BEDFORD
SCHOOL

Risk Management Policy

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Risk Management (H&S)

Contents

1. Scope

1.1 This Policy forms part of the health and safety arrangements for Bedford School. It outlines the arrangements in place to achieve compliance with the duties contained within the Health and Safety at Work etc Act 1974 and specifically, the Management of Health and Safety at Work Regulations 1999.

1.2 It should be read in conjunction with the Harpur Trust Risk Management Policy, which this policy sits under.

2. Definitions

- Hazard – anything with the potential to cause harm be it physical, ill-health, or property damage, e.g. spilt oil
- Hazardous Event – the coming together of a hazard and a person e.g. a person slipping on the oil
- Likelihood – the probability that the hazardous event will occur e.g. greater likelihood in a corridor than on the roof
- Severity – the most probable outcome of the hazardous event occurring, e.g. injury requiring first aid. Note that while 'death' is feasible for any event, it is the most probable outcome that must be considered.
- Risk – The overall product of Likelihood and Severity, sometimes expressed numerically.

3. Why Carry Out Risk Assessments?

3.1 The requirement for risk assessment is detailed in Regulation 3 of the Management of Health and Safety at Work Regulations 1999.

'Every Employer shall make a suitable and sufficient assessment of:

a) The risks to the health and safety of his employees to which they are exposed whilst they are at work.

b) The risks to the health and safety of persons not in his employment arising out of or in connection with the conduct by him or his undertaking;

3.2 The Regulations require risk assessment of all work-related activities. All reasonably foreseeable risks must be assessed as must other specific risks which are identified by other regulations, e.g. the risk of fire. The significant findings of these assessments must be committed to writing.

3.3 Proper risk assessment can help in setting action priorities. It also assists with decision making and balancing risk, benefit, and cost. 'Risk' as a term can be used to relate to a multitude of work areas, e.g. financial, educational, reputational, however, in this Policy it is used only in the context of health and safety.

4. The Risk Assessment Process

4.1 The school advocates the HSE process of *'Five Steps to Risk Assessment',* which is as follows:

Step 1 - Identify the hazards

Step 2 - Decide who might be harmed and how

Step 3 - Evaluate the risks and decide on precautions

Step 4 - Record the findings and implement them

Step 5 - Review the risk assessment and update if necessary

4.2 However, to assist with this process and to ensure the nuances of the teaching and learning process are considered, a preceding and subsequent step may be beneficial.

Step 0 - Identify the activity to be assessed and consider if items can be grouped together, e.g. hand-tool use, running sports, low-level/weight manual handling operations, rather than writing a risk assessment for each individual piece of equipment or task.

Step 6 - For any activity involving students, ensure that the relevant risk assessment is reviewed, localised, and personalised, based on the additional dynamics the particular group of students present. In some cases, e.g. science this can be as simple as annotating the lesson plan as the main risk assessment details will be on other materials such as CLEAPSS Hazcards, method statements.

4.3 All activities must be assessed by those who control them prior to the activity taking place. The principles of prevention detailed below must be considered in the development of each department's approach to risk management.

4.4 Risk assessments and procedures must be kept up-to-date and therefore should be reviewed regularly and formally at least every two years.

4.5 The review and update process must not result in the preceding risk assessment being lost or overwritten. It is essential that an audit trail is preserved in line with the Harpur Trust Document Retention Policy so that in the event of an incident occurring, the historical approach to risk management can be demonstrated and evidenced.

4.6 Principles of Prevention

Principles of Prevention (Schedule 1 to the Management of Health and Safety at Work Regulations 1999)

The general principles of prevention (detailed below) must be followed when implementing preventive and protective measures.

a) avoiding risks

b) evaluating the risks which cannot be avoided

c) combating the risks at source

d) adapting the work to the individual, especially as regards the design of workplaces, the choice of work equipment and the choice of working and production methods, with a view, in particular, to alleviating monotonous work and work at a predetermined work-rate and to reducing their effect on health

e) adapting to technical progress

f) replacing the dangerous by the non-dangerous or the less dangerous

g) developing a coherent overall prevention policy which covers technology, organisation of work, working conditions, social relationships and the influence of factors relating to the working environment

h) giving collective protective measures priority over individual protective measures, and

i) giving appropriate instructions to employees

4.7 There is no standard format for a risk assessment. Some departments have template assessments provided by third parties e.g. CLEAPSS for science and design and technology. It must be noted, however, that when generic assessments are used, these must be customised to make them specific to the 'department(s)' concerned. If customisation is not carried out the law says that there is no risk assessment in place

4.8 If assistance is required in writing a risk assessment, please complete the iHASCO course 'Risk Assessment' which provides guidance.

5. Risk Assessment – a 'verb' not a 'noun'

5.1 Although the term risk assessment is commonplace, it is sometimes helpful to remember that it is a process, not a product.

Risk Assessment as a Process	Risk assessment as a Product
• Verb	• Noun
• Systematic thinking process	• Mountain of paper
• Research, conclusions, decisions	• Tick box exercises
• An ongoing process	• Done once
• Involves those to whom it relates	• Carried out in isolation

6. Who should carry out Risk Assessments?

6.1 Risk assessments are the responsibility of whoever is in control of the work activity in question; normally the line manager or head of department. This may be delegated locally and where this is the case it must be detailed in the department's local management arrangements.

7. Classroom Risk Assessments

7.1 Also known as 'space surveys', these need to be carried out at least annually and should be carried out by the member of teaching staff that most frequently uses this space.

7.2 Classroom risk assessments are not required for laboratories or workshops where these departments utilise the periodic check documentation produced by CLEAPSS.

8. Priority Risk Areas in Education

- HSE have identified the following priority risk areas in the education sector. That is, these are the activities that give rise to the most significant adverse events and efforts should be prioritised into these topic areas and reducing the risks as far as reasonably practicable.
- Work at height
- Slips and trips
- On-site vehicle movements
- Asbestos management
- Construction and maintenance
- Manual handling
- Legionella
- Stress
- Educational visits

9. Qualitative vs. Quantitative Risk Assessments

9.1 Qualitative Risk Assessment is a straightforward process based on judgement and requiring no specialist skills or complicated techniques. A subjective assessment is made on whether the residual risk, once all controls are applied, is acceptable.

9.2 Quantitative Risk Assessment involves a numerical estimate being made of the likelihood (L) and severity (S) of a hazardous event occurring. The resulting product (L*S=R) is the probability that a defined harm will result from the occurrence of a particular event. This approach facilitates the ranking of risks to support a programmed risk improvement programme.

9.3 There are pros and cons for the use of either approach and departments are free to utilise whichever approach works best for them, which could involve a combination of both approaches across all Site operations.

10. Defining 'Suitable and Sufficient'

10.1 To meet the regulatory requirements, all risk assessments must be suitable and sufficient. Whilst this is a complex legal concept, a risk assessment that is suitable and sufficient should broadly be able to show that,

- a proper check was made
- those to whom to assessment applies were consulted during its development
- all the obvious significant risks have been dealt with
- the precautions are reasonable, and the remaining risk is low

10.2 The level of detail in a risk assessment should be proportionate to the risks and appropriate to the nature of the work. Insignificant risks can usually be ignored, as can risks arising from routine activities associated with life in general, e.g. making a hot drink, unless the work activity compounds or significantly alters those risks in some way.

11. Manual Handling and Control of Substances Hazardous to Health (COSHH)

11.1 Manual handling and COSHH assessments have their own approaches and requirements for risk assessment. Refer to their respective topic policies for further information.

12. Educational Visits

12.1 Risk assessments are required for all educational visits, however, the typical approach detailed above can often overlook the *benefits* of the educational visit itself; only identifying the hazards. For this reason, the school advocates the OEAP approach of Risk-Benefit assessment for educational visits. Further details are provided in the Educational Visits Policy.

13. Local Management Arrangements

13.1 At Bedford School both qualitative and quantitative methods of risk assessment are employed. Model risk assessments produced by CLEAPSS have been utilised in Science, and Design & Technology in developing their local risk assessments.

13.2 Premises related risk assessments are managed by the **Estates & Facilities Manager**.

13.3 Teaching staff related risk assessments are managed by the **Heads of Departments** and are stored in departmental folders.