

WHOLE SCHOOL RISK ASSESSMENT  
2016-2017 – V1



Ecclesfield  
**SCHOOL**

---

Date approved:

Signed:

(Headteacher)

Signed:

(Chair of committee)

<b>Operations / Work Activities covered by this assessment:</b>	General School Activities
<b>School / College Name and Address:</b>	Ecclesfield School, Chapeltown Road, Ecclesfield, Sheffield, S35 9WD
<b>Note:</b> A person specific assessment must be carried out for young persons, pregnant women and nursing mothers	

Hazards Considered (under routine, non-routine & emergency conditions) Step 1 (Clause 1.3)	Who might be harmed and how Step 2 (Clause 3.2)	Examples of Control Measures: Step 3 (Clause 3.3)	Risk Rating			Further action Step 3 Consider hierarchy of controls i.e. elimination, substitution, engineering controls, signage/warning and/or administrative controls, (PPE as a last resort)	Actions Step 4 (Clause 3.4)			Risk Rating		
			Severity	Likelihood	Risk Rating		who (Name)	when (Date)	complete (Date)	Severity	Likelihood	Risk Rating
<b>ACCESS AND EGRESS – (Including car parks, corridors, entrances and exits and external areas)</b>												
<b>Slips and trips</b>	<p>Staff, students, visitors and contractors may be injured as a result of a slip or trip on:</p> <ul style="list-style-type: none"> <li>damaged carpets /mats,</li> <li>spillages from cleaning substances / beverages</li> <li>items of equipment obstructing walkways</li> <li>defective surfaces inside or outside of the building.</li> <li>ice in winter weather</li> </ul> <p>This may result in bumps and blows, bruising and fractures.</p>	<ul style="list-style-type: none"> <li>Visual inspection of surfaces, walkways and doors to be conducted as part of site walk round.</li> <li>Spillages to be cleaned up immediately as identified (if not possible to clean up immediately then area should be isolated).</li> <li>Efforts made to grit external floors in icy weather.</li> <li>Defected areas to be highlighted and cordoned off where possible.</li> </ul>	M	L	L							
<b>Contact with vehicles</b>	<p>Staff, students or visitors in the car park may be struck by a moving vehicle resulting in bumps / blows, fractures, fatality and entrapment between items.</p>	<ul style="list-style-type: none"> <li>Speed limits displayed and enforced where necessary.</li> <li>Designated walkways established</li> <li>Segregation of students and visitors from traffic routes and moving vehicles.</li> <li>School staff control the bus embarkation point at school closing due to the high volume of traffic leaving the site.</li> </ul>	H	L	M							

Hazards Considered (under routine, non-routine & emergency conditions) Step 1 (Clause 1.3)	Who might be harmed and how Step 2 (Clause 3.2)	Examples of Control Measures: Step 3 (Clause 3.3)	Risk Rating			Further action Step 3 Consider hierarchy of controls i.e. elimination, substitution, engineering controls, signage/warning and/or administrative controls, (PPE as a last resort)	Actions Step 4 (Clause 3.4)			Risk Rating		
			Severity	Likelihood	Risk Rating		who (Name)	when (Date)	complete (Date)	Severity	Likelihood	Risk Rating
<b>Exposure to inclement weather</b>	Staff may suffer from conditions of hypothermia and sun burn and dehydration as a result of working in external areas for long periods of time.	<ul style="list-style-type: none"> <li>Sun screen and drinking water provided to staff in hot weather.</li> <li>Suitable clothing and footwear to be worn by staff.</li> <li>Regular communication with staff to take place in extremes of temperature.</li> </ul>	L	L	L							
<b>Falls from height</b>	Staff, students and visitors may be injured as a result of a fall from a high level walkway, window or a slip/trip down the stairs. This may result in bumps and blows, fractures and potentially fatality.	<ul style="list-style-type: none"> <li>Handrails and use of handrails policy instated and enforced within schools.</li> <li>Traffic system implemented within schools. E.g. Walk on the left hand side of the corridor.</li> <li>Due courtesy of staff, students and visitors when moving through site.</li> <li>Lifts / slopes provided and maintained for people with mobility difficulties.</li> <li>Window restrictions in place where appropriate.</li> <li>Staggered entry / exits of large numbers of students out of the buildings.</li> </ul>	M	L	L							
<b>Contact with people and property</b>	Staff, students, and visitors may be injured as a result of making contact with large obstructive items and other people walking through the school. This may result in bumps and blows, bruising and possibly lacerations.	<ul style="list-style-type: none"> <li>Traffic system implemented within schools. E.g. Walk on the left hand side of the corridor.</li> <li>Due courtesy of staff, students and visitors when moving through site.</li> <li>Lifts / slopes provided and maintained for people with mobility difficulties.</li> <li>Staggered entry / exits of large numbers of students out of the buildings.</li> </ul>	L	L	L							

Hazards Considered (under routine, non-routine & emergency conditions) Step 1 (Clause 1.3)	Who might be harmed and how Step 2 (Clause 3.2)	Examples of Control Measures: Step 3 (Clause 3.3)	Risk Rating			Further action Step 3 Consider hierarchy of controls i.e. elimination, substitution, engineering controls, signage/warning and/or administrative controls, (PPE as a last resort)	Actions Step 4 (Clause 3.4)			Risk Rating		
			Severity	Likelihood	Risk Rating		who (Name)	when (Date)	complete (Date)	Severity	Likelihood	Risk Rating
Fire	Large numbers of staff, students and visitors may be injured or killed as a result of poor evacuation procedures / house keeping.	<ul style="list-style-type: none"> <li>Escape routes and exits checked regularly for obstructions and recorded in a fire log book.</li> <li>No fire escapes to be kept locked.</li> <li>Fire drills to ensure that all staff and students are aware of where to exit and assemble in the event of a real fire.</li> <li>Fire exits not to be blocked outside of the building.</li> </ul>	H	L	M	<ul style="list-style-type: none"> <li>External gates re-suited to the main staff key suite to allow full and swift evacuation from the main site to place of safety in the event of prolonged evacuation.</li> </ul>	AF	Sept 2016	August 2016	H	L	M
<b>ADMINISTERING MEDICATION</b>												
Exposure to substances	Staff or Students may accidentally ingest substances intended for specific medical conditions resulting in illness and potentially death.	<ul style="list-style-type: none"> <li>Staff to follow specific instructions from parents to administer medication and ensure they have had sufficient training to do so where necessary.</li> <li>Staff to always read instructions supplied with medication and on bottle before administering.</li> <li>Staff aware of signs / symptoms which indicate a need for medication or which indicate an overdose may have been administered.</li> <li>Staff aware of what to do in situations where an overdose has been administered</li> <li>Key staff have undertaken training on the management of health needs of students.</li> </ul>	H	L	M	<ul style="list-style-type: none"> <li>Re-certification of Key staff pending renewal 2016.</li> </ul>	AF	Dec 2016		H	L	M

Hazards Considered (under routine, non-routine & emergency conditions) Step 1 (Clause 1.3)	Who might be harmed and how Step 2 (Clause 3.2)	Examples of Control Measures: Step 3 (Clause 3.3)	Risk Rating			Further action Step 3 Consider hierarchy of controls i.e. elimination, substitution, engineering controls, signage/warning and/or administrative controls, (PPE as a last resort)	Actions Step 4 (Clause 3.4)			Risk Rating		
			Severity	Likelihood	Risk Rating		who (Name)	when (Date)	complete (Date)	Severity	Likelihood	Risk Rating
<b>Exposure to bodily fluids</b>	Staff or Students may come into contact with blood through making contact with used syringes. This can potentially result in contracting illnesses such as hepatitis, AIDS, and other blood borne illnesses.	<ul style="list-style-type: none"> <li>• Due care and attention of staff.</li> <li>• Sharps box provided for used needles.</li> <li>• Only sterile syringes to be used.</li> <li>• Encourage students to self administer where possible.</li> <li>• On site policy for administering of medication.</li> <li>• Sufficient and secured storage arrangements on site for medication.</li> <li>• Records kept of medicines administered.</li> <li>• Staff aware of the emergency procedures in case of incorrect administering of medication.</li> </ul>	H	L	M							
<b>ANIMALS IN SCHOOLS</b>												
<b>Contact with animals</b>	<p>Staff and Students may be injured as a result of being bitten or scratched by school pets, stray animals on site and pets / animals brought onto site.</p> <p>Animals may also be injured or stressed as a result of aggressive behaviour / contact with staff / Students.</p>	<ul style="list-style-type: none"> <li>• Students supervised when looking after school pets.</li> <li>• Students instructed by staff on suitable handling methods.</li> <li>• No pets allowed in playgrounds unless on leads.</li> <li>• Students to be escorted inside premise in the event of a stray animal on site.</li> <li>• Animals kept a suitable distance away from Students during "Show and Tell" events.</li> </ul>	M	L	L							

Hazards Considered (under routine, non-routine & emergency conditions) Step 1 (Clause 1.3)	Who might be harmed and how Step 2 (Clause 3.2)	Examples of Control Measures: Step 3 (Clause 3.3)	Risk Rating			Further action Step 3 Consider hierarchy of controls i.e. elimination, substitution, engineering controls, signage/warning and/or administrative controls, (PPE as a last resort)	Actions Step 4 (Clause 3.4)			Risk Rating		
			Severity	Likelihood	Risk Rating		who (Name)	when (Date)	complete (Date)	Severity	Likelihood	Risk Rating
<b>Infectious diseases and allergies</b>	Students or staff may be infected with disease in the event of being bitten / stung by animals / insects on site.	<ul style="list-style-type: none"> <li>Any school pets to be subject to vetting controls to limit the potential for spread of diseases.</li> <li>School pets to be purchased from a reputable supplier. (RSPCA etc.)</li> <li>At risk Students to be kept away from dangerous animals / insects.</li> <li>Specific assessment to be conducted in the event of a dangerous animal being brought into school.</li> </ul>	M	L	L							
<b>CLASSROOM ACTIVITIES</b>												
<b>Slips and trips</b>	Students, teachers and visitors may fall over obstructive items on the floor of the classroom including chairs, toys, tables and damaged carpets. Staff, Students and visitors may slip on spillages of water, sand, paints etc... Staff and Students may also trip over trailing cables near ICT equipment. These slips and trips may result in bumps, bruises and potentially fractures.	<ul style="list-style-type: none"> <li>Visual inspection of classrooms for obstructions prior to start of each day and after lunch break.</li> <li>Any defects which may pose a trip hazard to be reported to premise duty holder and rectified accordingly.</li> <li>All tables to be correctly aligned and chairs to be stacked on tables at the end of each day.</li> <li>Encourage Students to tidy as they go in schools.</li> <li>All cables to be kept tidy and away from egress routes.</li> <li>All spillages to be cleaned immediately.</li> </ul>	M	L	L							

Hazards Considered (under routine, non-routine & emergency conditions) Step 1 (Clause 1.3)	Who might be harmed and how Step 2 (Clause 3.2)	Examples of Control Measures: Step 3 (Clause 3.3)	Risk Rating			Further action Step 3 Consider hierarchy of controls i.e. elimination, substitution, engineering controls, signage/warning and/or administrative controls, (PPE as a last resort)	Actions Step 4 (Clause 3.4)			Risk Rating		
			Severity	Likelihood	Risk Rating		who (Name)	when (Date)	complete (Date)	Severity	Likelihood	Risk Rating
<b>Violence and aggression</b>	Staff and Students may suffer stress, bruising and potentially fractures if violent incidents occur during teaching / learning activities.  (Teachers may identify that Students have been subject to violence outside of school activities)	<ul style="list-style-type: none"> <li>Adequate supervision and awareness of pupil behaviours at all times during classroom activities.</li> <li>Individual behaviour assessments conducted for difficult Students.</li> <li>Students encouraged to be polite and courteous towards their fellow students and teachers.</li> <li>Staff received MAPA / De-escalation training as necessary.</li> <li>Staff aware of safeguarding Students reporting procedures and designated safeguarding officer.</li> <li>Discipline / Isolation procedures in place for offending Students.</li> </ul>	M	L	L							
<b>Stress</b>	Staff and students may be subject to stress as a result of increased work loads, lack of communication, emotional involvement with students and staff, disruptive Students and violence and aggression. This may result in negative emotional, behavioural and physiological characteristics.	<ul style="list-style-type: none"> <li>Stress surveys carried out at school via OHU and any significant findings acted upon.</li> <li>Open door policy implemented with Head Teacher and staff.</li> <li>Staff encouraged to express any stressful concerns in curriculum team meetings.</li> <li>Counselling service available for all staff.</li> <li>Responsible person to monitor workloads and consider implementing support mechanisms for staff who may feel stressed.</li> <li>Time allocated for staff to prepare for lessons and engage in other activities outside of the classroom.</li> <li>Regular term time breaks from work activities.</li> <li>Head Teacher to engage in regular liaison with Governors.</li> </ul>	M	L	L							

Hazards Considered (under routine, non-routine & emergency conditions) Step 1 (Clause 1.3)	Who might be harmed and how Step 2 (Clause 3.2)	Examples of Control Measures: Step 3 (Clause 3.3)	Risk Rating			Further action Step 3 Consider hierarchy of controls i.e. elimination, substitution, engineering controls, signage/warning and/or administrative controls, (PPE as a last resort)	Actions Step 4 (Clause 3.4)			Risk Rating		
			Severity	Likelihood	Risk Rating		who (Name)	when (Date)	complete (Date)	Severity	Likelihood	Risk Rating
<b>Contact with substances</b>	Teaching staff and Students may come into contact with substances during classroom activities. Such substances include science chemicals, paints, cleaning substances and design technology substances such as adhesives. Such injuries may result in eye and skin irritation, burns and breathing difficulties.	<ul style="list-style-type: none"> <li>Separate COSHH assessments conducted for all harmful substances.</li> <li>Students instructed on the safe use of particular substances.</li> <li>Safety Eyewear conforming to BS EN 166 supplied where required.</li> <li>Protective aprons and gloves to be worn where required.</li> <li>CLEAPSS guidance available for all substances used in Science and D&amp;T areas.</li> <li>Low risk purchase policies implemented to ensure that dangerous substances are not brought onto site.</li> <li>Liaison with other contractors / premise users to ensure that there are no conflicting substances used on site.</li> </ul>	M	L	L							
<b>Burns / Scalds</b>	Staff / students may be injured as a result of contact with hot substances / surfaces in the classroom. For example, using soldering irons, glue guns, kettles and hot drinks.	<ul style="list-style-type: none"> <li>Hot drinks to be kept away from students at all times and not to be carried across the classroom.</li> <li>No kettles to be kept in classrooms.</li> <li>All students instructed in the safe use of tools and equipment and provided with PPE where required.</li> </ul>	M	L	L							
<b>Contact with sharp edges</b>	Staff and students may come into contact with sharp edges on furniture and scissors resulting in cuts and scratches.	<ul style="list-style-type: none"> <li>Visual inspections to occur on a regular basis to ensure that no sharp edges are present on furniture.</li> <li>Safety scissors provided where possible.</li> </ul>	L	L	L							



Hazards Considered (under routine, non-routine & emergency conditions) Step 1 (Clause 1.3)	Who might be harmed and how Step 2 (Clause 3.2)	Examples of Control Measures: Step 3 (Clause 3.3)	Risk Rating			Further action Step 3 Consider hierarchy of controls i.e. elimination, substitution, engineering controls, signage/warning and/or administrative controls, (PPE as a last resort)	Actions Step 4 (Clause 3.4)			Risk Rating		
			Severity	Likelihood	Risk Rating		who (Name)	when (Date)	complete (Date)	Severity	Likelihood	Risk Rating
<b>Contact with electricity</b>	Staff and students may be injured as a result of contact with electricity from damaged cables / plugs / switches etc. This may result in electrocution which can potentially result in death.	<ul style="list-style-type: none"> <li>Business Manager to arrange PAT testing of all school portable electrical items and Interserve to arrange testing of all portable electronic items of equipment PFI contractual items on an annual basis.</li> <li>Periodic "Hardwire" test of mains circuitry to be conducted on a 5 year basis by Interserve.</li> <li>Visual inspection of all plugs cables and sockets before use of any electrical equipment. Any damage / defects to be reported to premise duty holder.</li> </ul>	M	L	L							
<b>Exposure to adverse environmental conditions</b>  (Including noise, lighting, ventilation, temperatures etc...)	Staff and students may be subject to injury / ill health as a result of exposure to adverse weather conditions and poor environmental conditions within the school. For example, a child may suffer ill health as a result of a classroom being too cold. Other injuries may include sun burn, hypothermia, dehydration, eye strain and ear ache.	<ul style="list-style-type: none"> <li>All classrooms are regularly inspected for adequate ventilation, lighting and temperature. Any inadequacies to be reported to the site duty holder for rectification.</li> <li>Gas / Electric based heating systems to be serviced regularly.</li> <li>Portable heaters available if temperatures drop below 16°C.</li> </ul>	M	L	L							

Hazards Considered (under routine, non-routine & emergency conditions) Step 1 (Clause 1.3)	Who might be harmed and how Step 2 (Clause 3.2)	Examples of Control Measures: Step 3 (Clause 3.3)	Risk Rating			Further action Step 3 Consider hierarchy of controls i.e. elimination, substitution, engineering controls, signage/warning and/or administrative controls, (PPE as a last resort)	Actions Step 4 (Clause 3.4)			Risk Rating		
			Severity	Likelihood	Risk Rating		who (Name)	when (Date)	complete (Date)	Severity	Likelihood	Risk Rating
<b>Falling items from height</b>	Staff and students may be injured as a result of items stored at high level falling onto them. This may result in bumps, blows, bruising, concussion and potentially fractures.	<ul style="list-style-type: none"> <li>Only light items to be stored at height.</li> <li>Only adults to reach for items stored at height ensuring that no Students are below the potential "drop zone."</li> <li>Items at height to be stored in a sensible manner to ensure that the potential for falls is limited.</li> <li>Suitable access equipment to be provided and maintained for staff to access items stored at height.</li> </ul>	M	L	L							
<b>Contact with people and property</b>	Staff and students may suffer minor injuries as a result of making physical contact with property, furniture and other people within the work area. These injuries may include minor bruises, bumps and blows.	<ul style="list-style-type: none"> <li>All walkways to be kept tidy at all times.</li> <li>Due courtesy and respect of staff and Students for their fellow staff / students.</li> <li>All furniture to be situated so as to cause minimum obstruction to personnel accessing and egressing classrooms.</li> </ul>	L	L	L							
<b>Use of equipment</b>	Staff and students may be injured as a result of contact with moving equipment, interactive computer equipment and all other classroom equipment. Such injuries may include cuts, lacerations, electric shock and eye strain / irritation.	<ul style="list-style-type: none"> <li>All electrical equipment to be PAT tested on an annual basis.</li> <li>All equipment visually inspected prior to use and condemned until repaired / replaced if any defects noticed.</li> <li>PPE to be provided where required.</li> <li>Training and instruction given to all staff and students who operate the equipment.</li> <li>Students to be supervised when using equipment.</li> <li>No loose hair, clothing or jewellery to be worn when using equipment.</li> <li>Trailing cables to be secured to prevent trips.</li> </ul>	M	L	L							

Hazards Considered (under routine, non-routine & emergency conditions) Step 1 (Clause 1.3)	Who might be harmed and how Step 2 (Clause 3.2)	Examples of Control Measures: Step 3 (Clause 3.3)	Risk Rating			Further action Step 3 Consider hierarchy of controls i.e. elimination, substitution, engineering controls, signage/warning and/or administrative controls, (PPE as a last resort)	Actions Step 4 (Clause 3.4)			Risk Rating		
			Severity	Likelihood	Risk Rating		who (Name)	when (Date)	complete (Date)	Severity	Likelihood	Risk Rating
<b>COMPUTER SUITES</b>												
<b>Contact with Electricity</b>	Staff and students may be injured as a result of making contact with defective electrical computer equipment. Such injuries may include electrocution, burns and potentially death.	<ul style="list-style-type: none"> <li>All portable ICT equipment to be subject to an annual PAT test.</li> <li>All equipment visually inspected prior to use and any defective equipment not to be used until repaired.</li> <li>"Hardwire" test of main circuitry to be conducted on a 5 yearly basis.</li> </ul>	M	L	L							
<b>DSE</b>	Staff and students may suffer musculoskeletal disorders as a result of incorrect postural set-up of workstations. Such injuries may include eye strains, RSI's, back pain, carpal tunnel syndrome etc.	<ul style="list-style-type: none"> <li>All workstations set up to consider anthropometrics and ergonomics of particular age groups.</li> <li>Adequate lighting, temperature and ventilation.</li> <li>Regular breaks to be taken to ensure DSE users are not maintaining unsuitable postures.</li> <li>Leg room available beneath desks.</li> <li>Mouse mats provided.</li> <li>Students encouraged not to rest wrists on the edge of tables.</li> </ul>	L	L	L							
<b>Slips and trips</b>	Staff and students may be subject to a slip or trip as a result of being obstructed by chairs, furniture or other people. This may result in bumps, blows and potentially fractures.	<ul style="list-style-type: none"> <li>Students instructed to keep chairs suitably tucked in when using computers.</li> <li>All equipment to be positioned to ensure that no computer equipment can obstruct a walkway.</li> <li>Visual inspections of floor area to be conducted before commencement of each working day.</li> </ul>	M	L	L							
<b>DELIVERIES INTO SCHOOL PREMISES</b>												

Hazards Considered (under routine, non-routine & emergency conditions) Step 1 (Clause 1.3)	Who might be harmed and how Step 2 (Clause 3.2)	Examples of Control Measures: Step 3 (Clause 3.3)	Risk Rating			Further action Step 3 Consider hierarchy of controls i.e. elimination, substitution, engineering controls, signage/warning and/or administrative controls, (PPE as a last resort)	Actions Step 4 (Clause 3.4)			Risk Rating		
			Severity	Likelihood	Risk Rating		who (Name)	when (Date)	complete (Date)	Severity	Likelihood	Risk Rating
<b>Contact with vehicles</b>	Staff, students, parents and visitors may be injured as a result of making physical contact with a vehicle delivering goods to site. Such instances may result in bumps, blows, crush injuries, fractures and potentially fatality.	<ul style="list-style-type: none"> <li>Deliveries to take place outside of hours where school access is likely to be obstructed by people within the school where possible.</li> <li>Banks man available to support reversing vehicles and to prevent people accessing the vehicle's proximity as necessary.</li> <li>Designated delivery areas away from pedestrians.</li> <li>Adequate signage on site to direct drivers if necessary.</li> </ul>	H	L	M							
<b>Manual handling</b>	Staff may be injured as a result of using incorrect lifting techniques and attempting to lift heavy/cumbersome loads. Such injuries may result in sprains, strains, Muscular Skeletal Disorders (MSD's) and back injury.	<ul style="list-style-type: none"> <li>Staff have received Manual Handling training.</li> <li>Shared lifting practices to be adopted where appropriate.</li> <li>Large / heavy items to be assessed before handling.</li> <li>Lifting and Handling aids to be provided where necessary.</li> <li>Formal assessments of manual handling activities to be conducted for routine activities where there is a significant risk of manual handling.</li> <li>Break down large loads where possible.</li> </ul>	M	L	L							
<b>Lone working</b>	Staff may be subject to injury or abuse if lone working when taking a delivery. Such injuries may include sexual / physical assault or handling injuries. There is also a risk of staff not being discovered in the event of a serious injury occurring.	<ul style="list-style-type: none"> <li>Regular communication systems should be implemented for "at risk" staff.</li> <li>Lone worker training should be provided for "at risk" staff.</li> <li>Staff informed of emergency arrangements in the event of a lone working incident occurring.</li> <li>Means of external communication provided. I.e. phone that can dial out.</li> </ul>	M	L	L							

Hazards Considered (under routine, non-routine & emergency conditions) Step 1 (Clause 1.3)	Who might be harmed and how Step 2 (Clause 3.2)	Examples of Control Measures: Step 3 (Clause 3.3)	Risk Rating			Further action Step 3 Consider hierarchy of controls i.e. elimination, substitution, engineering controls, signage/warning and/or administrative controls, (PPE as a last resort)	Actions Step 4 (Clause 3.4)			Risk Rating		
			Severity	Likelihood	Risk Rating		who (Name)	when (Date)	complete (Date)	Severity	Likelihood	Risk Rating
COSHH	Staff, students and visitors may be injured as a result of coming into contact with substances or gasses being produced as a result of 2 or more substances mixing in the event of inadequate storage. Such injuries may include asphyxiation, chemical burns and irritation.	<ul style="list-style-type: none"> <li>Separate COSHH assessments carried out for all hazardous substances.</li> <li>Storage arrangements to be decided in association with Material Safety Data Sheet.</li> <li>COSHH training provided for staff that use/store/receive substances.</li> <li>Items not to be stored in an area where they may be subject to accidental / deliberate damage.</li> <li>Low risk substance purchase policy.</li> </ul> Immediate storage of substances into designated areas.	M	L	L							
<b>EMERGENCY SITUATIONS</b>												
First aid (A separate first aid assessment should be conducted)	In the event of an accident, injury, or emergency situation, staff, students and visitors may suffer as a result of inadequate first aid provision or incorrect first aid treatment.	<ul style="list-style-type: none"> <li>Adequate number of first aiders and emergency first aiders available in school.</li> <li>First aiders always available on educational visits.</li> <li>Training issued and refreshed continually to first aiders.</li> <li>First aid kits suitably stocked.</li> <li>First aid kits situated throughout the school.</li> <li>First aid kits regularly checked to ensure adequate provisions are available.</li> <li>School awareness of method for contacting the emergency services.</li> </ul>	M	L	L							

Hazards Considered (under routine, non-routine & emergency conditions) Step 1 (Clause 1.3)	Who might be harmed and how Step 2 (Clause 3.2)	Examples of Control Measures: Step 3 (Clause 3.3)	Risk Rating			Further action Step 3 Consider hierarchy of controls i.e. elimination, substitution, engineering controls, signage/warning and/or administrative controls, (PPE as a last resort)	Actions Step 4 (Clause 3.4)			Risk Rating		
			Severity	Likelihood	Risk Rating		who (Name)	when (Date)	complete (Date)	Severity	Likelihood	Risk Rating
<b>Fire</b>	Any person on site may be subject to serious injury / death in the event of a fire.	<ul style="list-style-type: none"> <li>Local Fire Risk Assessment conducted in school. More detailed controls contained within.</li> <li>Emergency action plan devised, communicated and tested.</li> <li>All visitors made aware of nearest fire exits and assembly points.</li> <li>Fire Safety Awareness training provided for staff.</li> </ul>	H	L	M							
<b>Bomb evacuation</b>	Any person on site may be subject to serious injury / death in the event of a bomb detonation or failure to escape during a bomb evacuation.	<ul style="list-style-type: none"> <li>Emergency evacuation procedures effectively communicated and tested throughout school.</li> <li>Alternative assembly point for bomb evacuations.</li> <li>Procedures form part of the schools Emergency Planning Policy</li> </ul>	H	L	M							
<b>Property damage</b>	All persons on site may suffer injury in the event that significant property damage may pose a risk. Such damage may include asbestos damage, structural insecurity, broken / missing windows, loose roof tiles etc... The resulting consequences of such defects can be fatal.	<ul style="list-style-type: none"> <li>Regular premise inspections conducted to identify any issues with the property's fabric.</li> <li>Regular checks of asbestos on site conducted and recorded to monitor its condition.</li> <li>Condition survey team identify major works required and allocate funds for remedial works on a priority basis.</li> <li>If major damage is noted, area cordoned off to prevent access to an area where one's safety is at risk. Efforts made to rectify problems immediately.</li> <li>Further assessment to be conducted if a dangerous property issue arises.</li> </ul>	H	L	M							


Hazards Considered (under routine, non-routine & emergency conditions) Step 1 (Clause 1.3)	Who might be harmed and how Step 2 (Clause 3.2)	Examples of Control Measures: Step 3 (Clause 3.3)	Risk Rating			Further action Step 3 Consider hierarchy of controls i.e. elimination, substitution, engineering controls, signage/warning and/or administrative controls, (PPE as a last resort)	Actions Step 4 (Clause 3.4)			Risk Rating		
			Severity	Likelihood	Risk Rating		who (Name)	when (Date)	complete (Date)	Severity	Likelihood	Risk Rating
<b>PE ACTIVITIES</b> – AfPE guidelines should be followed and a specific assessment should be conducted for activities where a significant risk of injury is present. <b>PLAYGROUND ACTIVITIES</b> (Including break times and arriving to and departing from school)												
<b>Contact with people and property</b>	<p>Staff and students may incur injury as a result of making contact with large obstructive items and other people during break times.</p> <p>This may result in:</p> <ul style="list-style-type: none"> <li>• Bumps</li> <li>• Blows</li> <li>• Bruising</li> <li>• Lacerations</li> </ul>	<ul style="list-style-type: none"> <li>• All equipment not in use to stored away.</li> <li>• Adequate supervision.</li> <li>• Sufficient space for the amount of Students.</li> <li>• All hard and sharp edges of equipment to be minimised.</li> </ul>	L	M	L							
<b>Slips and trips</b>	<p>Students may slip or trip on:</p> <ul style="list-style-type: none"> <li>• Uneven Surfaces</li> <li>• Snow/Ice</li> <li>• Poorly Maintained Ground Surface</li> <li>• Incorrectly Stored Equipment</li> </ul> <p>This may result in:</p> <ul style="list-style-type: none"> <li>• Bumps</li> <li>• Blows</li> <li>• Bruising</li> <li>• Breaks</li> <li>• Fractures</li> <li>• Sprains</li> <li>• Cuts</li> <li>• Lacerations</li> </ul>	<ul style="list-style-type: none"> <li>• Efforts made to grit external floors in icy weather.</li> <li>• Defected areas to be highlighted and cordoned off where possible.</li> <li>• Ground surfaces to be maintained in a good condition.</li> <li>• Infrequently used equipment to be stored away.</li> <li>• Good Housekeeping.</li> <li>• Visual inspection of surfaces, walkways and doors to be conducted as part of site walk round.</li> </ul>	M	L	L							

Hazards Considered (under routine, non-routine & emergency conditions) Step 1 (Clause 1.3)	Who might be harmed and how Step 2 (Clause 3.2)	Examples of Control Measures: Step 3 (Clause 3.3)	Risk Rating			Further action Step 3 Consider hierarchy of controls i.e. elimination, substitution, engineering controls, signage/warning and/or administrative controls, (PPE as a last resort)	Actions Step 4 (Clause 3.4)			Risk Rating		
			Severity	Likelihood	Risk Rating		who (Name)	when (Date)	complete (Date)	Severity	Likelihood	Risk Rating
<b>Violence and aggression</b>	Staff and students may suffer stress, bruising and potentially fractures if violent incidents occur during teaching / learning activities.  (Teachers may identify that Students have been subject to violence outside of school activities)	<ul style="list-style-type: none"> <li>Adequate supervision and awareness of pupil behaviours at all times during break times.</li> <li>Individual behaviour assessments conducted for difficult Students.</li> <li>Students encouraged to be polite and courteous towards their fellow students and teachers.</li> <li>Staff received MAPA / De-escalation training where necessary.</li> <li>Staff aware of safeguarding Students reporting procedures and designated safeguarding officer.</li> <li>Discipline / Isolation procedures in place for offending Students.</li> </ul>	M	L	L							
<b>Use of play equipment</b>	Students may incur injury as a result of incorrect use of equipment or as a result of faulty equipment.	<ul style="list-style-type: none"> <li>Students to be supervised by competent staff at all times.</li> <li>Defective Equipment must be removed from use until repaired or replaced.</li> </ul>	M	L	L							
<b>SCHOOL TRIPS AND OFF-SITE VISITS – Refer to Sheffield City Council Educational Visits Policy. A specific risk assessment is required for all educational visits.</b>												
<b>First Aid</b>	Staff, students and parents may require first aid during a school trip	<ul style="list-style-type: none"> <li>First Aid arrangements must be made prior to the visit taking place.</li> <li>Any relevant information about medical conditions etc. should be obtained from students' parents prior to the trip.</li> </ul>	M	L	L							



Hazards Considered (under routine, non-routine & emergency conditions) Step 1 (Clause 1.3)	Who might be harmed and how Step 2 (Clause 3.2)	Examples of Control Measures: Step 3 (Clause 3.3)	Risk Rating			Further action Step 3 Consider hierarchy of controls i.e. elimination, substitution, engineering controls, signage/warning and/or administrative controls, (PPE as a last resort)	Actions Step 4 (Clause 3.4)			Risk Rating		
			Severity	Likelihood	Risk Rating		who (Name)	when (Date)	complete (Date)	Severity	Likelihood	Risk Rating
<b>SITE SECURITY</b>												
<b>Violence and aggression</b>	Staff, students, visitors and contractors may suffer stress, bruising and potentially fractures if violent incidents occur during teaching / learning activities.	<ul style="list-style-type: none"> <li>Staff received MAPA / De-escalation training.</li> <li>Ensure perimeter fencing is secure and maintained in a good condition.</li> <li>Ensure all external gates locked if possible.</li> <li>Ensure there is a system to control entrance to the building(s).</li> <li>Ensure there is signage to steer visitors to the main entrance.</li> <li>Minimise the number of entrance points into the school.</li> <li>Limit the number of keys issued to staff.</li> <li>Ensure there is a system in place to lock doors and windows when the school is unoccupied.</li> <li>Visitors must sign in and wear a 'visitors' badge.</li> <li>Visitors to be asked for proof of identity and not permitted to wander the school alone.</li> <li>Intruder alarms must be tested regularly and recorded.</li> <li>Emergency out of hours telephone contacts should be available.</li> </ul>	M	M	M	<ul style="list-style-type: none"> <li>Review provision of MAPA for staff</li> </ul>	AF/JWT MB	Aut 2016				

Hazards Considered (under routine, non-routine & emergency conditions) Step 1 (Clause 1.3)	Who might be harmed and how Step 2 (Clause 3.2)	Examples of Control Measures: Step 3 (Clause 3.3)	Risk Rating			Further action Step 3 Consider hierarchy of controls i.e. elimination, substitution, engineering controls, signage/warning and/or administrative controls, (PPE as a last resort)	Actions Step 4 (Clause 3.4)			Risk Rating		
			Severity	Likelihood	Risk Rating		who (Name)	when (Date)	complete (Date)	Severity	Likelihood	Risk Rating
<b>General premise condition</b>	All persons on site may suffer injury in the event that significant property damage may pose a risk. Such damage may include asbestos damage, structural insecurity, broken / missing windows, loose roof tiles etc... The resulting consequences of such defects can be fatal.	<ul style="list-style-type: none"> <li>Regular premise inspections conducted to identify any issues with the property's fabric.</li> <li>Regular checks of asbestos on site conducted and recorded to monitor its condition.</li> <li>Condition survey team identify major works required and allocate funds for remedial works on a priority basis (Interserve FM)</li> <li>If major damage is noted, area cordoned off to prevent access to an area where one's safety is at risk. Efforts made to rectify problems immediately.</li> <li>Further assessment to be conducted if a dangerous property issue arises.</li> </ul>	M	L	L							
<b>Perimeter fencing</b>	<p>Students may incur injuries whilst attempting to climb perimeter fencing.</p> <p>This may result in:</p> <ul style="list-style-type: none"> <li>Falling from height</li> <li>Impalement</li> <li>Cuts</li> <li>Lacerations</li> </ul>	<ul style="list-style-type: none"> <li>Staff to supervise students during break times ensuring they do not climb the fencing.</li> </ul>	M	L	L							
<b>ADDITIONAL INFORMATION</b>												

Consider if any additional hazards are created and control measures are required if this activity is undertaken in non-routine or emergency conditions:		Review Date (Step 5) :	
Assessors Signature:  MJ Bland	Date: 9 <sup>th</sup> July 2016	Authorised By: Adele France (Business Manager)  	Date: August 2016

*\* To determine if your control measures are adequate, that is, have you have done everything reasonably practicable to protect people from harm, compare your control measures with good practice. Another common approach of evaluating risk involves working out the risk level by categorising the likelihood of the harm and the potential severity of harm using the matrix below. The risk level determines which risks should be tackled first.*

Potential Severity of Harm	High (e.g. death or paralysis, long term serious ill health)	Medium	High	High
	Medium (an injury requiring further medical assistance or is a RIDDOR incident)	Low	Medium	High
	Low (minor injuries requiring first aid)	Low	Low	Medium
		Low (The event is unlikely to happen)	Medium (It is fairly likely it will happen)	High (It is likely to happen)
		Likelihood of Harm Occurring		

Risk Definitions	
Low	Controls are adequate, no further action required, but ensure controls are monitored and any changes reassessed.
Medium	Consideration should be given as to whether the risks can be reduced using the hierarchy of control measures. Risk reduction measures should be implemented within a defined time periods. Arrangements should be made to ensure that the controls are maintained and monitored for adequacy.
High	Substantial improvements should be made to reduce the level to an acceptable level. Risk reduction measures should be implemented urgently with a defined period. Consider suspending or restricting the activity, or applying interim risks controls. Activities in this category <b>must</b> have a written method statement/safe system of work and arrangements must be made to ensure that the controls are maintained and monitored for adequacy.