



Risk Assessment Policy

Policy Reference	
Committee	FAP
Completed Review Date	May 2025
Policy Owner	Business Manager
Ratified by Governors	
Next Review Due	May 2026

Signed by Principal	
Signed by Chair of Governor	

MONITORING, EVALUATION AND REVIEW

This policy will be reviewed when there are changes in the law or at least every two years, to assess implementation and effectiveness in line with DfE guidance September 2022.

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PREFACE

Chiltern Hills Academy is a learning environment at the heart of its community. We encourage every person in our community to:

Create, Aspire and Excel to 'Live life in all its fullness' (John 10:10)

We achieve this through our dedication to the seven Christian values of love, hope, self-discipline, compassion, forgiveness, respect and honesty.

We are a community in which staff, students and parents work collaboratively to develop a learning environment and organisation which is spiritual, safe, innovative, creative and exciting. All members of the Academy are motivated and inspired by the vision to give their best and to play a full part in the life of the school and in their own developing lives.

The Governors at Chiltern Hills Academy are committed to achieving the vision and values. They oversee and monitor this policy to ensure that this is being achieved.

1. Introduction

A risk assessment is a careful examination of what, in your work, could cause harm to people and the environment, so that you can weigh up whether you have taken enough precautions or should do more to prevent harm. A risk assessment is an important step in protecting staff, pupils, visitors, contractors, the environment and Chiltern Hills Academy as a whole. It helps staff focus on the risks within their department and activities that they undertake. In many instances, straightforward measures can readily control risks; for example, ensuring staff have sufficient information when they are offsite, operating machinery or using chemicals, spillages are cleaned up promptly, so people do not slip, or good housekeeping is maintained to ensure people do not trip. A printable risk assessment form is included within this policy.

WHEN SHOULD A RISK ASSESSMENT BE COMPLETED?

The Management of Health & Safety at Work Regulations 1999 requires an assessment to be made of the risks arising out of the activities that Chiltern Hills Academy undertakes.

WHO IS RESPONSIBLE FOR DRAWING UP AND CHECKING RISK ASSESSMENTS?

There is a requirement for all departments, to explain to staff how health and safety is managed for their department, sport or activity. All staff have a responsibility for ensuring risk assessments are completed for their area of work, and the Head of Department should check and monitor assessments. This may be by one assessment, by a number of assessments linked together, or by individual assessments for different tasks/activities, offsite visits, experiments, machinery or processes within the department.

2. Storing Assessments

Once the completed assessments have been shared with appropriate staff and students, they need to be uploaded onto T Drive. This will allow staff quick access to the latest assessment. Sharing of assessments and best practice will ensure that the assessments are improved and that staff have good, reliable information.

3. Definitions

A hazard is anything that may cause harm, such as chemicals, electricity, working from ladders, an open drawer etc. The risk is the chance, high or low, that somebody could be harmed by these and other hazards, together with an indication of how serious the harm could be.

4. How To Carry Out A Risk Assessment

Step 1 – What are the hazards?

Consider how someone may be harmed; this will help to identify the hazards. Disregard the inconsequential or the trivial. Walk around your classroom or office or sports area ; think through your task or activity; ask the staff doing the task; consider the location, duration, purpose of your visit; are there long-term health hazards associated with the task? Consult the manufacturer's instructions, safety data sheets, trade associations, associated websites etc.

Step 2 – Who may be harmed and how?

Consider each hazard and who may be harmed and how they may be harmed. Who may be? Students, teaching, office, cleaning, maintenance, and/or security staff, visitors etc. Identify groups, which are more vulnerable such as young persons, the disabled, lone working staff, contractors, members of the public, etc. How? May be from tripping on a bag left on the floor, accessing a box from a high shelf, putting up displays from a step ladder, sports activity, noise, machinery etc

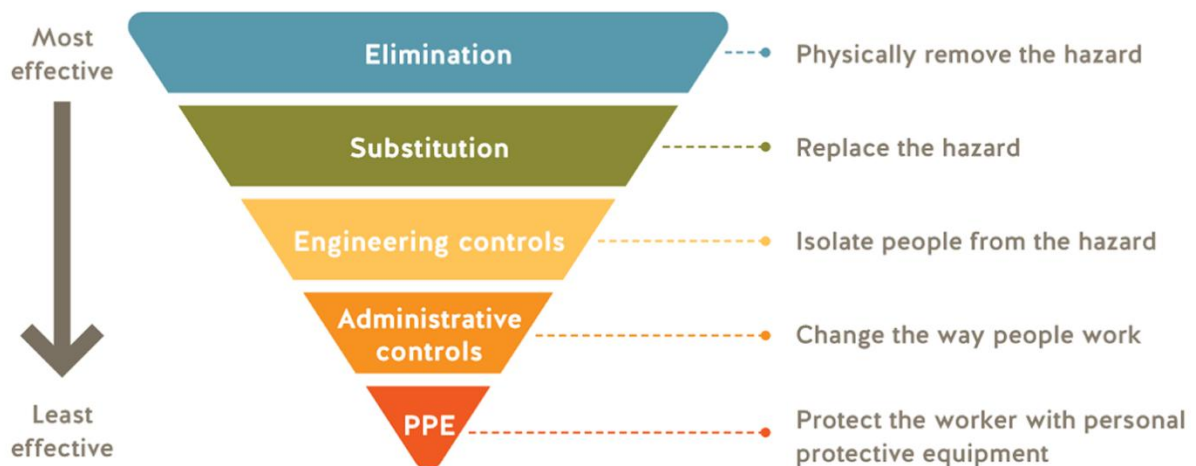
Step 3 – What are you already doing?

Having spotted the hazards consider what is already in place to control them. Compare your list to good practice, is there more that could be done? When controlling risks, apply the following principles, if possible, in the following order:

1. Can I remove the hazard altogether?
2. If not, how can I control the risks so that harm is unlikely?
3. Try a less risky option (e.g. switch to using a less hazardous chemical)
4. Prevent access to the hazard (e.g. by guarding)
5. Organise work to reduce exposure to the hazard (e.g. put barriers between students/staff and the works)
6. Issue personal protective equipment (e.g. clothing, footwear, goggles, etc.)
7. Provide welfare facilities (e.g. first aid, removal of contamination).

Within this step there is a heading of “What further action is needed?”

Have the risks been reduced as far as possible or is there a need for more? For instance, you may consider that staff require refresher training on the machinery/task/activity. You may feel that before the trip goes ahead the ratio of staff to students should be increased. Without the increase in staff you could not go ahead with the trip. There may have been a change of legislation or best practice and therefore new equipment or additional equipment is required.



Step 4 – How will you put the assessment into action?

The completed risk assessment must be shared with the appropriate staff and, where necessary, students. You may have outstanding issues. If so, prioritise; say what needs to be done, by when and by whom. Remember the assessment demonstrates how the event, task, activity etc. is to be managed.

Step 5 – Monitor and Review –

There are a number of occasions, such as offsite activities, an event, a project etc. where it is recommended that a post-event review carried out. Once the review has taken place, use this section to make comments/action points for when the situation is carried out again. This will assist staff to improve the situation in the future.

- Review** - Few activities, classrooms etc. stay the same. Sooner or later, a piece of new equipment, substance, procedure etc. is brought in; this can lead to new hazards and therefore the assessment will need to be reviewed. Should no changes occur that you are aware of, there will still be a need to review the assessment and it is suggested that the assessment be reviewed on an annual basis.

6. Signature and Sharing with Staff

The person who has completed the assessment should enter their name and the name of the manager. Once the content is agreed with the manager it should be forwarded electronically to the Finance Office who will upload it onto the shared drive.

RISK ASSESSMENT FORM:	Event:
	Date and Time:

Hazard/ Risk	Who is at Risk?	How can the hazards cause harm?	Normal Control Measures	Are Normal Control Measures Y/N/NA		Action to be taken if inadequate
				In Place	Adequate	

Risk Assessment Carried Out By:

Name: _____ Signed: _____ Date: _____

Spot Checked by:

Manager's Name: _____ Signed: _____ Date: _____