BEESTON HALL SCHOOL

PST PREP SCHOOLS TRUST

# 16A RISK ASSESSMENT POLICY

## 1. Introduction

- The welfare of all pupils (including EYFS, day and boarding) at the school is safeguarded and promoted by the effective implementation of this policy. Risk assessment is one of the keystones of good management; it is not an afterthought or confined to the most obvious hazards. By taking an active approach to managing risk the school makes a significant contribution to promoting pupil and staff safety, welfare and wellbeing, and reduces the risks to everyone who may be harmed through negligence, lack of foresight or proper planning of the school's activities and operations.
- The school has documented comprehensive risk assessments, which are regularly reviewed, for all potentially hazardous activities, locations, environments and situations, and significant risks affecting pupils, staff, visitors, the school and the Trust.
- The school will implement the controls identified in the risk assessments or take appropriate action where dynamic risk assessments are undertaken, to reduce significant risks which have been identified to an acceptable level.

## 2. Areas of Coverage

Risk assessments in the school will be carried out for a wide range of risks including:

- health and safety matters (e.g. premises issues such as fire, asbestos, legionella, slips and trips and public rights of way; equipment issues such as electrical safety, sharp blades and hot surfaces; hazardous substances such as chemicals, dusts and gases; hazardous working environments such work at height and lone working)
- matters relating to pupil and staff welfare (e.g. medical needs such as allergies, mental health needs such as eating disorders, SEND, supervision, EYFS, boarding, employee pregnancy and work-related stress)
- recruitment related issues (e.g. pending / late DBS checks)
- matters related to safeguarding (e.g. risks from adults such as non-staff adults who may be on-site, and including risks pupils may pose to themselves and each other, such as those arising from behaviours and attitudes)
- lessons, school trips / off-site activities (additional advice on risk assessments for school trips / off-site activities is given in section 6)
- clubs and activities, PE / sport, recreation
- communicable diseases, (e.g. Covid, Norovirus, Chicken Pox, Measles, Rubella, Food poisoning)
- Prevent (the risk of pupils being drawn into terrorism)
- site security (e.g. trespassers, intruders, break-ins, theft, vandalism, abduction of pupils, suspicious packages, bomb threats)
- IT security (e.g. security of data)
- financial issues (e.g. loss of income, unexpected expenses, theft of assets)
- reputational issues (e.g. quality of education / academic results, ISI inspection reports, personal scandals involving members of staff)

NB this list is not exhaustive – schools may identify other areas of risk and these should be assessed.

## 3. Risk Assessments – the Process

- Staff responsible for designated areas, activities or groups of people within the school are responsible for ensuring that risk assessments are completed and regularly reviewed. Any person who has had risk assessment training and is knowledgeable about the specific areas, activities, relevant hazards, risks and controls can complete risk assessments. It is good practice for all the staff in the department to be involved with completing and reviewing the risk assessments as they will know how the activities happen, what can go wrong.
- All staff responsible for carrying out risk assessments should:
    - Complete the Educare Risk Assessment training module (a log of training is kept in the Bursar's Office.
    - Read the guidance below
    - Refer to the Risk Assessment guidance on the HSE website
- Certain hazards / risks within the school require a risk assessment to be carried out by an external contractor with specialist training. These include:
    - Fire safety
    - Legionella
    - Asbestos
    - Gas safety
    - Electrical safety
    - Playground equipment
- Schools are complex places. In order to ensure that all significant health and safety risks are identified and assessed allocate them to one of the following seven groups:
    - The site
    - Curricular and pupil activities
    - Employee activities
    - Forseeable emergencies
    - Equipment chemicals and substances
    - People who need extra care
    - Events
- List all the risk assessments in a comprehensive and logically ordered Risk Assessment Register to enable the risk assessments to be easily managed. The register should include:
    - Name of risk assessment,
    - Date of completion / last review,
    - Name of person who completed / last reviewed RA
    - Date RA is next due for updating,
    - Where RA is filed if not centrally

- Risk assessments should be completed as part of the planning process:
    - For any new task or activity which includes significant hazards.
    - If a new piece of plant or equipment, or a new substance or material, or a new procedure is going to be introduced into the school environment that has inherent hazards, or its use will introduce risks.
    - If a room, building or area is going to be repurposed, refurbished or newly built for use by the school.
    - If an individual requires a new 'personal risk assessment', e.g. if they announce they are pregnant, or have medical conditions.
- They should be reviewed and updated:
    - Regularly (normally annually) to ensure they are complete and up-to-date.

- If an accident, incident or significant near miss occurs that indicates the controls were not sufficient or were not being followed,
- Or there is a change in the circumstances, e.g. A change in the task or activity, new or altered equipment or environment, or different people involved with the activity

- Risk assessments normally need to be written down. A General Area / Activity Risk Assessment Template is available in section 7. This template might not be suitable for all types of risk assessments, but it is a good model for the majority. Even if a significant risk is adequately controlled, it must be documented in a risk assessment; this record will form key evidence in the event of a serious accident or injury.
- Sometimes it may be necessary for staff to do a 'dynamic risk assessment', e.g. on a school trip where a situation arises that was not envisaged during the documented risk assessment process. During a dynamic risk assessment staff regularly observe and analyse changing environments or situations and make quick, yet considered decisions; they quickly identify hazards 'on the spot', remove them or take avoiding action, and proceed safely.
- If the risk assessment identifies significant risks which need specific action to control them, these must be brought to the attention of the affected people, e.g. staff, pupils or visitors. This could be in the form of a training session for staff, e.g. if a new piece of equipment is introduced; safety reminders at the beginning of a practical science lesson for pupils; or in a letter to parents prior to pupils going on a school trip.
- The risk assessments should be easily accessible by the staff that they apply to. A master set should be stored on a shared computer drive, but paper copies can also be made available, e.g. in the departmental office.
- There are no official requirements for the length of time risk assessments should be kept. However it is recommended that they should be kept for at least three years (the period in which a civil claim can be made by an employee following an incident.) If health risks are involved, then the length of time may have to be much longer e.g. 40 years for asbestosis, as claims can be made within three years of the disease or ill health being diagnosed.

**Monitoring and Evaluating the Effectiveness of Risk Assessments**

It is important that the school's Senior Leadership Team have systems in place to ensure the preventive and protective measures (the controls) identified in the risk assessments are suitable and sufficient, being implemented properly, and, if necessary, action is taken to address any shortfalls.

This can be achieved in a number of ways, e.g

- Spot checks
- Inspections, third party examinations and tests
- Safety tours / hazard spotting tours
- Completion of monitoring checklists or reviews
- Formal audits (action points in reports will identify areas / activities where controls are not sufficient / need to be improved)
- Regular reviews of near miss, accident and incident trends (accidents, incidents and near misses commonly occur when the controls are not adequate, or are not being implemented properly)

The frequency of monitoring should be proportionate to the risk and the frequency with which the activity takes place. A record should be made of the monitoring activities, and action taken to address any identified shortcomings.

Risk Assessments will be reviewed termly by the Health and Safety Committee and SLT in order to follow up any action points which may be required. In addition, the risk assessments are monitored at the termly LAG meeting by the school's Trustee, who in turn will feed back any findings to the Full Board of Trustees at their termly meeting.

## 4. Additional Guidance

Whilst we cannot eliminate all risk ('low risk' doesn't mean 'no risk') we need to protect people as far as 'reasonably practicable'. This straightforward guide tells you how to achieve that with a minimum of fuss.

If any member of staff has concerns or becomes aware of hazards or risks that could affect the health and safety of themselves or others they have a duty to report this information to their line manager. If they are unable to eliminate or control the risk, they in turn must report this risk immediately to the Head.

The HSE provides a useful classroom checklist which identifies the issues to consider when carrying out a Risk Assessment in an ordinary classroom. It can be found at: http://www.hse.gov.uk/risk/classroom-checklist.htm
This checklist doesn't cover the subject specific hazards and risks in specialist teaching and learning areas such as PE/ sports, science, art and DT, however practical support and model / template risk assessments are available from the following organisations:

- PE / sports – Association for Physical Education https://www.afpe.org.uk/page/Safe_Practice_in_PESSPA
- Science – CLEAPSS - https://science.cleapss.org.uk/
- Art and DT – CLEAPSS - https://primary.cleapss.org.uk/

When completing a risk assessment, the level of detail should be proportionate to risk and tailored to the environment, activities being undertaken and people involved / affected. It should also address the risks associated with the whole activity, from start to finish e.g. getting equipment out, setting it up, adjusting it, using it, cleaning it and putting it away. Try to follow the timeline of the activity, and consider Safe people, Safe places, Safe equipment and Safe practices.

When completing a risk assessment, the following risk assessment matrix is designed to help staff identify the severity or a risk and its likelihood. Each is assigned a score and when multiplied together, a total score is generated. This will immediately identify whether further action is required to minimise the risk.

| | Likelihood | | | | |
|---|---|---|---|---|---|
| Consequence | 1 | 2 | 3 | 4 | 5 |
| | Rare | Unlikely | Possible | Likely | Almost certain |
| 5 Catastrophic | 5 | 10 | 15 | 20 | 25 |
| 4 Major | 4 | 8 | 12 | 16 | 20 |
| 3 Moderate | 3 | 6 | 9 | 12 | 15 |
| 2 Minor | 2 | 4 | 6 | 8 | 10 |
| 1 Negligible | 1 | 2 | 3 | 4 | 5 |


When allocating a **consequence / severity score**, consider the most likely 'worst case scenario' that could result from the hazard:

1. Negligible - (minor scratch or bruise)
2. Minor - (basic first aid treatment required)
3. Moderate – (broken bones, several days off work)
4. Major – (single death or permanent disability)
5. Catastrophic – (multiple deaths)

To calculate the **risk rating** multiply the Likelihood score by the severity / consequence score.

Risk=likelihood x severity

A score of **8 and above** would normally require further action in order to minimise the risks.

## 5. Five Steps to Risk Assessment

When thinking about a risk assessment, remember: a **hazard** is anything that may cause harm, such as chemicals, electricity, working from ladders, slippery surfaces etc. The **risk** is the chance (high, medium or low) that somebody could be harmed by these and other hazards, together with an indication of how serious the harm could be.

**Step 1: Identify the significant hazards in the activity or area being assessed**

- First, decide how people could be harmed. Describe the hazards with a proportionate amount of detail, eg in an Art room slipping hazards could include:
    - Slips and falls on wet floors by the external entrance door when it's raining
    - Slips and falls on wet floors by the sinks used by pupils during lessons
    - Slips and falls on spilt art materials such as paint or pieces of paper on the floor
    - Slips and falls on wet floors after cleaning

- When you work in a place every day it is easy to overlook some hazards, so here are some tips to help you identify the ones that matter:
    - Walk around your workplace and look at what could reasonably be expected to cause harm.
    - Ask other staff or your children what they think - they may have noticed things that are not immediately obvious to you.
    - Check manufacturers' instructions or data sheets for chemicals and equipment as they can be very helpful in spelling out the hazards and putting them in their true perspective.
    - Have a look back at the accident records – these often help to identify the less obvious hazards.
    - Remember to think about long-term hazards to health (e.g. high levels of noise or exposure to harmful substances) as well as safety hazards.
    - Consider activities that happen occasionally as well as those that happen every day or every week.

**Step 2: Decide who might be harmed and how**

- For each hazard you need to be clear about who might be harmed and how; it will help you identify the best way of managing the risk. That doesn't mean listing everyone by name, but rather identifying groups of people (e.g. "children in the classroom", "staff" or "visitors"). For instance, the risk from a hazardous chemical used in a Science demonstration will probably differ depending on whether you are the teacher preparing the chemicals and equipment, the teacher doing the demo, or the pupil watching it.
- Remember that some people have particular requirements, e.g. new children, or people with SEND or medical conditions may be at particular risk. Extra thought will be needed for some groups of people, e.g. cleaners, visitors, contractors, maintenance workers, etc, who may not be in the workplace all the time; neighbours or members of the public, if they could be hurt by your activities; if you share your workplace, you will need to think about how your work affects others present, as well as how their work affects you – talk to them.

**Step 3: Evaluate the risks and decide on precautions**

- Having spotted the hazards, you then have to decide what to do about them. The law requires us to do everything 'reasonably practicable' to protect people from harm. Think about what controls you already have in place to reduce the severity of the injury or the chance of an injury occurring – write them down.
- In many cases adequate controls will be in place, often arrived at over years of establishing good practice, but consider:
    - Are the existing controls adequate?
    - Do they cover all the significant risks and all the people that might be affected by them?
    - Are they proportionate to the risks?
    - Could the activity / task be done in an even safer way?

- If you need to do more to control the risk follow the the 'Hierarchy of Controls':
    1. If possible, eliminate the hazard. If this is not possible:
    2. Reduce the hazard (eg substitute with something less harmful)
    3. Prevent contact with the hazard (isolate / contain / guard)
    4. Control of the hazard - have a 'safe system of work' or 'method statement'
    5. Train people affected by the hazard to use the 'safe system of work'
    6. Provide Personal Protective Equipment & signage

**Step 4: Record your findings and implement them**

- Documenting the risk assessment shows that:-
    - a proper check was made;
    - we considered who might be affected;
    - we considered all the significant hazards, taking into account those who could be affected by them;
    - the precautions were reasonable and any remaining risks low / acceptable;
    - we involved other staff in the process.
- It is essential that everyone affected by the risk assessment is made aware of the findings, particularly what the significant risks are and the specific actions to control them in order that they can put them into practice. Line managers should ensure that the controls are being implemented for all the risks in their department.

**Step 5: Review your risk assessment and update if necessary**

- Few workplaces stay the same. Sooner or later, there will be new equipment, substances and procedures that could lead to new hazards, or an accident might occur which indicates the controls weren't adequate or were not being followed. Risk Assessments should be reviewed and updated: regularly (normally annually) to ensure they are complete and up-to-date; if an accident, incident or significant near miss occurs, or there is a change in the circumstances, e.g: a change in the task or activity, new or altered equipment or environment, or different people involved with the activity.

## 6. School Trips / Off Site Activities Risk Assessments

- Risk assessment is the key to successful safety planning for school trips / off-site activities / fixtures and competitions. Once school trips / off site activities / fixtures and competitions have been approved then a visit / activity specific risk assessment must be undertaken by the trip leader ideally assisted by other members of staff who will accompany the group. The trip leader should have completed risk assessment training as part of their trip leader training. The responsibility for ensuring a thorough risk assessment has been completed cannot be abdicated or delegated to a third party.
- A template School Trips / Off-site Activities / Away Matches Risk Assessment is available in sections 8 at the end of this document. It should be adapted to suit the requirements of each trip.
- Where a trip or off-site activity is being organised through a tour or site operator, it remains the responsibility of the trip leader to ensure that a thorough and meaningful Risk Assessment has been carried out for all aspects of the trip. This means checking the risk assessments provided by third parties, and documenting risk assessments for any aspects of the trip / activity not covered by them,

e.g. getting to/from the venue, and supervising pupils during free time, meal times and between activities.

- If the activity is a regular event, e.g. weekly trip to local swimming pool for lessons, it is perfectly acceptable to have one risk assessment and just review it each week in case there are any differences, e.g. a pupil who has a temporary medical condition, or a different way of transporting the pupils, or a different swimming pool with different changing facilities.
- It is important to appreciate that risk assessment is an ongoing, dynamic process, which must continue throughout the visit; it is not just a paper exercise.
- The Outdoor Education Advisers Panel (OEAP) has a wealth of information about school trips. The following documents are particularly helpful regarding the risk assessment aspect:
    - 4.3c – Risk Management – an overview
    - 4.3f – Risk Management – some practical advise
    - 4.3 – Risk Management – what to record and how
    - 6a – FAQs – Asking for a providers risk assessments
- The Health and Safety Executive (HSE) has also issued guidance on how to carry out a Risk Assessment for a school trip.
- As part of the risk assessment, teachers must check that the external activity providers have appropriate safety standards and liability insurance. The Council for Learning Outside the Classroom (LOtC) awards the LOtC Quality Badge to organisations which meet nationally recognised standards. Where the organisation does not hold the badge, the school must check they are an appropriate organisation to use. This will include checking:
    - Their insurance
    - They meet legal requirements
    - Health and safety and emergency policies
    - Risk assessments and control measures
    - Use of vehicles
    - Staff competence
    - Safeguarding
    - Accommodation
    - Any sub-contracting arrangements they may have
    - That they have a licence where needed.

- The following websites may be useful where the trip or expedition involves a practical activity
    - Trampoline parks, farm visits, museums and heritage sites - https://oeapng.info/downloads/specialist-activities-and-visits/
    - Rock climbing, hill walking, sailing, canoeing etc – Sport England's link to list of National Governing bodies

- Hazards will be present at every stage of school trips / off site activities. For the purposes of a Risk Assessment, it is useful to break the trip down into its key components i.e.
    - General hazards / risks
        - Pupil with pre-existing health issues - physical, mental or emotional
        - Pupil, member of staff or any person accompanying the group becomes ill or is injured on the trip
    - Assembly of the group at school
    - The journey between the school and the final destination, including any intermediate stops

  - The residential facilities at the destination/s
  - The activities at the destination/s (including transport to / from different venues, meal-times, evening activities)
  - Non-structured or leisure time at the destination/s
  - The return journey from the destination back to school
  - Pupil pick-up from school

- Other issues to consider include:
  - Activities and level at which it is being undertaken, e.g. beginners, intermediate, advanced
  - Activity venue(s) / locations, e.g. remote terrain, near water, urban setting
  - Quality, suitability (size) of available equipment
  - If planned activities fail, e.g. due to weather conditions, what alternative arrangements can be put in place? (Plan B, Plan C)
  - Length of the trip
  - Staff : pupil ratio
  - Age, experience, competence and the physical and emotional fitness of the pupils
  - Any special needs (including medical and health issues) that individual pupils or adults accompanying the group may have.
  - Number, qualifications, competence and related experience of accompanying staff and/or instructors at an activity or field centre, or on a trek or challenge adventure
  - Time of year / weather conditions
  - Travel and transport arrangements - what happens if transport plans fail, or weather conditions have serious implications for the safety of the transport arrangements?
  - Accommodation – fire safety arrangements, security, risks associated with opening windows, balconies, other guests/groups in the same accommodation
  - Language skills of adults accompanying group (if trip is to a country where English is not the primary spoken/written language).
  - What happens if someone is injured or taken ill (pupil or adult), goes missing, or there is an emergency situation on the trip such as a security incident in the vicinity of the group?
    - availability and qualifications of first aiders,
    - availability of first aid equipment / facilities,
    - proximity to hospital,
    - ease of communication with and access to emergency services
    - arrangements to notify parents / look after pupil / send pupil home,
    - arrangements to replace a sick or injured member of staff.
- At each stage of the trip, hazards can be identified by:
  - Visiting the location in advance and checking licensing of relevant adventure activity centres
  - Considering what might reasonably go wrong
  - Considering personnel on the trip and any needs they might have
  - Discussion with colleagues or other external experts who have past experience in the trip or event you are planning to lead;

- Following your return from a trip or completion of an event, it is good practice to review the Risk Assessment and consider how theory matched practice - what could you do next time to make it safer? If improvements could be made, record them and where appropriate, pass details on to colleagues who may run similar activities in the future.

- Above all, the Risk Assessment should promote the welfare and safeguarding of pupils. (For further information refer to the Safeguarding Policy.)

BEESTON HALL SCHOOL

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## 7. TEMPLATE GENERAL AREA / ACTIVITY RISK ASSESSMENT FORM

| | |
|---|---|
| Assessment for: | Signed: |
| Assessor: | |
| Date: | Assessment review date: |

***Calculating the Risk Rating**

| | | | |
|---|---|---|---|
| **Risk=likelihood x severity** | **Likelihood**<br>*1= Rare*<br>*2= Unlikely*<br>*3=Possible*<br>*4=Likely*<br>*5=Almost Certain* | **Severity**<br>*1=Negligible*<br>*2=Minor*<br>*3=Moderate*<br>*4=Major*<br>*5=Catastrophic* | **(1-3 = Low Risk) (4-6 = Moderate Risk) (8-12 = High Risk) (15-26 = Extreme Risk)** |

| **HAZARD**<br>- Potential for harm, injury or damage.<br>- If this an activity RA tell the 'story' of the activity from start to finish<br>- You could insert a photo to demo the hazard | **WHY IS THIS A RISK?**<br>You could insert a photo to demo the risk | **WHO IS AT RISK?**<br>Eg Children, staff, visitors, cleaners, maintenance staff, etc | **EXISTING CONTROL MEASURES**<br>Consider controls that will:<br>a) make the outcome of the risk less severe<br>b) make the accident less likely to happen<br>You could insert a photo to demo the control, or signpost to other documents where detailed info is available | ***RISK RATING**<br>A score of 8 and above needs further action to minimise the risks.<br>e.g. 3 x 2 = 6 Moderate | **FURTHER ACTION REQUIRED – BY WHOM AND WHEN**<br>**Medium** and **high** risk levels require further control measures to reduce the risk level to as low as is reasonably practicable. |
|---|---|---|---|---|---|
| ***Example*** **Slipping and Tripping Hazards** | | | | | |
| ***Example*** Bags, jumpers etc on the floor | Injuries resulting from trips and falls | Pupils, staff, cleaners, visitors | Bags stored in lockers or on hooks, or neatly under each pupils desks.<br>Jumpers hung on hooks or on backs of chairs. Regular reminders to pupils to keep the classroom tidy | 3 x 2 = 6 Moderate | |
| ***Example*** Trailing electrical cables | Injuries resulting from trips and falls | Pupils, staff, cleaners, visitors | Electrical cables around teachers desk laid neatly around the skirting board. | 3 x 2 = 6 Moderate | Easily available laptop charging trolley for use at lunch and break times |

BEESTON HALL SCHOOL

PST PREP SCHOOLS TRUST

| **HAZARD**<br>-<br>- Potential for harm, injury or damage.<br>- If this an activity RA tell the 'story' of the activity from start to finish<br>- You could insert a photo to demo the hazard | **WHY IS THIS A RISK?**<br>You could insert a photo to demo the risk | **WHO IS AT RISK?**<br>Eg Children, staff, visitors, cleaners, maintenance staff, etc | **EXISTING CONTROL MEASURES**<br>Consider controls that will:<br>a) make the outcome of the risk less severe<br>b) make the accident less likely to happen<br>You could insert a photo to demo the control, or signpost to other documents where detailed info is available | ***RISK RATING**<br>A score of 8 and above needs further action to minimise the risks.<br>e.g. 3 x 2 = 6 Moderate | **FURTHER ACTION REQUIRED – BY WHOM AND WHEN**<br>**Medium** and **high** risk levels require further control measures to reduce the risk level to as low as is reasonably practicable. |
|---|---|---|---|---|---|
| | | | Pupils laptops are charged at home but they sometimes run out of charge – sockets around the classroom used.<br>If other electrical items are used care taken to ensure cable doesn't cause a tripping hazard | | |
| ***Example*** Damaged carpets | Injuries resulting from trips and falls | Pupils, staff, cleaners, visitors | Carpets in good condition, any damage reported to maintenance team | 2 x 2 = 4 Moderate | |
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BEESTON HALL SCHOOL

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| Further Action Log | | | |
|---|---|---|---|
| **Action Required** | **Responsible Person** | **Date for completion** | **Completed** |
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |

**Staff Sign-Off**

I confirm that I have:

- Read and understood the information contained in the above risk assessment;
- Will implement the controls and follow the guidance;
- Will ask for more information from my manager, or the school's H&S Coordinator, if I have any questions, or do not understand anything,
- Will advise my manager, or the school's H&S Coordinator, if I identify any new risks, or risks that are not adequately controlled.

| Name | Position | Date | Signature |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
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**Risk Assessment Matrix**

| | Likelihood | | | | |
|---|---|---|---|---|---|
| Consequence | 1 | 2 | 3 | 4 | 5 |
| | Rare | Unlikely | Possible | Likely | Almost certain |
| 5 Catastrophic | 5 | 10 | 15 | 20 | 25 |
| 4 Major | 4 | 8 | 12 | 16 | 20 |
| 3 Moderate | 3 | 6 | 9 | 12 | 15 |
| 2 Minor | 2 | 4 | 6 | 8 | 10 |
| 1 Negligible | 1 | 2 | 3 | 4 | 5 |

| | |
|---|---|
| 1- 3 | Low Risk |
| 4 - 6 | Moderate Risk |
| 8 - 12 | High Risk |
| 15 - 25 | Extreme Risk |

**Consequence / severity score**

1 Negligible - (minor scratch or bruise)

2 Minor - (basic first aid treatment required)

3 Moderate – (broken bones, several days off work)

4 Major – (single death or permanent disability)

5 Catastrophic – (multiple deaths)

BEESTON HALL SCHOOL

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## 8. TEMPLATE SCHOOL TRIP / OFF-SITE ACTIVITIES / AWAY MATCHES RISK ASSESSMENT FORM

9.

| School Trip / Off-Site Activities / Away Matches Risk Assessment | | |
|---|---|---|
| **Activity:** | **Risk Assessment Date:** | |
| **Assessor:** | **Re-Assessment Date:** | |
| **Trip / Visit to:** | **Date(s) of Trip:** | |
| **Staff Mobile Contacts:** | **Departure Time:** | |
| | **Return Time** | |
| **Activity Provider(s) / Tour Operators** | | |
| **Transport Providers** | | |
| **Trip Leader** | | **Staff pupil ratios:** |
| **Other Staff Accompanying the Trip** | | |
| **First Aiders** | | |
| **Pupils On Trip - Number - Year Groups - Classes** | | |

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| | |
|---|---|
| **Anyone on the Trip needing special care / consideration / support? (medical issues, dietary needs, disabilities etc)** | |

***Calculating the Risk Rating**

| | | | |
|---|---|---|---|
| **Risk=likelihood x severity** | Likelihood<br>*1= Rare 2= Unlikely 3=Possible 4=Likely 5=Almost Certain* | Severity<br>*1=Negligible*<br>*2=Minor*<br>*3=Moderate*<br>*4=Major*<br>*5=Catastrophic* | **(1-3 = Low Risk) (4-6 = Moderate Risk) (8-12 = High Risk) (15-26 = Extreme Risk)** |

| **HAZARD** | **WHY IS THIS A RISK?** | **WHO IS AT RISK?** | **EXISTING CONTROL MEASURES** | ***RISK RATING** | **FURTHER ACTION REQUIRED – BY WHOM AND WHEN** |
|---|---|---|---|---|---|
| Potential for harm, injury or damage.<br>If this an activity RA tell the 'story' of the activity from start to finish<br>You could insert a photo to demo the hazard | You could insert a photo to demo the risk | Eg Children, staff, visitors, cleaners, maintenance staff, etc | Consider controls that will:<br>a) make the outcome of the risk less severe<br>b) make the accident less likely to happen<br><br>You could insert a photo to demo the control, or signpost to other documents where detailed info is available | A score of 8 and above needs further action to minimise the risks.<br>e.g. 3 x 2 = 6 Moderate | **Medium** and **high** risk levels require further control measures to reduce the risk level to as low as is reasonably practicable<br><br>. |
| **1. General Hazards** | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| 2. **Assembly of group at School** | | | | | |
| | | | | | |
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| **HAZARD**<br><br>Potential for harm, injury or damage.<br>If this an activity RA tell the 'story' of the activity from start to finish<br>You could insert a photo to demo the hazard | **WHY IS THIS A RISK?**<br><br>You could insert a photo to demo the risk | **WHO IS AT RISK?**<br><br>Eg Children, staff, visitors, cleaners, maintenance staff, etc | **EXISTING CONTROL MEASURES**<br><br>Consider controls that will:<br>a) make the outcome of the risk less severe<br>b) make the accident less likely to happen<br><br>You could insert a photo to demo the control, or signpost to other documents where detailed info is available | ***RISK RATING**<br><br>A score of 8 and above needs further action to minimise the risks.<br>e.g. 3 x 2 = 6 Moderate | **FURTHER ACTION REQUIRED – BY WHOM AND WHEN**<br><br>**Medium** and **high** risk levels require further control measures to reduce the risk level to as low as is reasonably practicable<br><br>. |
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| **3. Travel / transport to venue** | | | | | |
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| **4. Accommodation** | | | | | |
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| **5. Activity 1. ####** | | | | | |
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| **6. Activity 2. ####** | | | | | |
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| **7. Activity 3. ####** | | | | | |
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| **8. Evening Activities** | | | | | |
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| **9. Free time** | | | | | |
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| **10. Travel / transport to school** | | | | | |
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| **11. Pupil collection from school** | | | | | |
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BEESTON HALL SCHOOL

PST PREP SCHOOLS TRUST

| Further Action Log | | | |
|---|---|---|---|
| **Action Required** | **Responsible Person** | **Date for completion** | **Completed** |
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |

**Staff Sign-Off**

I confirm that I have:

- Read and understood the information contained in the above risk assessment;
- Will implement the controls and follow the guidance;
- Will ask for more information from my manager, or the school's H&S Coordinator, if I have any questions, or do not understand anything,
- Will advise my manager, or the school's H&S Coordinator, if I identify any new risks, or risks that are not adequately controlled.

| Name | Position | Date | Signature |
|---|---|---|---|
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BEESTON HALL SCHOOL

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**Risk Assessment Matrix**

| | Likelihood | | | | |
|---|---|---|---|---|---|
| Consequence | 1 | 2 | 3 | 4 | 5 |
| | Rare | Unlikely | Possible | Likely | Almost certain |
| 5 Catastrophic | 5 | 10 | 15 | 20 | 25 |
| 4 Major | 4 | 8 | 12 | 16 | 20 |
| 3 Moderate | 3 | 6 | 9 | 12 | 15 |
| 2 Minor | 2 | 4 | 6 | 8 | 10 |
| 1 Negligible | 1 | 2 | 3 | 4 | 5 |

| | |
|---|---|
| 1- 3 | Low Risk |
| 4 - 6 | Moderate Risk |
| 8 - 12 | High Risk |
| 15 - 25 | Extreme Risk |

**Consequence / severity score**

1 Negligible - (minor scratch or bruise)
2 Minor - (basic first aid treatment required)
3 Moderate – (broken bones, several days off work)
4 Major – (single death or permanent disability)
5 Catastrophic – (multiple deaths)