

LUCTON SCHOOL



RISK ASSESSMENT POLICY

Safety is everybody's business.

AMENDMENTS & REVIEW DATES

Ser	Amendment / Review	Date	Remarks / Details
(a)	(b)	(c)	(d)
1	Authored	4 Aug 17	Operations Manager – R J Brown
2	Checked & Updated	31 Aug 18	Operations Manager – R J Brown
3	Checked & Updated	29 July 2019	Operations Manager – R J Brown
4	Checked & Updated	3 July 2020	Operations Manager – R J Brown
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CONTENTS

Page	Contents
(a)	(b)
1	Title Page
2	Amendments & Review Dates Contents
3	Risk Assessment Policy Statement
4	Introduction The Risk Assessment
5-7	Areas for Risk Assessments
8	Conducting a Risk Assessment
8-9	Compliance
10-14	Annex A – Five Steps to Risk Assessment
15-16	Annex B – Calculating the Risk Rating
17-18	Annex C – Lucton School Risk Assessment - Blank

“Sensible risk management is about practical steps to managing real risks, not bureaucratic back covering. Address the real risks, not only to pupils, but also to the health and well-being of your staff. And remember, risk assessment is just good planning – keep it fit for purpose and act on it.”

Sir Bill Callaghan, former Chairman, HSC

RISK ASSESSMENT POLICY STATEMENT

The Board of Governors and Head Teacher state that:

- a. The Governors and Head Teachers (Nursery, Prep School & Main School) are fully aware of their responsibilities under the Health and Safety at Work Act 1974 and other Health and Safety legislation relevant to the School's operation. In order to meet these responsibilities, they regard Health and Safety of paramount importance and give it the highest priority.
- b. The objective of the Risk Assessment Policy is to minimise risks to the Health and Safety of the Pupils, Staff and others affected by the School's activities, by identifying and then controlling hazards.
- c. The Acting Heads, assisted by the Health and Safety Officer (Operations Manager), will provide a positive lead in organising Risk Assessment activities, using the best available knowledge and methods and whatever resources are necessary to achieve the required standards.
- d. Accident prevention is essential for the smooth and efficient running of the School requiring full co-operation between all concerned.
- e. Staff are under a legal obligation to co-operate fully in Health and Safety matters by ensuring that all areas are safe for themselves and others. They are also required to act in a safe way themselves, use protective equipment provided, follow the Health and Safety Rules, Regulations and Requirements and report any hazardous conditions to their Head of Department or their respective Acting Head Teacher.

Signed:

Mr J Goode / Mrs E Niblett – Acting Head Teachers

Signed:

Dr Antony Paterson – Chairman, Board of Governors

Dated: 1 September 2020

Lucton Pierrepont School
Educational Trust

Lucton School
Lucton
LEOMINSTER
HR6 9PN



INTRODUCTION

Aim

01001. The aim of this document is to bring together all aspects of Risk Assessment which apply throughout the whole of Lucton School. It will additionally be able to be used as the under arching document when dealing with Risk Assessment.

01002. This policy applies to all areas of school activity; Nursery, Prep School, Middle, Senior and Sixth Form as well as the Equestrian Centre (stables), swimming pool, sporting activity, school trips (both foreign and domestic), extracurricular activities maintenance / building works, carried out by our own staff or contractors. It covers the operational procedures of the school until further review and confirms 2020 policy and beyond.

01003. The Governors of Lucton School are fully committed to promoting the safety and welfare of all in our community so that effective education can take place. Their highest priority lies in ensuring that all the operations within the school environment, both educational and support, are delivered in a safe manner that complies fully with not just with the law; but with best practice. Risks are inherent in everyday life. We need to identify them and to adopt systems for minimising them. Our students need to be educated into how to cope safely with risk.

01004. The Acting Headteachers' are responsible for making sure that risk assessments are completed, logged and effectively monitored. Reviews are conducted when there is any change to equipment or resources, any change to the school's premises, or when particular needs of a child or other visitor necessitate this.

01005. The Acting Headteachers' are further responsible for conducting any necessary reviews or making changes to the school's policies or procedures in the light of any potential risks that they or other members of staff discover.

THE RISK ASSESSMENT

What is a Risk Assessment?

02001. A Risk Assessment (RA) is nothing more than 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 the correct precautions or should do more to prevent harm.

02002. The risk assessment is an important tool when protecting staff, pupils, visitors, contractors, the environment and Lucton School as a whole.

02003. 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.

Definitions & Types of RA

02004. The following are useful definitions when creating risk assessments:

- a. **Hazard** - is something with the potential to cause harm (e.g. fire).
- b. **Risk** - is an evaluation of the probability (or likelihood) of the hazard occurring (e.g. a chip pan will catch fire if left unattended).
- c. **Risk Assessment** - is the resulting assessment of the severity of the outcome (e.g. loss of life, destruction of property). To calculate the risk, see Annex B.

d. **Risk Control Measures** - are the measures and procedures that are put in place in order to minimise the consequences of unfettered risk (e.g. staff training, clear work procedures, heat detectors, fire alarms, fire practices, gas and electrical shut down points and insurance).

02005. Accidents and injuries can ruin lives, damage reputations and cost money. Apart from being a legal requirement, risk assessments therefore make good sense, focusing on prevention, rather than reacting when things go wrong. In many cases simple measures are very effective and not costly.



02006. Risk assessments need reviewing and updating regularly (annually in settings providing for EYFS children). At Lucton School we are very aware that all staff and pupils need to receive training. A “library” of risk assessments is maintained by the Operations Manager. The HR Manager is responsible for keeping records of staff training in the personnel files.

02007. Lucton School uses three different types of Risk Assessments (RA) - generic, specific and dynamic risk assessments, for our educational activities and visits. All teaching staff and school staff should receive regular induction and refresher training in risk assessments tailored to their specific areas:

- a. **Generic RA** - Generic activities are those which although they are carried out at different times and locations, the hazards and risks are largely the same and do not change. For this type of activity generic risk assessments can be produced as a model for guidance only.
- b. **Specific RA** - this may be applicable where the hazards and risks are only applicable to a certain activity and also where there is a requirement in legislation to undertake a specific assessment for example COSHH, new and expectant mothers.
- c. **Dynamic RA** – this is a continuous process of identifying the hazards that occur in for example an emergency situation, assessing the risks and taking immediate action to eliminate or reduce these to an acceptable level.

AREAS FOR RISK ASSESSMENT

What Areas Require Risk Assessments?

03001. There are numerous activities carried out in Lucton School, each of which requires a separate risk assessment. The most important of these cover:

- a. Fire safety, procedures and the Lucton School environment – both indoors and outdoors
- b. Educational visits and trips.

03002. A visual inspection of both the equipment and the entire premises – both indoor and outdoor – should be carried out daily. This will, ordinarily, be carried out by designated members of staff, per department on arrival at the school and will be completed before any children arrive. During the school day, staff are to be vigilant and continuously aware of any potential risks to health and safety arising from:

- a. The School’s environment, both indoors and outdoors;
- b. All surfaces, both indoors and outdoors;
- c. All equipment used by children or staff.

03003. On discovering a hazard, staff will take all steps necessary to making themselves and any other people potentially affected safe. They will then notify the Operations Manager and ensure that a record is made in the Incident Record System.

03004. Risk assessments are also needed for many other areas, including:

Educational

03005. Examples of Educational RAs may include, but not exclusive for:

- a. Science experiments
- b. Design and Technology
- c. Each sport and PE activity
- d. CCF / DofE Award Scheme
- e. Art
- f. Music (including minimising the risk of hearing loss to staff)
- g. Drama (including the theatre back stage, stage, props room and lighting box)

Pastoral

03006. The focus of our pastoral policy is to ensure that every pupil leaves as a confident, articulate young adult capable of keeping him / herself safe on the streets, in the home and in all situations. Our PSHE programmes and Assemblies are directed towards promoting an increasing understanding as the pupil develops, of the risks that exist in both the real and the electronic worlds, and on sensible precautions that should be taken. Our Science lessons encourage students to conduct their own safety-related research into the potential hazards of chemicals, gas, electricity and flammable materials.

Medical & First Aid

03007. The Medical area has risk assessments for first aid and all other treatments and procedures. The accident forms are maintained in the Medical Area and the School Matron is responsible for ensuring that accident reports are passed to the Pastoral Deputy Head and Operations Manager. The School's separate First Aid policy explains the procedures that should be followed in the event of a medical emergency. The Operations Manager is responsible for reporting any notifiable accident (or disease) that occurs on school premises to a pupil, member of staff, parent, visitor or contractor to the HSE in accordance with the Reporting of Injuries Diseases and Dangerous Occurrence Regulations (RIDDOR)¹.

Unsupervised Access by Pupils

03008. We ensure that pupils understand why they do not have unsupervised access to potentially dangerous areas, such as the swimming pool, the science laboratories, the design technology rooms, etc. Doors to these areas are kept locked at all times when not in use. All flammables are kept securely locked. Pupils do not have access to the Grounds, Maintenance, Catering and Caretaking areas of the school.

¹ <https://www.hse.gov.uk/pubns/edis1.pdf>

Child Protection

03009. Our Child Protection policies and training for all staff form the core of our child protection risk management. Safer recruitment policies and procedures ensure that the school is not exposed to the risk of employing staff who are barred from working with children, and are not allowed to work in the UK. By extending this regime to Governors, volunteers and the adult members of the households of staff who are accommodated on site, and by ensuring that everyone in our community receives regular child protection training, we manage this risk to an acceptable level.

Support Areas

03010. Additional areas of the school which provide direct support are:

- a. Catering and Cleaning - risk assessments and training is required for every item of catering and cleaning equipment, as well as for manual handling, slips and trips and the control of substances hazardous to health (COSHH). Induction and refresher training cover risk assessments, protective equipment and safety notices. The catering at Lucton School is contracted out and they should take the lead where they are responsible for their operations.
- b. Caretaking and Security - risk assessments cover every room, laboratory, stairs, corridor and emergency exit in the entire school, (including boarding houses). Particular emphasis in training is given to minimising the risk of both fire and to security by adhering to good practice. Risk assessments also cover manual handling, working at heights, and asbestos. Induction and refresher training covers risk assessments, protective equipment and safety notices.
- c. Maintenance - risk assessments and training is required for every group of tools and items of equipment, as well as for manual handling, slips and trips, working at height, lone working, asbestos, control of contractors on site, electricity, gas, water, swimming pool maintenance and the control of substances hazardous to health (COSHH). Induction and refresher training cover risk assessments, safe working practices, communication and health and safety notices and protective equipment. A system of Tool Box Talks should be adopted.
- d. Grounds - risk assessments and training is required for every tool and piece of machinery, as well as for manual handling, slips and trips, working at height, lone working, use of pesticides, storage of flammables and COSHH. Induction and refresher training covers risk assessments, protective equipment and safety notices.
- e. Office staff - risk assessments are required for the display screen equipment and cables used by those staff (primarily office-based) who spend the majority of their working day in front of a screen.

Areas of Potential Risk

03011. Areas of potential risk which may require measures taken to protect the school against such risks are:

- a. Safer recruitment of staff, Governors and volunteers
- b. Measures to ensure the selection, training and appraisal of appropriately qualified staff and Governors

CONDUCTING A RISK ASSESSMENT

Techniques

04001. There are several possible techniques; but at Lucton School we use the model recommended by the HSE² in its publication “Five Steps to Risk Assessment” – see Annex A.

04002. Our policy at Lucton School is where possible not to carry out any high-risk activity. This is clearly outlined in a very comprehensive guide to organising educational visits. Activities involving pupils are normally low risk. We undertake a few medium risk activities with older pupils, such as riding, canoeing skiing and orienteering; but only using specialist / qualified instructors.

04003. Pupils are always given a safety briefing before participating in these activities, and are expected to wear personal protective equipment (PPE), such as mouth-guards, and to follow instructions. We will always employ specialists to high risk tasks. Support staff may only carry out medium rated activities if they have been properly trained and work in pairs. All members of staff and pupils are expected to wear personal protective equipment (PPE) for tasks that have been assessed as requiring its usage.

Specialist Risk Assessments

04004. The Operations Manager arranges for specialists to carry out the following risk assessments:

- a. Fire Safety
- b. Asbestos
- c. Legionella
- d. Gas safety
- e. Electrical safety

Reviews

04005. All risk assessments are reviewed and recorded, when major structural work is planned, or in the event of an accident. The separate policy on the management of health and safety describes the arrangements for regular health and safety audits of the fabric of the school, its plant, machinery and equipment, together with its arrangements for catering and cleaning and for water sampling.

Responsibilities of all Staff

04006. All members of staff should receive thorough induction into the school’s arrangements for risk assessments and health and safety (which is recorded). Specialist training is given to those whose work requires it; however, staff are responsible for taking reasonable care of their own safety, together with that of pupils and visitors. They are responsible for cooperating with the Acting Heads, the H&S Governor and other members of the SMT in order to enable the Governors to comply with their health and safety duties. Finally, all members of staff are responsible for reporting any risks or defects to the Operations Manager.

COMPLIANCE

Audit Compliance Statements

05001. An annual Company compliance risk assessment should be presented by the Acting Heads and the Finance Manager to the Governors to approve as Trustees of the Charity at the same time that they review the audited accounts. This report analyses:

²<https://www.hse.gov.uk/pubns/indg163.pdf>

- a. The financial procedures and controls
- b. The major risks to the school, including:
 - (1) Strategic risk – including:
 - (a) Loss of fee income
 - (b) Damage to reputation
 - (c) Failure to teach the correct syllabus
 - (d) Risk of a child protection issue
 - (e) Gaps in Governor skills
 - (f) Conflicts of interest
 - (g) Employment disputes
 - (h) Major health and safety issues
 - (i) Possible data loss
 - (j) Risk of fire, flood and land slip
 - (k) Poor cash flow management
 - (l) Fraud
 - (m) Loss through inappropriate investments
 - (n) Insurance
 - (o) Strong Financial Controls

05002. The School should use professional advice from lawyers, accountants, architects, etc. as needed. Governors are invited to approve the compliance risk assessment annually and to endorse the insertion of a statement along the following lines (or a more detailed version thereof) in the school's annual accounts:

Either:

"The Trustees have assessed the major risks to which the charity is exposed, in particular those related to the operations and finances of the Trust, and are satisfied that systems are in place to manage our exposure to the major risks".

Or:

"The Directors have assessed the major risks to which the company is exposed, in particular those related to the operations and finances of the Company, and are satisfied that systems are in place to manage our exposure to the major risks".

Five Steps to Risk Assessment

A0001. This policy contains a generic risk assessment template which has been produced to assist our school with the risk assessment process and should form a good foundation for identifying hazards, assessing risks and implementing controls; however, you must also pay attention to our own school environment.

A0002. The risk assessment process is based on the format contained in the HSE website for controlling risk³, and the risk assessment template falls in line with the IOSH⁴ (Institute of Occupational Safety and Health) recommended paperwork, see below and Annex B. The template should list the hazards identified in the school environment and their associated risks and also a range of control measures that should be in place to eliminate or reduce the risks. The form needs to be adapted by a competent person from Lucton School, who can complete the rest of the form having considered the generic hazards, risks and control measures listed on the form and adding any site specific items identified.

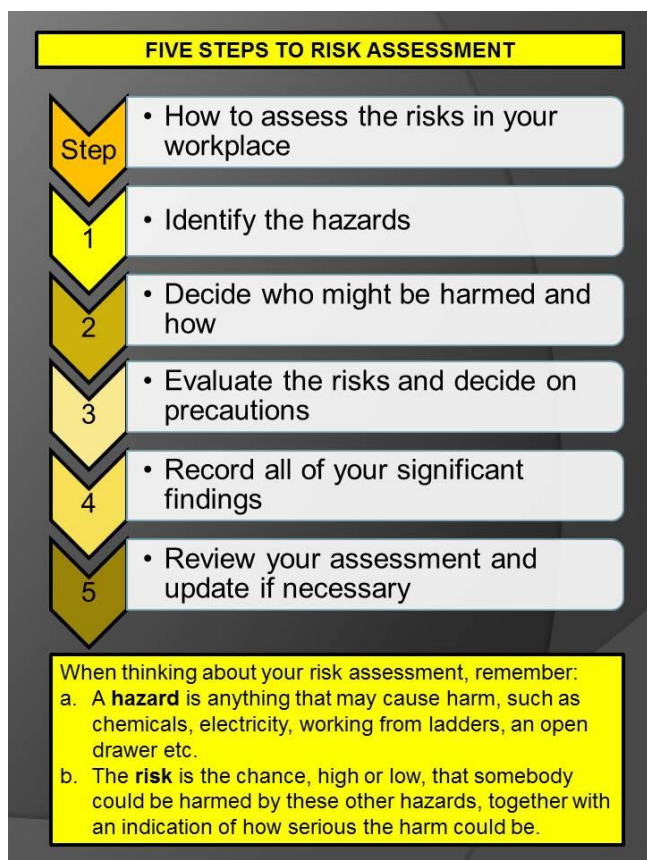


Figure A1

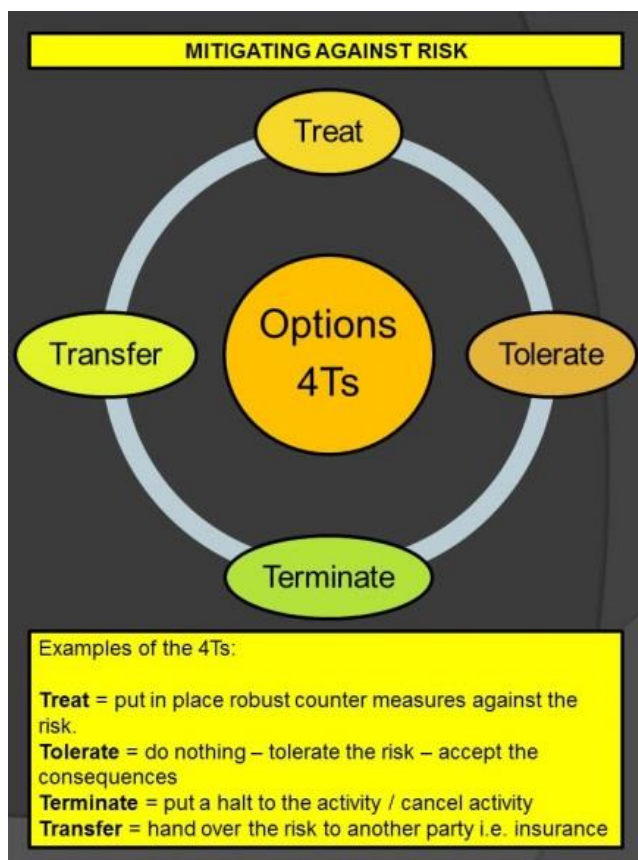


Figure A2

Step 1 - Identify the Hazards

A0003. One of the most important aspects of your risk assessment is accurately identifying the potential hazards in your workplace. A good starting point is to walk around your workplace and think about any hazards. In other words, what is it about the activities, processes or substances used that could injure your employees or harm their health?

A0004. 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:

³ <https://www.hse.gov.uk/risk/>

⁴ <https://iosh.com/>

- a. 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
- b. Look back at your accident and ill-health records - these often help to identify the less obvious hazards
- c. Take account of non-routine operations (e.g. maintenance, cleaning operations or changes in production cycles)
- d. Remember to think about long-term hazards to health (e.g. high levels of noise / vibration or exposure to harmful substances)
- e. Visit the [HSE website](#). HSE publishes practical guidance on hazards and how to control them

A0005. There are some hazards with a recognised risk of harm, for example working at height, working with chemicals, machinery, and asbestos. Depending on the type of work you do, there may be other hazards that are relevant to your business.

Step 2 - Decide Who Might Be Harmed & How

A0006. Think how staff and students (or others who may be present such as contractors or visitors) might be harmed. Ask staff (and students if appropriate) what they think the hazards are, as they may notice things that are not obvious to you and may have some good ideas on how to control the risks.

A0007. For each hazard you need to be clear about who⁵ might be harmed; it will help you identify the best way of controlling the risk. That doesn't mean listing everyone by name, but rather identifying groups of people (e.g. 'people working in the storeroom' or 'passers-by'). Remember:

- a. Some workers have particular requirements, for example new and young workers, migrant workers, new or expectant mothers, people with disabilities, temporary workers, contractors, homeworkers and lone workers.
- b. Think about people who might not be in the workplace all the time, such as visitors, contractors and maintenance workers.
- c. Take members of the public into account if they could be hurt by your activities.
- d. If you share your workplace with another business, consider how your work affects others and how their work affects you and your workers. Talk to each other and make sure controls are in place.
- e. Ask your workers if there is anyone you may have missed.

Step 3 - Evaluate the Risks & Decide on the Precautions

A0008. Having identified the hazards, you then have to decide how likely it is that harm will occur; i.e. the level of risk and what to do about it. Risk is a part of everyday life and you are not expected to eliminate all risks. What you must do is make sure you know about the main risks and the things you need to do to manage them responsibly.

A0009. Generally, you need to do everything 'reasonably practicable'. This means balancing the level of risk against the measures needed to control the real risk in terms of money, time or trouble; however, you do not need to take action if it would be grossly disproportionate to the level of risk.

⁵ This certainly includes people, but also animals, vehicles and property.

A0010. Your risk assessment should only include what you could reasonably be expected to know - **you are not expected to anticipate unforeseeable risks.**

A0011. Look at what you're already doing, and the control measures you already have in place. Ask yourself:

- a. Can I get rid of the hazard altogether⁶?
- b. If not, how can I control the risks so that harm is unlikely?

A0012. Some practical steps you could take include:

- a. Trying a less risky option
- b. Preventing access to the hazards
- c. Organising work to reduce exposure to the hazard
- d. Issuing protective equipment
- e. Providing welfare facilities such as first aid and washing facilities
- f. Involving and consulting workers

A0013. Improving health and safety need not cost a lot. For instance, placing a mirror on a dangerous, blind corner to help prevent vehicle accidents is a low-cost precaution considering the risks. Failure to take simple precautions can cost you a lot more if an accident does happen.

A0014. Involve your workers, so that you can be sure that what you propose to do will work in practice and won't introduce any new hazards.

A0015. If you control a number of similar workplaces containing similar activities, you can produce a 'model' risk assessment reflecting the common hazards and risks associated with these activities.

A0016. You may also come across 'model' assessments developed by trade associations, employers' bodies or other organisations concerned with a particular activity. You may decide to apply these 'model' assessments at each workplace, but you can only do so if you:

- a. Satisfy yourself that the 'model' assessment is appropriate to your type of work.
- b. Adapt the 'model' to the detail of your own work situations, including any extension necessary to cover hazards and risks not referred to in the 'model'.

Step 4 - Record Your Significant Findings

A0017. Make a record of your significant findings - the hazards, how people might be harmed by them and what you have in place to control the risks. Any record produced should be simple and focused on controls.

A0018. Any paperwork you produce should help you to communicate and manage the risks for your activity at Lucton School. For most people this does not need to be a big exercise - just note the main points down about the significant risks and what you concluded. An easy way to record your findings is to use the blank Lucton School Risk Assessment. When writing down your results keep it simple, for example 'Fume from welding: local exhaust ventilation used and regularly checked'. A risk assessment must be 'suitable and sufficient', i.e. it should show that:

⁶ Refer to Figure 2 for methods of reducing or eliminating risk – 4Ts

- a. A proper check was made
- b. You asked who might be affected
- c. You dealt with all the obvious significant hazards, taking into account the number of people who could be involved
- d. The precautions are reasonable, and the remaining risk is low
- e. You involved your employees or their representatives in the process

A0019. Where the nature of your work changes fairly frequently or the workplace changes and develops (e.g. a construction site), or where your workers move from site to site, your risk assessment may have to concentrate more on a broad range of risks that can be anticipated. If your risk assessment identifies a number of hazards, you need to put them in order of importance and address the most serious risks first.

A0020. Identify long-term solutions for the risks with the biggest consequences, as well as those risks most likely to cause accidents or ill health. You should also establish whether there are improvements that can be implemented quickly, even temporarily, until more reliable controls can be put in place and remember:

The greater the risk the more robust and reliable the control measures will need to be.

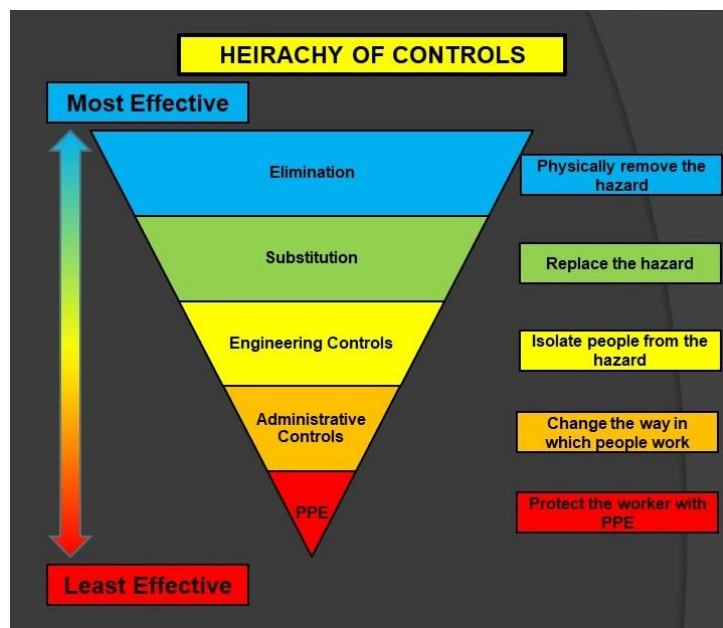


Figure A3

Step 5 - Review Your Risk Assessment and Update if Necessary

A0021. Few workplaces stay the same and Lucton School is expanding. Sooner or later, you will bring in new equipment, substances and procedures that could lead to new hazards. So it makes sense to review what you are doing on an ongoing basis, look at your risk assessment again and ask yourself:

- a. Have there been any significant changes?
- b. Are there improvements you still need to make?
- c. Have your workers spotted a problem?
- d. Have you learnt anything from accidents or near misses?

A0022. Any problems or questions with the completion of the risk assessment you are working on should be directed to the Operations Manager.

Finally ensure:

Your risk assessment stays up to date.

Calculating the Risk Rating

Definitions

B001. The following are useful definitions when creating risk assessments:

- a. **Hazard** - is something with the potential to cause harm (e.g. fire).
- b. **Risk** - is an evaluation of the probability (or likelihood) of the hazard occurring (e.g. a chip pan will catch fire if left unattended).
- c. **Risk Assessment** - is the resulting assessment of the severity of the outcome (e.g. loss of life, destruction of property).
- d. **Risk Control Measures** - are the measures and procedures that are put in place in order to minimise the consequences of unfettered risk (e.g. staff training, clear work procedures, heat detectors, fire alarms, fire practices, gas and electrical shut down points and insurance).

Calculation

B002. To calculate the Risk Rating for the activity, use the following formula:

$$\text{Risk} = \text{Likelihood} \times \text{Consequence}$$

The likelihood is the chance of the hazard coming to fruition or happening and the consequence is the outcome of the incident if it happens. For example, if a child falls over what would the consequence be? Grazed knees or a broken wrist etc.

B003. To assist with the calculation, attached on the risk assessment form is a risk matrix. For school use it is a 5 x 5 matrix⁷. Others are available, 3 x 3, 10 x 10 etc. but for normal school use this is adequate for our purposes:

Risk = Likelihood X Consequence

5	5	10	15	20	25
4	4	8	12	16	20
3	3	6	9	12	16
2	2	4	6	8	10
1	1	2	3	4	5
	1	2	3	4	5

Consequence		Likelihood	
1	Minor injury not requiring first aid	1	Once in 100years or less
2	First Aid Up to 7 days off work / school	2	>100years, <10 years
3	7 days + off work / school (RIDDOR / agency reportable)	3	>10years, < 1 year
4	Major injuries or long incapacity / disability	4	More than once a year
5	Death or major permanent incapacity	5	More than once a month

Figure B1

⁷ See Figure B1

B004. A matrix is used as it is straight forward, easy to calculate from and has set detail per increment. Risk is subjective, and interpreted by individuals differently depending upon their risk appetite. For example, a stunt man would be more comfortable with dangerous situations than an untrained actor. Therefore, using a matrix cuts down on personal interpretation and brings a standard to the organisations risk assessments.

B005. If when calculated the risk rating is still too high, then use additional controls until you lower the rating to a suitable level. Certain activities, such as horse riding or rugby will have inherent risk, which even with the best will in the world cannot be fully removed, therefore there has to be a certain tolerance for risk. This is referred to as the 'risk benefit', i.e. does a certain amount of risk bring benefit the person undertaking the activity? In other words, the benefit of the risk outweighs the termination of the activity.



LUCTON SCHOOL RISK ASSESSMENT – Add Title

School Area / Activity:	Assessor:
Date:	Signature:

What is the hazard?	Who might be harmed?	How might people be harmed?	Existing risk control measures	Risk rating			Additional controls	New risk rating (residual)			Action / monitored by whom?	Action / monitored by when?
				L	C	R		L	C	R		

Head of Establishment:	Signature:
Head of Department / Operations Manager:	Signature:
Dynamic Risk Assessment Required: Yes / No	Event Going Ahead: Yes / No

Risk = Likelihood X Consequence

5	5	10	15	20	25
4	4	8	12	16	20
3	3	6	9	12	16
2	2	4	6	8	10
1	1	2	3	4	5
	1	2	3	4	5

Consequence		Likelihood	
1	Minor injury not requiring first aid	1	Once in 100years or less
2	First Aid Up to 7 days off work / school ⁸	2	>100years, <10 years
3	7 days + off work / school (RIDDOR / agency reportable)	3	>10years, < 1 year
4	Major injuries or long incapacity / disability	4	More than once a year
5	Death or major permanent incapacity	5	More than once a month

Blank Risk Assessment:

<S:\Health & Safety\Risk Assessments\20200703-Lucton School Risk Assessment Blank V1.3.docx>

Example Risk Assessment:

<S:\Health & Safety\Risk Assessments\20200213-Lucton School Example Risk Assessment.pdf>

Guide to Completing the Risk Assessment Form:

<S:\Health & Safety\Risk Assessments\20200707-LuctonSchool Completing Risk Assessments-RJB.ppsx>

⁸ This may still include a RIDDOR or HSE reportable event.

<https://www.hse.gov.uk/pubns/edis1.pdf>