury	<ul style="list-style-type: none"> • Where wheelchairs are used by any pupils there should be adequate access and ramps provided where necessary. • Consider access to classrooms etc. • Consider wheelchairs moving in areas especially across the top of stairs. • Where staff are required to assist pupils in and out of wheelchairs, they must have received adequate training. • Suitable storage facilities should be available. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Work at Height

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Working on ladders	Caretaker Staff Falls	<p>General</p> <ul style="list-style-type: none"> • Avoid working at height if possible. • Do not do so if you suffer from vertigo. • Do not work alone, if not possible - always ensure a colleague is nearby and aware of your activity or tell partner where you will be working. • Carry a mobile phone in case you need to summon help. • Work in twos if there are items to be handed up, or down. • Protect the bottom of ladders or towers from knocks by using signs and barriers. • Staff have been advised not to stand on tables. • Pregnant staff have been instructed not to use ladders, stepladders. <p>Ladder work</p> <ul style="list-style-type: none"> • Only use if there is no reasonable alternative or there is a low level of risk. • Store ladders correctly. • Check ladders visually before use. • Use long reach ladders for higher work. • Obtain assistance to carry, lift, and position. • Use in locked position. • Use wide bottom braces where possible. • Ensure the ladder extends one meter above 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<p>the landing place.</p> <ul style="list-style-type: none"> • Set at the most stable angle – a slope of 4 units up, to 1 out at the base. • Secure the ladder by lashing at top or bottom, or by having a second person at the foot. • Have a second person foot the ladder, if working above the tenth tread. • Use tool belt to hold tools. <p>Roof work MUST NOT be undertaken by the Caretaker unless specifically trained and has received permission from the relevant sources.</p>			
Unauthorised entry	Others Falls	<ul style="list-style-type: none"> • Site protection. • Ensure pupils are aware of the hazards of entering building sites and climbing ladders/ scaffold. • Move refuse bins away from walls, which allow easy access to roofs. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Work at Height/Displays

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Lack of appropriate access equipment	Staff member and others in the area who are in the vicinity when the person Falls	<ul style="list-style-type: none"> • The school has purchased a number of kick-a-long stools and stepladders for staff members to use. • All equipment that has been purchased is of the industrial (EN131) standard. • All staff members have been instructed that they cannot stand on tables and chairs – disciplinary action will be taken against staff that are found to be using inappropriate equipment. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Lack of awareness training for staff who use the access equipment	Staff member and persons in the vicinity should they fall Falls	<ul style="list-style-type: none"> • All staff members will receive stepladder awareness training and be competent in carrying out the pre-use visual checks. • All staff members who use the equipment wear appropriate clothing and footwear. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Falling objects from the stepladder	Pupils, staff members, visitors Head injury	<ul style="list-style-type: none"> • The area around the stepladder will have a barrier or a person to act as “look out” to prevent persons walking near to the stepladder. • Most working at height activities take place when pupils are not at school. • A “tool belt” or “secure holder” is used if a number of items have to be taken up the stepladder. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Lone working on access equipment	Person using the access equipment/ stepladder Falls	<ul style="list-style-type: none"> • All staff members are made aware that they should not use access equipment whilst they are working on their own in the school. • All working at height activities (e.g. putting up displays), are planned in advance so that they 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		are carried out when more than one person is on site.			
Faulty access equipment	Staff members who use the access equipment. Fall personal injury	<ul style="list-style-type: none"> • Pre-use visual checks are carried out by all users of the equipment. • A formal (recorded) inspection of the equipment takes place each term. • All staff members are aware of the defect reporting procedure if they identify any damaged/unsafe equipment. The equipment is taken out of use until repaired or disposed of and replaced. 	•	LOW	1. 2. 3.
Extreme weather conditions	Staff member using the equipment Fall personal injury	<ul style="list-style-type: none"> • Stepladders are not used outside when weather conditions can make their use dangerous (e.g. during heavy winds/rain, when there are thunder and lightning storms etc.). 	•	LOW	1. 2. 3.
Manual handling of equipment	Staff member using the equipment Personal injury Back injuries, aches, and pains to the user.	<ul style="list-style-type: none"> • All staff members have received manual handling awareness training and will not handle any items that are beyond their own capability. • All access equipment is stored in areas that are near to where they will be used. 	•	LOW	1. 2. 3.

Xmas Fayre

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Security of school	Staff Pupils Visitors Volunteer Vandalism of school Thefts	<ul style="list-style-type: none"> • The Xmas fayre is held in school time only. • The children will come into the school hall to meet Santa. • Santa will visit the nursery children in their own area. • Suitable procedures in place at the school to have Disclosure and Barring checks made on all people who have access to children. • Santa is usually a person from the church and is known to the school. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Food	Staff Pupils Visitors Volunteers Food poisoning	<ul style="list-style-type: none"> • All food being brought into the school should be low risk foods only e.g. cakes. • The school is committed to the healthy eating programme and will try to ensure only healthy food is given to children, other food in moderation only. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

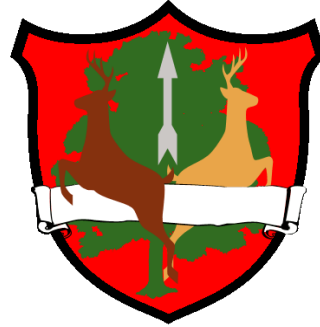
Young Person's Risk Assessment

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Chemicals substances	Young Person Burns and poisoning	<ul style="list-style-type: none"> All young workers will receive adequate training before using any chemicals/substances. PPE will be provided at all times. Young persons will be asked before commencing work, of any known medical conditions before any cleaning work is undertaken. Adequate training will be given, and a safe system of work. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Cleaning	Young Person Slipping and allergies	<ul style="list-style-type: none"> Young person to be given training and sufficient information prior to any cleaning duties. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Cold surfaces	Young Person Burns	<ul style="list-style-type: none"> Sufficient training and procedures would be applied in the event of a young person coming into contact with cold surfaces. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Confined space	Young Person Lack of oxygen	<ul style="list-style-type: none"> Young person will not be permitted into undertaking any confined spaces work activities. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Electricity	Young Person Shock	<ul style="list-style-type: none"> The young person will be informed to visually check any electrical item before use and report any faulty items to the head of department. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Fire	Young Person Burns	<ul style="list-style-type: none"> The young person will receive instruction on the school's fire procedures. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.

Hand tools	Young Person Cuts	<ul style="list-style-type: none"> If the young person works with hand tools training and supervision will be given until he/she is deemed competent. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Height	Young Person Falling	<ul style="list-style-type: none"> The young person will not be working at height. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Hot surfaces	Young person Burns	<ul style="list-style-type: none"> Training and supervision will be given to the young person if involved with hot surfaces. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Lighting	Young Person Insufficient lighting	<ul style="list-style-type: none"> All lights are checked to ensure the safety of all staff. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Manual handling	Young Person Slips, trips and falls Back strain	<ul style="list-style-type: none"> A manual handling risk assessment would be produced on the event of the young person carrying out manual handling, which is deemed a significant risk. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Noise	Young Person Hearing problems	<ul style="list-style-type: none"> The young person will not be in an area, which will be excessively noisy. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Non-ionising radiation	Young person Burns, Eye damage	<ul style="list-style-type: none"> The young person will not be able to operate or use non-ionising radiation products unless specifically trained by a competent person. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.
Operation of vehicles	Young person Being run over	<ul style="list-style-type: none"> The young person will not operate any vehicles whilst at work. 	<ul style="list-style-type: none"> 	LOW	1. 2. 3.

Trailing cables	Young Person Tripping	<ul style="list-style-type: none">• Young person to be made aware of any cables. No cables should cause a tripping hazard.	<ul style="list-style-type: none">•	LOW	<ol style="list-style-type: none">1.2.3.
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Job Specific RISK ASSESSMENTS

Risk Assessments Reviewed: 1st October 2023
Reviewed by: Rola Raad – Elite Safety in Education
Next Review Date: 1st October 2024

Issue 12

Caretaking

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Litter picking	Caretaker, Pupils, Staff and Visitors Infections from needle stick injuries, cuts from broken glass, etc.	<ul style="list-style-type: none"> • Grabbers/litter picking sticks are available. • Safety gloves are provided and used. • Sharps box is used to dispose of any needles. • Broken glass is wrapped in strong paper/cardboard, etc., which is clearly marked before disposal. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Working at height (e.g. changing lamps, cleaning gutters, retrieving balls)	Caretaker, Pupils and Staff Falls resulting in a range of injuries – cuts/bruises to fractures/fatalities Falling items cause injury to persons below	<ul style="list-style-type: none"> • See separate Working at Height Risk Assessment. • Caretaker has been trained and instructed in the safe use of the ladders and steps. • When using the ladder, it is tied off at the top or a ladder stop is used at the bottom. • Ladders and step ladders are subject to formal annual visual inspections which are recorded in a register. • All other persons working in the area are requested to vacate the immediate vicinity and area is cordoned off. • Any external work is only carried out if weather conditions are appropriate (e.g. no strong winds, heavy rain, lightning, etc.) • Caretaker has attended the working at height awareness training session. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Security call outs	Caretaker, Pupils and Staff Verbal and physical assault from the intruder	<ul style="list-style-type: none"> • Police are called, and the Caretaker meets with them at an agreed point before entering the building. • Caretaker has been issued with a mobile phone (or other means of communication), to call for 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<p>assistance if required.</p> <ul style="list-style-type: none"> • A non-confrontational approach is taken by the Caretaker. 			
Moving furniture, equipment, etc.	Caretaker, Pupils and Staff Sprains, strains, muscle injury, cuts and fractures	<ul style="list-style-type: none"> • Resources that need to be moved on a regular basis are bought in manageable sizes. • A trolley/sack truck is available to assist with handling tasks. • Caretaker has received manual handling training. • Manual handling risk assessments are carried out for all items that have to be moved (e.g. pushed/pulled/lifted, etc.) where there is a significant risk of injury. • Where required, more than one person will assist in the handling task. 	•	MEDIUM	<ol style="list-style-type: none"> 1. 2. 3.
Gritting pathways, car parks, etc.	Caretaker, Pupils and Staff Slipping and falls leading to cuts, bruises or possible fractures Cold related injuries	<ul style="list-style-type: none"> • Sensible/practical footwear is worn by the Caretaker. • Gritting is carried out ahead of the Caretaker's route. • Where there are undulations, gritting is carried out uphill, not downhill. • Caretaker will dress to suit the weather conditions (e.g. plenty of layers rather than one thick item of clothing). • Jackets, boots and gloves have been provided for the Caretaker for cold weather duties. • Exposure to extreme cold conditions is kept to a minimum, and regular breaks are taken in a warm environment. 	•	MEDIUM	<ol style="list-style-type: none"> 1. 2. 3.
Cleaning animal fouling	Caretaker, Pupils and Staff Infections (e.g. Toxocariasis)	<ul style="list-style-type: none"> • Suitable rubber gloves are provided. • A collection trowel and container/plastic bag are provided and used. • Hands are washed thoroughly after fouling has been cleaned up. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Erecting shelving, whiteboards, etc.	Caretaker, pupils, and staff Electric shock, Manual handling injuries, Possible exposure to asbestos fibres	<ul style="list-style-type: none"> • Areas that are suspected to contain asbestos are not disturbed by drilling with power tools, etc. • An asbestos management survey has been carried out and the information in the report has been read and understood by the Caretaker. • Electrical equipment is PAT tested by a competent person at regular intervals. 	•	MEDIUM	1. 2. 3.
Buffing/cleaning/polishing floors, etc.	Cleaners and Domestic Staff Electrocution, Tripping over leads, Manual handling issues, Potential Hand Arm Vibration Syndrome (HAVS) issues	<ul style="list-style-type: none"> • All equipment is portable appliance (PAT) tested on a regular basis and serviced/ maintained annually as a minimum. • All wires and cables are visually inspected before each use. • Staff have received full training in how to use the machine safely. • Task is only carried out when the area is not in use (e.g. outside of core hours). • Warning signs are erected where there are wet floors. • If symptoms of HAVS are noted (e.g. numbness of fingers/white fingers, etc.), then staff report to their line manager and seek medical advice. 	•	LOW	1. 2. 3.
COSHH and chemicals	Cleaners and Domestic Staff Depending on chemical: irritation/damage to skin/eyes and respiratory system, potential poisoning	<ul style="list-style-type: none"> • Low hazard materials used wherever possible. • All staff who use hazardous substances have received COSHH training. • COSHH Assessments are available for all hazardous substances and have been shared with relevant staff. • Hazardous substances are never mixed together. • When diluting a hazardous substance, the substance is always added to the water rather than vice versa. • All hazardous substances are stored in a secure 	•	LOW	1. 2. 3.

		place (e.g. locked cupboard or storeroom) away from unauthorised persons.			
Slips and trips	Cleaners and Domestic Staff Cuts, bruises and more serious injuries e.g. fractures	<ul style="list-style-type: none"> • Good housekeeping is practiced throughout the premises. • All spillages are cleaned up immediately and warning signs/cones used to warn others of wet floor areas. • Cleaning is carried out outside of core hours when building occupation is minimal. • The use of extension leads/reels is kept to a minimum. • All cables are located beneath desks, adjacent to walls, and not trailing across traffic routes. • Sensible/suitable footwear (e.g. flat, covered heel and toe) is worn appropriate for the work carried out. 	•	LOW	1. 2. 3.
Fire	Cleaners and Domestic Staff Burns, smoke inhalation, death	<ul style="list-style-type: none"> • See Fire Risk Assessment and Fire Logbook. • The fire procedure is shown to staff on their first day at work as part of the induction process. • Regular fire evacuation drills are practiced termly as a minimum. • All staff receive fire awareness training at regular intervals. 	•	LOW	1. 2. 3.
Electrical equipment and electricity	Cleaners and Domestic Staff Electric shock burns and fire	<ul style="list-style-type: none"> • See separate Electricity Risk Assessment. • Electrical system is subject to regular (5 yearly) fixed installation test. • All portable electrical equipment is subject to regular PAT testing. • A pre-use visual check of electrical equipment is carried out by the user. • All staff have received training in the safe use of electrical equipment. • Hand tools are 110 volt or battery operated. 	•	LOW	1. 2. 3.

Aggression	Cleaners and Domestic Staff Fear, stress and physical injury	<ul style="list-style-type: none"> • See separate Violence and Aggression Risk Assessment. • Warning poster displayed prominently informing visitors of the policy to prosecute persons who are violent towards staff. • Security system on all entrances and robust signing in and out procedure that does not allow persons to enter without authorisation. • All incidents of aggression are recorded and investigated. • Employee Assistance Programme is available for all staff who are victims (or witnesses) to violence and aggression if they require confidential counselling. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Work related stress	Cleaners and Domestic Staff Ill health leading to short or longer-term absence	<ul style="list-style-type: none"> • See separate Stress Risk Assessment. • A stress audit questionnaire has been completed and the findings acted upon/action plan put in place. • All staff receive regular supervision/development reviews where workload, etc., can be discussed. • There is an open-door policy so that staff can approach their manager to discuss any potential stress factors. • Stress awareness training is available for those identified as at risk, or for staff members who feel it would be beneficial. • Employee Assistance Programme is available for all staff members at the school who want to discuss work or personal issues with a qualified and confidential counsellor. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Catering & Kitchen Staff

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Slips and trips	Catering and Kitchen Staff Cuts, bruises and more serious injuries e.g. fractures	<ul style="list-style-type: none"> • See separate Slips and Trips Risk Assessment. • Good housekeeping is practiced throughout the premises. • All spillages are cleaned up immediately and warning signs/cones used to warn others of wet floor areas. • Cleaning is carried out outside of core hours when building occupation is minimal. • The use of extension leads/reels is kept to a minimum. • All cables are located beneath desks and adjacent to walls and not trailing across traffic routes. • All kitchen staff wear non-slip footwear provided. 	<ul style="list-style-type: none"> • 	MEDIUM	<ol style="list-style-type: none"> 1. 2. 3.
Falls	Catering and Kitchen Staff Cuts, bruises and more serious injuries e.g. fractures	<ul style="list-style-type: none"> • See separate Working at Heights Risk Assessment. • All items regularly accessed are stored at a height that all persons can reach without using access equipment. • Appropriate access equipment (e.g. kick stools/stapladders) is readily available and used. • All access equipment is checked at regular intervals for defects and prior to each use by the user. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<ul style="list-style-type: none"> • A formal annual inspection is carried out and the equipment is labelled with date of inspection or inspections recorded in a register. • Working at height training available for identified staff members. 			
Gas appliances	Catering and Kitchen Staff Fire, explosion and carbon dioxide poisoning	<ul style="list-style-type: none"> • All gas appliances are serviced at regular intervals by a competent and qualified (i.e. “Gas Safe” Registered) contractor. • All staff have been trained on the safe use of the gas equipment. • Emergency gas cut off button is clearly marked and easily accessible. • Gas appliances cannot be used without the extraction system being turned on. These systems are linked. • Firefighting equipment is available and nominated staff are trained in its use. 	•	LOW	1. 2. 3.
Fire	Catering and Kitchen Staff Burns, smoke inhalation, death	<ul style="list-style-type: none"> • See Fire Risk Assessment and Fire Logbook. • The fire procedure is shown to staff on their first day at work as part of the induction process. • Regular fire evacuation drills are practiced termly as a minimum. • All staff receive fire awareness training at regular intervals. 	•	MEDIUM	1. 2. 3.
Electrical equipment and electricity	Catering and Kitchen Staff Electric shock burns and fire	<ul style="list-style-type: none"> • See separate Electricity Risk Assessment. • Electrical system is subject to regular (5 yearly) fixed installation test. • All portable electrical equipment is subject to regular PAT testing. • A pre-use visual check of electrical equipment is carried out by the user. 	•	LOW	1. 2. 3.

		<ul style="list-style-type: none"> • All staff have received training in the safe use of electrical equipment. • All equipment (e.g. potato peeler, meat slicer) is fitted with appropriate safety guards and all staff are trained in their safe use. 			
Tools and implements	Catering and Kitchen Staff Cuts and bruises, burns, minor amputation	<ul style="list-style-type: none"> • All sharp tools are stored so that the handle is the first point of contact. • Any tools that come into contact with hot substances/surfaces, have a suitable handle that does not conduct heat. • All staff members have been trained in the safe use of all tools and implements. • Regular visual checks and pre-use checks are carried out by the user. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Manual handling of loads and objects	Catering and Kitchen Staff Musculoskeletal disorders including back ache, strains, sprains, etc.	<ul style="list-style-type: none"> • Deliveries of large items (e.g. sacks of potatoes) are made directly to the area where they are stored (e.g. pantry). • All staff members have received moving and handling training. • A sack truck (or other equipment) is available to use when moving bulky items. • Manual handling risk assessments have been carried out, recorded, and the findings shared with the relevant staff. • Any staff member with concerns re the weight of any object they are expected to move will request assistance or inform their line manager. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.
COSHH and chemicals	Catering and Kitchen Staff Depending on chemical: irritation/damage	<ul style="list-style-type: none"> • Low hazard materials used wherever possible. • All staff who use hazardous substances have received COSHH training. • COSHH Assessments are available for all hazardous substances and have been shared 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

	to skin/eyes and respiratory system, potential poisoning	<p>with relevant staff.</p> <ul style="list-style-type: none"> • Hazardous substances are never mixed together. • When diluting hazardous substances, the substance is always added to the water rather than vice versa. • All hazardous substances are stored in a secure place (e.g. locked cupboard or storeroom) away from unauthorised persons. 			
Work related stress	Catering and Kitchen Staff Ill health leading to short or longer-term absence	<ul style="list-style-type: none"> • See separate Stress Risk Assessment. • All staff receive regular. supervision/ development reviews where workload, etc., can be discussed. • There is an open-door policy so that staff can approach their manager to discuss any potential stress factors. • Stress awareness training is available for those identified as at risk, or for staff members who feel it would be beneficial. • Employee Assistance Programme is available for all staff members at the school who want to discuss work or personal issues with a qualified and confidential counsellor. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Manual handling of lunchtime tables	Lunchtime Staff Injuries	<ul style="list-style-type: none"> • Lunchtime staff will safely put the tables out in the dining hall and fold and put them away at the end of lunch. • The tables are on wheels and lightweight there is no need to lift the tables. • The tables are to be folded up with 2 lunchtime staff until they feel competent to fold them on their own. • Lunchtime staff to check the tables when handling them for any defects. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Cleaners/Domestic

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Buffing/cleaning/polishing floors etc.	Cleaners and Domestic staff Electrocution, tripping over leads, manual handling issues, potential Hand Arm Vibration Syndrome (HAVS) issues	<ul style="list-style-type: none"> • All equipment is portable appliance (PAT) tested on a regular basis and serviced/ maintained annually as a minimum. • All wires and cables are visually inspected before each use. • Staff have received full training in how to use the machine safely. • Task is only carried out when the area is not in use (e.g. outside of core hours). • Warning signs are erected where there are wet floors. • If symptoms of HAVS are noted (e.g. numbness of fingers/white fingers, etc.), then staff report to their line manager and seek medical advice. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Lone working	Cleaners and Domestic staff Being unable to summon help following accident, etc	<ul style="list-style-type: none"> • Cleaners work in pairs whenever possible. • Where this is not possible, due to the size of the building and/or the cleaning schedule, regular contact/checks will be made with other staff on site (e.g. Caretaker, other cleaners, etc.) • There is a system in place for the lone worker to raise the alarm if they find themselves in a difficult situation. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
COSHH and chemicals	Cleaners and Domestic staff Depending on chemical: irritation/damage to skin/eyes and	<ul style="list-style-type: none"> • Low hazard materials used wherever possible. • All staff who use hazardous substances have received COSHH training. • COSHH Assessments are available for all hazardous substances and have been shared 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

	respiratory system, potential poisoning	<p>with relevant staff.</p> <ul style="list-style-type: none"> • Hazardous substances are never mixed together. • When diluting a hazardous substance, the substance is always added to the water rather than vice versa. • All hazardous substances are stored in a secure place (e.g. locked cupboard or storeroom) away from unauthorised persons. 			
Slips and trips	All staff Cuts, bruises and more serious injuries e.g. fractures	<ul style="list-style-type: none"> • See separate Slips and Trips Risk Assessment. • Good housekeeping is practiced throughout the premises. • All spillages are cleaned up immediately and warning signs/cones used to warn others of wet floor areas. • Cleaning is carried out outside of core hours when building occupation is minimal. • The use of extension leads/reels is kept to a minimum. • All cables are located beneath desks and adjacent to walls and not trailing across traffic routes. • Sensible/suitable footwear (e.g. flat, covered heel and toe) is worn appropriate for the work carried out. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Falls	All staff Cuts, bruises and more serious injuries e.g. fractures	<ul style="list-style-type: none"> • See separate Working at Heights Risk Assessment. • All items regularly accessed are stored at a height that all persons can reach without using access equipment. • Appropriate access equipment (e.g. kick stools/stepladders) is readily available and used. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<ul style="list-style-type: none"> • All access equipment is checked at regular intervals for defects and prior to each use by the user. • A formal annual inspection is carried out and the equipment is labelled with date of inspection or inspections recorded in a register. • All staff members wear appropriate/sensible footwear and clothing when using access equipment. • Working at height training available for identified staff members. • A separate/specific risk assessment is carried out for activities that involve working at height. 			
Fire	All staff Death, burns, smoke inhalation	<ul style="list-style-type: none"> • See Fire Risk Assessment and Fire Logbook. • The fire procedure is shown to staff on their first day at work as part of the induction process. • Regular fire evacuation drills are practiced termly as a minimum. • All staff receive fire awareness training at regular intervals. 	•	LOW	1. 2. 3.
Electrical equipment and electricity	All staff Electric shock burns and fire	<ul style="list-style-type: none"> • See separate Electricity Risk Assessment. • Electrical system is subject to regular (5 yearly) fixed installation test. • All portable electrical equipment is subject to regular PAT testing. • A pre-use visual check of electrical equipment is carried out by the user. • All staff have received training in the safe use of electrical equipment. 	•	LOW	1. 2. 3.
Aggression	All staff Fear, stress and physical injury	<ul style="list-style-type: none"> • See separate Violence and Aggression Risk Assessment. • Warning poster displayed prominently informing visitors of the policy to prosecute persons who 	•	LOW	1. 2. 3.

		<p>are violent towards staff.</p> <ul style="list-style-type: none"> • Security system on all entrances and robust signing in and out procedure that does not allow persons to enter without authorisation. • All incidents of aggression are recorded and investigated. • Employee Assistance Programme is available for all staff who are victims (or witnesses) to violence and aggression if they require confidential counselling. 			
Work related stress	All staff Ill health leading to short or longer-term absence	<ul style="list-style-type: none"> • See separate Stress Risk Assessment. • All staff receive regular. supervision/ development reviews where workload, etc., can be discussed. • There is an open-door policy so that staff can approach their manager to discuss any potential stress factors. • Stress awareness training is available for those identified as at risk, or for staff members who feel it would be beneficial. • Employee Assistance Programme is available for all staff members at the school who want to discuss work or personal issues with a qualified and confidential counsellor. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

Teaching, Managerial and Administrative Posts

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Slips and trips	Teaching, Managerial and Administrative Staff Cuts, bruises and more serious injuries e.g. fractures	<ul style="list-style-type: none"> • See separate Slips and Trips Risk Assessment. • Good housekeeping is practiced throughout the premises. • All spillages are cleaned up immediately and warning signs/cones used to warn others of wet floor areas. • Cleaning is carried out outside of core hours when building occupation is minimal. • The use of extension leads/reels is kept to a minimum. • All cables are located beneath desks and adjacent to walls and not trailing across traffic routes. • Sensible/suitable footwear (e.g. flat, covered heel and toe) is worn appropriate for the work carried out. 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Falls	Teaching, Managerial and Administrative Staff Cuts, bruises and more serious injuries e.g. fractures	<ul style="list-style-type: none"> • See separate Working at Heights Risk Assessment. • All items regularly accessed are stored at a height that all persons can reach without using access equipment. • Appropriate access equipment (e.g. kick stools/stepladders) is readily available and used. • All access equipment is checked at regular intervals for defects and prior to each use by the user. • A formal annual inspection is carried out and 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<p>the equipment is labelled with date of inspection or inspections recorded in a register.</p> <ul style="list-style-type: none"> • All staff members wear appropriate/sensible footwear and clothing when using access equipment. • Working at height training available for identified staff members. • A separate/specific risk assessment is carried out for activities that involve working at height. 			
Fire	Teaching, Managerial and Administrative Staff Burns, smoke inhalation, death	<ul style="list-style-type: none"> • See Fire Risk Assessment and Fire Logbook. • The fire procedure is shown to staff on their first day at work as part of the induction process. • Regular fire evacuation drills are practiced termly as a minimum. • All staff receive fire awareness training at regular intervals. 	•	LOW	1. 2. 3.
Electrical equipment and electricity	Teaching, Managerial and Administrative Staff Electric shock burns and fire	<ul style="list-style-type: none"> • See separate Electricity Risk Assessment. • Electrical system is subject to regular (5 yearly) fixed installation test. • All portable electrical equipment is subject to regular PAT testing. • A pre-use visual check of electrical equipment is carried out by the user. • All staff have received training in the safe use of electrical equipment. 	•	LOW	1. 2. 3.
Display Screen Equipment (DSE)	Teaching, Managerial and Administrative Staff Musculoskeletal disorders, repetitive strain type injuries, eye	<ul style="list-style-type: none"> • All DSE users have received training in its set up and safe use. • Adjustable (height and back) chairs are provided. • A DSE self-assessment has been carried out by each user. The assessments are reviewed annually or when circumstances change (e.g. when new equipment is purchased). 	•	LOW	1. 2. 3.

	strain, headaches etc.	<ul style="list-style-type: none"> • DSE ‘users’ are entitled to assistance with eye and eyesight tests and with the purchase of any spectacles required for use with DSE. • Any problems highlighted by the assessments or eyesight tests should be brought to the line manager’s attention so that suitable control measures can be put in place. 			
Aggression	Teaching, Managerial and Administrative Staff Fear, stress and physical injury	<ul style="list-style-type: none"> • See separate Violence and Aggression Risk Assessment • Security system on all entrances and robust signing in and out procedure that does not allow persons to enter without authorisation. • All incidents of aggression are recorded and investigated. • Employee Assistance Programme is available for all staff who are victims (or witnesses) to violence and aggression if they require confidential counselling. 	•	MEDIUM	1. 2. 3.
Work related stress	Teaching, Managerial and Administrative Staff Ill health leading to short or longer-term absence	<ul style="list-style-type: none"> • See separate Stress Risk Assessment. • A stress audit questionnaire has been completed and the findings acted upon/action plan put in place. • All staff receive regular supervision/ development reviews where workload, etc., can be discussed. • There is an open-door policy so that staff can approach their manager to discuss any potential stress factors. • Stress awareness training is available for those identified as at risk, or for staff members who feel it would be beneficial. • Employee Assistance Programme is available for all staff members at the school who want to 	•	MEDIUM	1. 2. 3.

		discuss work or personal issues with a qualified and confidential counsellor.			
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RISK ASSESSMENT ACTION PLAN

Assessment No: [Click here](#)

[Back to Index](#)

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
		•	•		1. 2. 3.
		•	•		1. 2. 3.
		•	• -		1. 2. 3.
		•	•		1. 2. 3.
		•	•		1. 2. 3.