



MANCHESTER
ISLAMIC
GRAMMAR SCHOOL
FOR GIRLS
FAITH • LEARNING • LIFE

RISK ASSESSMENT POLICY

Document Control

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Approved by:	Mr Aman Sheikh Trustee responsible for H&S

1. Introduction

Risk assessment is a way of measuring the hazards posed to staff, students and visitors to the school. Then ensuring all the above are able to work in safety.

Risk assessment is also a legal requirement under the Management of Health and Safety at Work Regulations. In addition, topic specific risk assessments are required by associated legislation for:

- Fire
- Manual handling
- Computer use
- Substances hazardous to health
- Noise
- Young persons
- New and expectant mothers
- Provision and use of work equipment
- Asbestos
- Covid 19

In determining whether a hazard poses a high, medium or low risk, the assessor will need to take into account a number of factors:

- The nature of the activity being undertaken. Some activities are inherently more hazardous than others
- The nature of the people undertaking the activity. An activity perfectly safe for an adult might be unacceptable hazardous for a young student
- The worst result that the hazard could cause. Is it a broken toe, someone suffering long term illness, or even someone being killed?
- The frequency with which the hazard is likely to cause harm. How often does the activity take place? How close do people get to it? How likely is it that something will go wrong?
- The number of people who can be affected by the hazard. A loose floor tile in a storage cupboard might be considered a fairly low risk; a loose floor tile on a busy corridor would be a higher risk

2. Responsibilities

In an ideal situation the risk assessor should be a qualified person. However if there is no qualified person available (expertise could be bought in), then the HOD should carry out a risk assessment for their department on a yearly basis at the end of the year in July.

Employees are responsible for:

- Assisting with and participating in the process of risk assessment

Heads of Department are responsible for:

- Undertaking risk assessments, identifying and implementing control measures, effectively communicating the outcomes to employees and others as appropriate

Heads of Services are responsible for:

- Ensuring risk assessment for activities are undertaken, control measures identified and implemented, and the outcomes communicated to employees and others, as appropriate
- Ensuring that those that are tasked with completing risk assessments within departments are suitably trained to do so
- Ensuring that a suitable mechanism exists to communicate the safe systems of work identified as part of the risk assessment procedures
- Ensuring contractors on site comply with and obtain 'contractor risk assessment' and that the area they are working in is safe
- Making suitable representation to SLT if risk assessments identify an outstanding need which cannot be resourced within existing departmental resources

SLT are responsible for:

- Allocating resources in response to risk assessments completed within departments and determining a course of action should it be identified that a risk cannot be suitably controlled so far as is reasonably practicable
- Setting up frameworks for decision making and corporate strategies which incorporate risk assessment principles. This will ensure that decisions made take into account relevant risk factors

Health and Safety Department are responsible for:

- Giving competent advice on the suitability and sufficiency of risk assessments completed
- Providing training on risk assessment procedures on request by managers

3. Definitions

For the purpose of this policy the following definitions apply:

HAZARD: Something with the potential to cause harm

HAZARDOUS OUTCOME: A description of how someone could be hurt or damage could occur as a result of interacting with the hazard

RISK RATING: The overall judgement of the level of risk which may arise from the hazard, based upon the likelihood of the event occurring and the potential severity of the consequence

CONTROL MEASURE: Method used to reduce or control risks arising from identified hazards

RESIDUAL RISK: The level of risk remaining once control measures have been applied to reduce risks so far as is reasonably practicable

4. Hazard Identification



Line managers are responsible for making themselves aware of all routine and non-routine work activities (including any foreseeable emergencies) undertaken in their areas of responsibility.

Whenever possible, line managers should adopt a team approach to risk assessment and involve employees who have practical experience of the activity being assessed, as they often have the best awareness and understanding of the hazards involved with the activity and know how the activity is actually carried out



All hazards associated with each activity and all groups of persons who may be exposed to those hazards must be identified. Hazards can arise from the use of materials, substances, equipment and the location that the activity is carried out in.

To assist in hazard identification:

- Observe the task to be assessed and the environment that it is to be carried out in to identify what actually occurs
- Speak to and involve the employees who undertake the task
- Refer to any existing risk assessments
- Review incident reports and ill-health records relevant to the activity
- Refer to legislation, supporting approved codes of practice and Health and Safety Executive (HSE) guidance documents

Groups of persons who may be exposed to the hazards can include:

- Employees
- Members of the public
- Service users
- Visitors
- Passers by
- Contractors
- Cleaners etc.
- Any groups that may possibly be more vulnerable such as:
 - People with disabilities
 - People with existing medical considerations
 - New or expectant mothers
 - Young persons (under 18s)

Should be highlighted as they require individual assessment

It is particularly relevant within a school environment to consider students as part of the risk assessment process, the potential impact of activities upon them, with a view to the supervision arrangements which are in place to ensure their Health and Safety

The risk associated with hazards such as 'inadequate supervision' and/or 'lone working' should also be closely considered as part of the risk assessment for employees

Each area of the school needs to be assessed individually. This is to be carried out by the main user of the area. For example, gym would be assessed by the PE teacher and room 402 by HS. This will give an indication of the level of risk and control measures in place. A copy of the individual room risk assessment should be kept in each room.

5. Risk Evaluation and Estimation

Once hazards associated with activities have been identified, it becomes necessary to establish what the potential hazard outcomes or events could be associated with the hazard

When identifying who could be harmed, identify how they could be harmed

The next stage is to examine **the likelihood** of a hazardous event occurring. Infrequently occurring hazards, present less risk than frequently occurring hazards

Once likelihood has been determined the probable **consequence** of the hazardous event, should be considered. Consequences can be considered in terms of severity of potential injury (is it probable that a person would die or sustain minor injuries). But consequence can also be considered in broader terms, including reputational consequences

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

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

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

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

		Consequence				
Likelihood	Insignificant	Minor	Moderate	Major	Severe	
Almost Certain	Medium	High	High	Extreme	Extreme	
Likely	Medium	Medium	High	Extreme	Extreme	
Possible	Medium	Medium	High	High	Extreme	
Unlikely	Low	Medium	Medium	High	High	
Rare	Low	Low	Medium	High	High	

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

Likelihood	Description
Very Likely	Expected to occur in most circumstances
Likely	Will probably occur in most circumstances
Possible	Might occur at some time
Unlikely	Not expected but conceivable, could occur sometime
Very Unlikely	Not expected and would only occur in exceptional circumstances
Consequence	Description
Catastrophic	Fatality or multiple fatalities due to injuries. Severe illness which may prove fatal
Major	Probable major injury as defined in the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR) May affect more than one person, could have significant reputational implications

Moderate	A >7 day injury, dangerous occurrence or reportable disease as defined in RIDDOR. Likely to be productivity issues and costs associated with down time
Minor	Injury resulting in an absence from work or being unable to undertake normal duties for >1 but <3 days
Insignificant	Injury resulting in no absence from work or being unable to undertake normal duties for <1 day

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

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

6. Risk Control

The assessor will need to identify what precautions have already been put in place to protect staff, students and visitors against the identified risks. The Health and Safety at Work Act 1974 requires employers to do whatever is reasonably practicable to keep the workplace safe and healthy.

The objective is to achieve continuous reduction in the level of risk by improving existing precautionary measures

All staff have a duty:

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

Suitable and sufficient risk control measures will be identified and implemented to ensure that all risks are appropriately controlled and meet legal requirements as a minimum. All risk control measures will follow the hierarchy of risk control stated in this procedure

Risk control measures are methods used which reduce/control risks arising from the hazard

Control measures must take into account any relevant legal requirements which establish the minimum levels of risk control. Where additional control measures are required to reduce the risk, they should be considered according to the order in the following hierarchy of risk control which, as well as being in order of effectiveness to control risks, is also in order of the minimum amount of managerial effort required to maintain them

Hierarchy of risk control

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

When considering additional control measures it should be ensured that they will not introduce any new hazards

When the control measures have been identified and agreed they must be prioritized, placed into an action plan and implemented. The action plan need to be clear about exactly what needs to be done, when and by whom with **SMART** objectives (Specific, Measurable, Achievable, Realistic and Timed). Where full implementation of the control measures identified cannot be achieved rapidly adequate steps may need to be taken in the interim to minimize the risk

The implementation of the action plan must be monitored and subsequently reviewed to ensure that the remedial actions identified have been, and continue to be, adequate, appropriate and implemented.

7. Hazards without control measures

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

- Can the hazard be eliminated altogether?
- If not, what control measures can be put in place to reduce the risk to a minimum?
- Can the hazard be controlled at source?
- Can the work be adapted to suit the physical capabilities of the students?
- Can the use of technology reduce the risk?

- Can steps be taken to protect the whole place from the hazard?
- If all else fails, can personal protective equipment reduce the risk to individuals?

8. **Communication**

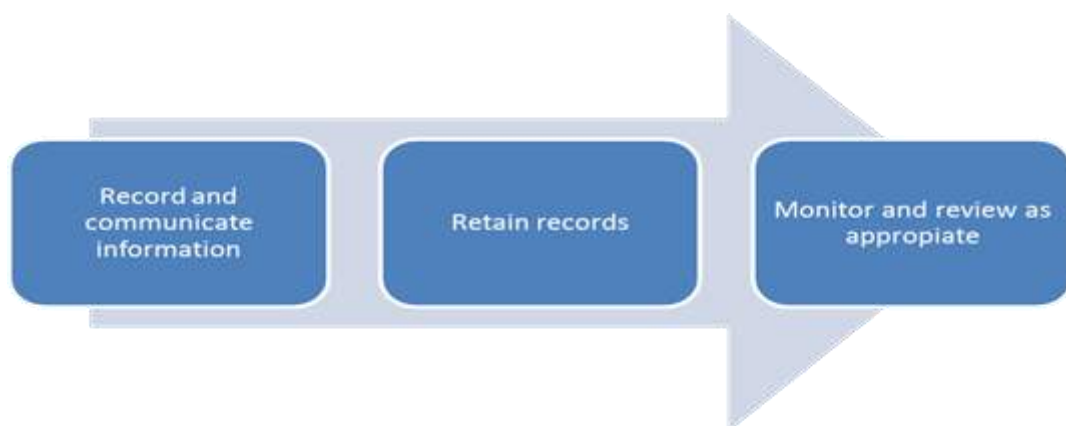
Relevant information identified in the risk assessment regarding the hazards, their associated risks to health and safety and the appropriate risk control measures must be effectively communicated, and be readily accessible to, employees and others as appropriate



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

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

9. **Record Keeping**



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

10. Monitoring and review

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

Risk assessments must be reviewed:

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



11. Further reading

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

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

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

Summary

- Evaluate risks and control measures – check that existing control measures are adequate to control the risks. If not new control measures must be introduced
- Ensure all findings are recorded. The identification of hazards and people at risk, the assessment of that risk and the introduction of control measures must all be properly documented

- Review assessments – assessment must be reviewed annually and whenever there is a significant change in the working environment

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

A separate risk assessment has been created for dealing with the risk of Covid-19 within school

12. APPENDIX 1: HAZARD CHECKLIST

1.	Adverse weather	
2.	Asbestos	
3.	Biological agents e.g. microbiology	
4.	Chemical use	
5.	DSE equipment	
6.	Electrical equipment	
7.	Fire/emergency	
8.	Lack of training	
9.	Lack of welfare facilities	
10.	Ladders/stepladders	
11.	Lone working	
12.	Low lighting	
13.	Manual handling	
14.	Noise and vibration	
15.	Poor posture	
16.	Poor signage	
17.	Slippery surfaces	
18.	Trailing cables/leads	
19.	Uneven ground or floor surface	
20.	Vacuum equipment	
21.	Violence	
22.	Working at height	
23.	Working with public/others	

13. APPENDIX 2: REGULATIONS REQUIRING RISK ASSESSMENT

Work Activity	Regulation and Guidance
Work in confined spaces: e.g. under floors, in roof spaces	Confined spaces regulations 1997 http://www.hse.gov.uk/pubns/indg258.pdf
Work at height: e.g. work from ladders, on roofs, on mezzanine storage areas	Work at height regulations 2005 http://www.hse.gov.uk/pubns/indg401.pdf
Work with noisy and/or vibratory equipment: e.g. performances and events, use of vibrating tools and equipment	L108 Controlling noise at work http://www.hse.gov.uk/pubns/books/108.htm Control of vibration at work regulations 2005 http://www.hse.gov.uk/pubns/books/140.htm http://www.hse.gov.uk/pubns/books/141.htm
Work with work equipment: e.g. higher risk equipment such as woodworking equipment, workshop equipment, scientific equipment	L22 Provision and use of work equipment regulations 1998 http://www.hse.gov.uk/pubns/books/122.htm
Work which involves the use of Personal Protective Equipment: e.g. respiratory protection, fall arrest equipment	L25 Personal protective equipment at work http://www.hse.gov.uk/pubns/books/125.htm
Manual handling: Refer to specific regulations if manual handling activities involve unusual loads (heavy or difficult activities) or where they are very frequently undertaken	L23 Manual handling operations regulations 1992 http://www.hse.gov.uk/pubns/books/123.htm

14. APPENDIX 3: HEALTH AND SAFETY CHECKLIST FOR CLASSROOMS

Questions you should ask:		Yes	Further action needed	N/A
Movement around the classroom (slips and trips)	Is the internal flooring in a good condition?			
	Are there any changes in floor level or type of flooring that need to be highlighted?			
	Are gangways between desks kept clear?			
	Are trailing electrical leads/cables prevented wherever possible?			
	Is lighting bright enough to allow safe access and exit?			
	Are procedures in place to deal with spillages, e.g. water, blood from cuts?			
	For stand-alone classrooms: <ul style="list-style-type: none"> • Are access steps or ramps properly maintained? • Are access stairs or ramps provided with handrails? 			
Work at height (falls)	Do you have an 'elephant-foot' stepstool or stepladder available for use where necessary?			
	Is a window-opener provided for opening high-level windows?			
Furniture and fixtures	Are permanent fixtures in good condition and securely fastened, e.g. cupboards, display boards, shelving?			
	Is furniture in good repair and suitable for the size of the user, whether adult or child?			
	Is portable equipment stable, e.g. a TV set on a suitable trolley?			
	Where window restrictors are fitted to upper-floor windows, are they in good working order?			
	Are hot surfaces of radiators etc. protected where necessary to prevent the risk of burns to vulnerable young people?			
Manual handling	Have trolleys been provided for moving heavy objects, e.g. computers?			
Computers and similar equipment	If you use computers as part of your job, has a workstation assessment been completed?			
	Have students been advised about good practice when using computers?			
Electrical equipment and services	Are fixed electrical switches and plug sockets in good repair?			
	Are all plugs and cables in good repair?			
	Has portable electrical equipment, e.g. laminators, been visually checked and, where necessary, tested at suitable intervals to ensure that it's safe to use? (There may be a sticker to show it has been tested)			
	Has any damaged electrical equipment been taken out of service or replaced?			

Asbestos	If the school contains asbestos, have details of the location and its condition in the classroom been provided and explained to you?			
	Have you been provided with guidance on securing pieces of work to walls/ceilings that may contain asbestos			
Fire	If there are fire exit doors in the classroom, are they: <ul style="list-style-type: none"> • Unobstructed • Kept unlocked • Easy to open from the inside 			
	Is fire-fighting equipment in place in the classroom?			
	Are fire evacuation procedures clearly displayed?			
	Are you aware of the evacuation drill, including arrangements for any vulnerable adults or children?			
Workplace (ventilation and heating)	Does the room have natural ventilation?			
	Can a reasonable room temperature be maintained during use of the classroom?			
	Are measures in place, for example blinds, to protect from glare and heat from the sun?			

This is not an exhaustive list and you should identify any other hazards associated with the daily use of the classroom in the space below, including any further actions needed. If necessary, discuss this with your Health and Safety Coordinator or Executive Headteacher