

RISK ASSESSMENT POLICY & PROCEDURE

Relevant to:	All Staff
Developed by:	Management Team
Date of Introduction:	October 2018
Most recent Review:	Jan 2020
Date for Review:	2022 or as required
Related Documents:	WH&S, Risk Assessment Template, Excursion Letter, Incident and Accident forms

PURPOSE

A risk assessment is finding out what could cause harm to people and deciding if you have done enough or need to do more to protect them. At Tamar Valley Steiner School (TVSS) staff must ensure that risk management processes are integrated into all planning and implementation activities.

A risk management process will help to deliver objectives, promote sound decision-making, and prioritise resources.

Risk is the effect (positive or negative) of uncertainty on objectives.

Risk management is:

- the identification, analysis, assessment, and prioritisation of risks to the achievement of objectives
- the coordinated allocation of resources to minimise, monitor, communicate and control risk likelihood and/or impact, or to maximise the realisation of opportunities, and
- the coordination of activities to direct and control risks to the achievement of objectives.

INTRODUCTION

This policy is designed to assist the school in fulfilling their legal duties in assessing risks. Risk management is the consideration of the risks that arise in the workplace and then putting in place sensible health and safety measures to control them.

In accordance with our duties under the Management of Health and Safety at Work Regulations 2000, the school is required to undertake regular risk assessments and take any necessary action arising from these according to provisions set out in the Health and Safety policy and elsewhere.

The Management Team (MT) – consisting of the School Administrator, School Chair and Business Manager is 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.

The PCBU officer (our School Business Manager) is 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. A visual inspection of both the equipment and the entire premises – both indoor and outdoor – will be carried out daily. This will, ordinarily, be carried out by

individual teachers (responsible for their classrooms) and by teacher's on duty upon arrival at the school and will be completed before any children arrive. During the school day, staff will be vigilant and continuously aware of any potential risks to health and safety arising from:

- the School's environment, both indoors and outdoors;
- all surfaces, both indoors and outdoors;
- all equipment used by children or staff.

Upon discovering a hazard, staff will take all steps necessary to making themselves and any other people potentially affected, safe. They will then notify the Business Manager or School Administrator and ensure that a record is made in the Incident Record Book.

The Business Manager is then responsible for ensuring that any necessary action is taken.

THE PROCESS OF RISK ASSESSMENT

What can be risk assessed?

A risk assessment can be undertaken on an object or substance, a process, a location, an activity, or a person. It is a five step process:

- Step 1: Identify the hazards
- Step 2: Decide who might be harmed and how
- Step 3: Evaluate the risks and decide on precautions
- Step 4: Record your findings and implement them
- Step 5: Review your assessment and update if necessary

What is a hazard?

A hazard is anything which can cause harm e.g. electricity, chemicals, etc

What is risk?

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. Evaluating the risk Having spotted the hazards, you then have to decide what to do about them. The law requires you to do everything 'reasonably practicable' to protect people from harm. You can work this out for yourself, but the easiest way is to compare what you are doing with good practice.

It is important to look at what you're already doing and think about what controls you have in place and how the work is organised. Then compare this with the good practice and see if there's more you should be doing to bring yourself up to standard.

In asking yourself this, consider: Can I get rid of the hazard altogether? If not, how can I control the risks so that harm is unlikely? When controlling risks, apply the principles below, if possible in the following order:

- try a less risky option (e.g. switch to using a less hazardous chemical);
- prevent access to the hazard (e.g. by guarding);
- organise work to reduce exposure to the hazard (e.g. put barriers between pedestrians and traffic);
- issue personal protective equipment (e.g. clothing, footwear, goggles etc); and
- provide welfare facilities (e.g. first aid and washing facilities for removal of contamination).
- Involve staff, so that you can be sure that what you propose to do will work in practice.

WHAT IS A RISK ASSESSMENT?

A risk assessment we view as an examination of all aspects of the school environment (both indoor, outdoor and related educational experiences both on and off site) to identify risks and make the necessary adjustments to mitigate risk as much as possible to prevent harm.

The assessment will assist in identifying the likelihood of harm and whether you can reduce the risk to a reasonable level, through the introduction of control measures.

The five step process is as follows:

Step 1: Identify the hazards

Divide your work into manageable categories considering:

- Location
- Activities
- Equipment
- People

Identify the Hazards:

- Chemical – paint solvents/exhaust fumes
- Biological – bacteria
- Physical – noise/vibration/strains/breaks
- Psychological – occupational stress

Step 2: Decide who might be harmed and how

For each hazard you need to be clear about who might be harmed, identify the groups of people – such as staff members or members of the public/pupils. Identify how they might be harmed i.e. what type of injury or danger it poses

Step 3: Evaluate the risks, provide a rating and decide on precautions

Consider how likely it is that each hazard will occur and what control measures you already have in place. Have the control measures in place removed the hazard altogether or reduced the risk so that harm is unlikely?

If the task has not been adequately controlled what further actions are required or can the activity go ahead? If any further actions are required, state the responsible person for actioning the task and record this along with the projected completion date with the actual completion recorded in the completed column.

Step 4: Record your findings and implement them

Putting the results of your risk assessment into practice will make a difference when looking after our staff and students. Writing down the results of your risk assessment, and sharing them with the staff, encourages you to do this and also provides opportunities for improvement and refinement.

Step 5: Review your assessment and update if necessary

Risk assessments need to be reviewed and if necessary updated every year however, a review will be required sooner if an incident or accident occurs, or there are significant changes to the premises, staff or procedures.

Should there be an accident or injury, an 'Incident report form' must be completed to the PCBU which will be investigated and followed up.

See Risk Assessment form in Appendix 1

At TVSS, weekly excursions to an external location for Bush School requires regular submissions of Risk Assessments based on the changing nature of the activities being undertaken. For example, Archery is one such activity and a sample risk assessment can be seen in Appendix 2

Our Excursions can be graded into categories of risk ranging from low to high as shown in the table and forms for each Excursion type are to be completed prior to the activity (see Appendix 3)

Excursion Type	Details
Excursions A	Basic Low Risk activity, excursions that involve bus transport to a specific venue such as museum, or Princess Theatre, where support infrastructure is in place.
Excursion B	<p>Low / Medium Risk Activity</p> <p>One day or less excursions that involve bus transport or private car to a venue such as a climbing gym, visits to most work places, most sports, a day walk area, a bush setting, a farm, etc.</p>
Excursions C	<p>Medium/High Risk</p> <p>Excursion of more than One Day's Duration. Often involves camping and/or outdoor adventure activities.</p>