


# Grow Independent School



## Risk Assessment Policy

### Policy Document (2024-2025)

Updated:	September 2024
Review date:	September 2025
Signed by: S Hawthorne	
Approved by:	<b>A Lee</b> (Chair of Govs)

*At Grow, we are committed to providing an accessible and inclusive environment for all our students, staff, parents, and visitors. We strive to ensure that everyone can fully participate in our educational community, regardless of any physical, sensory, cognitive, or neurodiverse conditions.*

*We can provide information in multiple formats, including printed, electronic, and audio versions. Please let us know your preferred format. We offer translation and interpretation services to support non-English speakers and those who use sign language.*

*We value feedback from our community to help us improve our accessibility measures. If you have any suggestions or require assistance, please contact us: [office@growschool.co.uk](mailto:office@growschool.co.uk)*

*Thank you for helping us make Grow a welcoming and accessible environment for everyone.*

## **1. Policy Scope**

- 1.1 This guidance is applicable to all those with responsibility for undertaking risk assessments for activities which are under their control. It sets out how Grow Independent School will identify and manage risks on and off site, or anything that may affect the health and safety of staff, pupils and others visitors who may be affected by our activities.

## **2. Objectives**

- 2.1 The Management of Health and Safety at Work Regulations 1999 imposes a duty on employers to carry out suitable and sufficient assessments of all the significant risks to employees and those who may be affected arising out of or in connection with any work activity. The purpose of a risk assessment is to enable the school to determine what measures should be taken to comply with the duties under the relevant statutory provisions. This covers the general duties under the Health and Safety at Work Act 1974 and the more specific duties contained within associated health and safety regulations.
- 2.2 To ensure that suitable and sufficient risk assessments are undertaken for activities where there is likely to be significant risk.
- 2.3 That identified control measures are implemented to control risk so far as reasonably practicable.
- 2.4 That those affected by school activities have received suitable information on what to do.
- 2.5 That risk assessments are recorded and reviewed when appropriate.

## **3. Definitions**

- 3.1. Risk assessment - an examination of the workplace and work activities to determine what could cause harm and what precautions are required to remove or reduce the possibility of harm.
- 3.2. Hazard - Anything that may cause harm, such as chemicals, electricity, working from ladders, an open drawer etc.
- 3.3. Risk - The chance, high or low, that someone could be harmed by these and other hazards, together with an indication of how serious the harm could be.
- 3.4. Dynamic risk assessment - An assessment that takes into account unexpected or short temporary changes that require immediate amendments to be made to risk assessment control measures. Examples would include changes in weather conditions or breakdown of heating systems.
- 3.5. Suitable and sufficient risk assessment - An assessment that is proportionate to the risk and ensures that all relevant hazards are addressed, complies with statutory requirements, ensures all groups who are affected are considered and takes account of existing control measures and identifies further measures as necessary.
- 3.6. Generic risk assessment - An individual assessment covering the common significant hazards that staff, pupils and others face on a day to day basis; these may include low risk activities

such as general office activities or repeated activities that can be documented in another way such as safe systems of work or for example biology laboratory rules.

#### **4. Guidance**

- 4.1 The Headteacher and senior leadership team will be responsible for the implementation of this policy.
- 4.2 This guidance is applicable to general risk assessment. Where specialist skills are required, e.g. asbestos, fire, water quality and hazardous substances, there is separate policy guidance in place.
- 4.3 Classroom risk assessments will be carried out annually. The responsibility for the assessments and their communication with teaching / support colleagues rests with the Proprietor (Grow Schools Ltd).
- 4.4 All staff will receive basic guidance on risk assessment as part of their induction. Risk assessment training will be provided on specific areas where identified by the School Business Manager. It is also the personal responsibility of all staff to ask for assistance or training should they feel they require it.
- 4.5 There are no fixed rules about how a risk assessment should be carried out; it will depend on the nature of the work or business and the types of hazards and risks. This policy sets out the general principles that should be followed. Appendix 2 contains the Health and Safety Executive guidance Five Steps to Risk Assessment (INDG 163 rev 2) to aid those needing to write risk assessments.
- 4.6 All Grow Independent School staff engaged in the risk assessment process are encouraged to contact Head Teacher Sarah Hawthorne for advice.
- 4.7 A number of template risk assessment forms are included at Appendix 1 to this policy. These templates are also made available to staff via the online shared drive.
- 4.8 Risk assessments will take into account;
  - hazard - something with the potential to cause harm
  - risk - an evaluation of the likelihood of the hazard causing harm
  - risk rating - assessment of the severity of the outcome of an event
  - control measures - physical measures and procedures put in place to mitigate risk
- 4.9 The risk assessment process will consist of the following 6 steps;
  - what could go wrong
  - who might be harmed
  - how likely is it to go wrong
  - how serious would it be if it did
  - what are you going to do to stop it
  - how are you going to check that your plans are working
- 4.10 The Head teacher and school business manager will be responsible for the maintenance of risk assessment records.

4.11 Risk assessments must be reviewed;

- when there are changes to the activity
- after a near miss or accident
- when there are changes to the type of people involved in the activity
- when there are changes in good practice
- when there are legislative changes
- annually if for no other reason (for example for generic risk assessments)

4.12 All risk assessments with regard to pupil activities, trips and educational visits will be maintained centrally by the School. Please refer to separate policy guidance for such activities.

4.13 All other risk assessments will be maintained centrally by the Head Teacher and Business Manager.

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**References:**

A: Handbook for the Inspection of Schools - The Regulatory Requirements, Part 3 ([www.isi.net](http://www.isi.net))

B: Health & Safety Executive, Five steps to risk assessment ([www.hse.gov.uk/risk/fivesteps.htm](http://www.hse.gov.uk/risk/fivesteps.htm))

**Appendix 1: Risk Assessment Template(s)****Grow Independent School  
Work Area Health and Safety Inspection****Department:****Specific Room/s:****Department Staff:****Date of Assessment:**

	Safety Controls	Yes – agree with statement No – disagree with statement	Comments and Information
1	I and other staff who use this room are confident that we know, and are able to follow, the School's emergency and fire action procedures.		
2	The entrances / exits are kept clear at all times and the route to the fire assembly point is free from obstructions.		
3	My work area has a clear wall mounted fire action notice.		
4	I have received training in the selection and use of fire extinguishers.		
5	Flammable products <b>are not</b> in use in this department.		
6	Where appropriate, all staff are aware of how and when to operate gas shut off valves. (science and home economics)		
7	<b>All</b> accidents and <b>near misses</b> are reported and recorded.		
8	I report health and safety concerns using any of the following methods as appropriate. Topdesk, Phone call or direct to PB or LN or Line manager?		
9	My work area has a clear wall mounted list of trained first aid staff.		
10	I know how and where to access first aid kits and how to contact first aid trained staff.		
11	The floor is free from trip hazards and slip hazards. Consider any permanent obstructions e.g. poor furniture layout and in particular temporary hazards such as bags, trailing cables over common walk areas, spillages on vinyl floors and classroom equipment.		

1 2	The condition of the floor covering is such that it will not contribute to the cause of a trip or slip.		
1 3	I adhere to the requirement that pupils and staff do not climb on desks and chairs.		
1 4	I <b>am not</b> expected to manually lift or transport loads as part of your work duties.		
1 5	Pupils under my supervision <b>are not</b> expected to lift or transport loads.		
1 6	Shelving is fit for purpose, secure and not over loaded. Heaviest items and breakables are stored on lower level surfaces or shelving.		
1 7	All furniture (chairs, tables, bookcases etc.) are free from cracks, splits, sharp edges, hooks and structural weakness and is secure.		
1 8	Portable electrical equipment used in the department has a current PAT sticker.		
1 9	Regular visual inspection is carried out on portable electrical equipment to ensure there are no obvious cracks in the casing, no damage to plugs or power leads and that the equipment is in a safe condition.		
2 0	All tools and equipment used in the workspace is suitably stored and maintained.		
2 1	The lighting level in the work space is suitable for the activities carried out.		
2 2	The workspace is heated appropriate to the activities.		
2 3	The workspace has opening windows or mechanical ventilation.		
2 4	All extraordinary activities that take place in the area are separately risk assessed.		
2 5	<b>Chemical products are not</b> stored or used in this department.		

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2 6	Powered or non-powered tools <b>are not</b> in use in this department.		
2 7	I am aware of the location and contents of 'Health and Safety Law <i>What you need to know</i> ' poster?		
2 8	All department staff who use this area have been consulted regarding the answers and comments within this assessment.		
2 9	I have attended a basic health and safety induction independent of my specific department.		
3 0	I have attended health and safety training appropriate to my specific departments' risks.		

Additional Comments:

Risk Assessment completed by:

Date:

Risk Assessment reviewed by:

Date:

## Appendix 2: Health and Safety Executive guidance – Five steps to Risk Assessment (INDG 163 rev 2)

### Undertaking a risk assessment

An assessment of risk is nothing more than a careful examination of what, in your work, could cause harm to people so that you can assess whether you have taken enough precautions or should do more to prevent harm. The aim is to make sure no one gets hurt or becomes ill through the activities at work.

Decide whether a hazard is significant, and whether you have it covered by satisfactory precautions or controls so that the risk is small. You need to check this when you assess the risks. For instance, electricity can kill but the risk of it doing so in an office environment is remote, provided that electrical equipment is suitable for the task, bought from a reputable supplier and is maintained.

#### Step 1 – Look for the hazard

Walk around your area of responsibility and look afresh at what could reasonably be expected to cause harm. Ignore the trivial and concentrate only on significant hazards that could result in serious harm or affect several people. Manufacturers' instructions or data sheets can help spot hazards and put risks in their true perspective. So can accidents and ill health records. Look only for hazards that could reasonably expect to result in significant harm under the conditions in your workplace. Use the following examples as a guide:

- Slipping/tripping hazards (e.g. poorly maintained floors or stairs).
- Fire (e.g. from flammable materials).
- Chemicals (laboratories etc) and how they are used and in what quantities.
- Moving parts of machinery (Faculty workshops).
- Work at height (scaffolding around experiments etc.).
- Ejection of material (workshops, experiments etc.).
- Vehicles (e.g. minibuses).
- Electricity (e.g. poor wiring, portable appliances, electrical experiments).
- Dust (e.g. metal grinding, cement etc.).
- Fume (e.g. welding, chemicals etc.).
- Manual handling.
- Noise (noisy machinery or process).
- Poor lighting, low temperature etc.
- Biological hazards (lab work, gardening, contact with body fluids etc.).

#### Step 2 – Decide who might be harmed, and how

In addition to staff, think about people who may not be in the workplace all the time e.g. cleaners, visitors, contractors, maintenance personnel, etc. Include students, members of the public, or people that share your workplace, if there is a chance they could be hurt by your activities. There is no need to list individuals by name – just think about groups of people doing similar work or who may be affected, e.g. teaching staff, pupils, parents, cleaners, contractors

Pay particular attention to the following as they may be more vulnerable; staff and pupils with disabilities, all pupils, inexperienced staff, visitors (including supply staff), lone workers, pregnant workers, young people undertaking work experience placements.

Staff have a responsibility to report to their line manager any personal circumstances that would change the risk assessment for example any temporary or permanent disability or health condition that would mean that they are at greater risk.



### **Step 3 – Evaluate the risks arising from the hazards and decide whether existing precautions are adequate or more should be done**

Even after all precautions have been taken, usually some risk remains. Decide for each significant hazard whether this residual risk is high, medium or low. First, ask whether you have done all the things that the law says you have got to do. For example, there are legal requirements relating to fire safety, statutory inspection of plant and equipment, water systems to prevent legionella risks etc. Then, consider;

- Can the hazard be removed altogether?
- If not, can the risks be controlled to ensure that harm is unlikely?
- Only use personal protective equipment when there is nothing else that can be reasonably done.
- Are existing precautions adequate against the risks from the hazards listed? For example; adequate information, instruction or training? adequate systems or procedures?

Do the precautions:

- Meet the standards set by a legal requirement?
- Comply with the recognised industry standard?
- Represent good practice?
- Change existing precautions in place?
- Reduce risks as far as is reasonably practicable (a balance between the risk and the cost of preventative measures in time, money and effort i.e. it would not be reasonably practicable to invest substantial amounts of money and time where the risk and injury level are very low but it would be reasonably practicable to introduce all measures possible where the risk is high and the possible results are death or major injury).

### **Step 4 – Record your findings**

This means (1) writing down the more significant hazards and (2) recording most important conclusions – for example, “Portable electrical equipment inspected and tested and found sound” or “Fume from welding: local exhaust ventilation provided and regularly checked”. Staff must be informed about the risk assessment findings. It is good practice to get staff to sign that they have read and understood the findings of relevant risk assessments.

There is no need to show how the assessment was carried out provided that:

- A proper check was made;
- The assessment details who might be affected;
- All the obvious significant hazards are considered, taking into account the number of people who could be involved.
- The precautions are reasonable and the remaining risk is low.

Assessments need to be suitable and sufficient, not perfect. The real points are:

- Are the precautions reasonable?
- Is there something to show that a proper check was made?

### **Step 5 – Review your assessment and revise it if necessary**

If there is any significant change a new risk assessment should be produced to take account of the new hazard. Generic risk assessments should be reviewed not less frequently than annually. If a new procedure, product is introduced that has significant new hazards of its own, they should be considered in their own right and risks kept as low as reasonably practicable. Staff are responsible for

advising their line manager of any changes in activity which may affect the findings of the risk assessment.

Reviewed assessments must be initialled and dated and any alterations brought to the attention of all relevant members of staff and others who may be affected.