

SHERBORNE

SHERBORNE SCHOOL
RISK ASSESSMENT POLICY
AND
GUIDANCE NOTES
September 2023

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Risk Assessment - Policy and Procedures

The term Sherborne School includes Sherborne International, Sherborne Preparatory School, Sherborne School (Trading) Ltd, Sherborne School (Leisure) Ltd, Sherborne School Foundation and Sherborne School International (China) Schools Ltd.) This Policy will be reviewed on a three yearly basis or earlier if changes are required through legislation updates.

1. Scope

This policy mainly relates to risks associated with activities within School buildings and those activities which take place within and around the School grounds, and Sherborne town. Risks associated with Offsite Activities such as those shown below, are covered separately under the [Off-Site Visits Policy](#) managed by the Educational Visit Coordinator for Sherborne School.

- House / boarding day trips.
- Sport fixture / regular sporting activities (not on School sites).
- Educational day trips.
- UK residential trips.
- Residential trips abroad.

Note: Sherborne Preparatory School currently has its own Off-Site Visits Policy managed by members of its Senior Management Team.

Risks associated with School Events such as those shown below, are also covered separately under the [Sherborne School Events Policy](#) managed by the Events Manager.

- Commercial Events and lettings.
- Bow House Committee and Members Events.
- School Staff Private Events.

2. Introduction

A key element in the management of health and safety within our School is to control the risks in the workplace. This is achieved through the process of risk assessment which is used to identify hazards and evaluate any associated risks to health and safety arising from the School's activities, enabling informed decisions to be undertaken to either eliminate or minimise, to a manageable level, any risk of harm or loss to those who may be affected.

Risk assessment is only one part of the overall management of risk, see figure 1., more detailed information on the Sherborne Schools Group's approach to risk evaluation and subsequent management can be found in **Sherborne School - Risk Management Framework – Guidance notes.**

Risk assessments identify measures to control risks during School activities. Health and safety law require the School to assess risks and put in place proportionate control measures. The law also requires us to record details of significant risks, the measures taken to reduce these risks and expected outcomes.

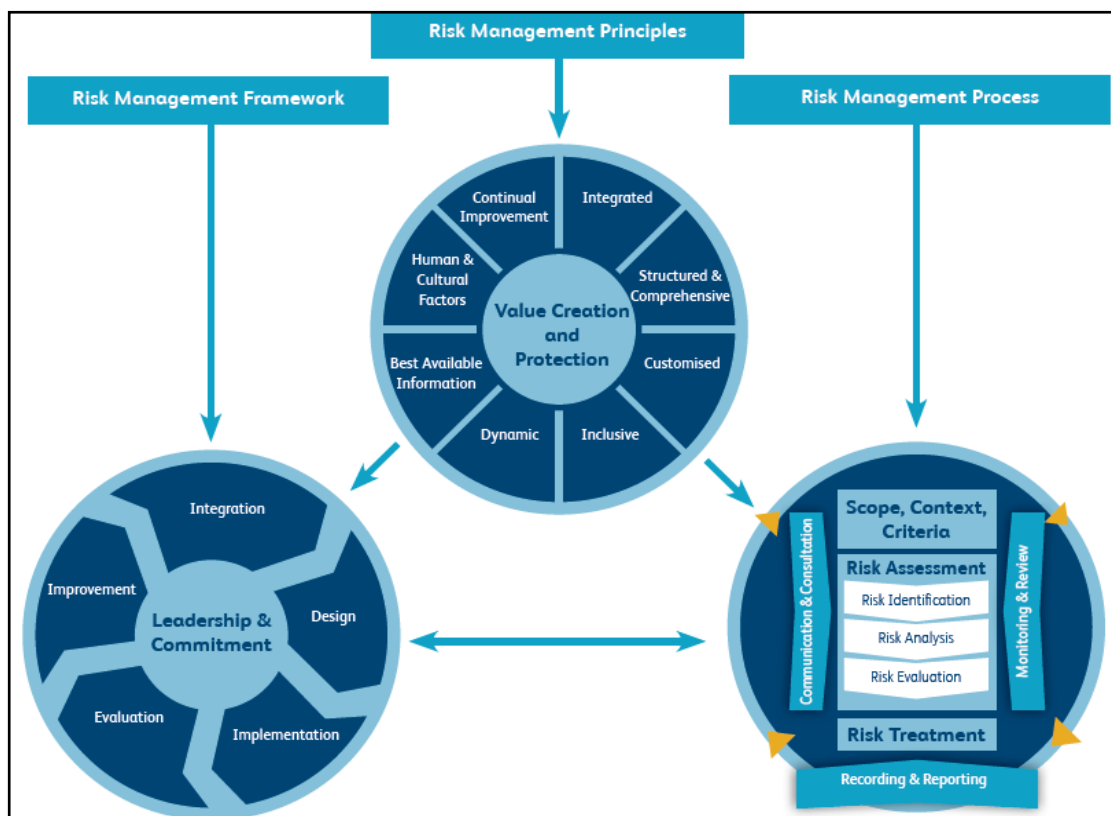


Figure 1: Framework – Principles – Process.

Good health and safety is about keeping things simple, being proportionate and focusing on the real risks. Procedures should be clear and concise with assessment of risk being practical – not a paper chase or an exaggeration of risk.

The School will concentrate on identifying and controlling those risks that are most likely, and which have the potential to do the most harm. The aim is to ensure that nobody gets injured or becomes unwell as a result of hazards caused by:

1. The fabric of the School.
2. As a result of School activities.

3. Regulation

The Management of Health & Safety at Work Regulation 3 requires every employer to assess general risks and record significant findings. The School is committed to ensuring the health, safety and welfare of all staff, pupils and visitors, risk assessments will routinely identify and include day to day hazards such as slips, trips and falls, fire safety and working at height.

Other regulations require the risks associated with computers, hazardous substances, noise, asbestos, lead, first aid, personal protective equipment, manual handling operations etc. to be assessed. Fire risk assessment arrangements are managed through the Fire Safety Manual.

4. Responsibilities

Those responsible for pupils have a special responsibility to ensure risks are properly identified, recorded, and brought to the attention of those likely to be affected by the risk. All employees

have a part to play in effective health and safety management including assisting with and participating in the process of risk assessment, including following and implementing the outcome of assessments. The following have particular duties:

Group Executive - Senior Leadership / Management Teams

- Setting up frameworks for decision making and corporate strategies which incorporate risk assessment principles.
- Ensuring that those tasked with undertaking risk assessments are suitably trained and competent and that risk assessments are completed and reviewed in accordance with this Policy.
- Allocate sufficient resources to allow compliance with health and safety legislation.

Heads of Departments and School Activities

- Provide risk assessments for all areas, machinery, and tasks under their control, and implement the control measures required by those assessments.
- Effectively communicating the content of risk assessments, ensuring that all staff have read and understood any risk assessments put in place for their areas of responsibility. It is good practice to evidence this with a staff signature and dating on hard copy risk assessments.
- Upload electronic copies on to the Schools intranet systems, hold original risk assessments in each department where relevant.
- Make suitable representation to senior managers if risk assessments identify a need which cannot be resourced within existing departmental budgets.

Note: The duty to carry out suitable and sufficient risk assessments may be delegated by the Head of department to a more suitable Line manager or Supervisor under their control. In doing this however, they must:

- Ensure that the Line manager or supervisor is competent to carry out the assessment.
- Understand that the responsibility for risk assessment completion (and any control measures) still lies with the Head of department / Activity leader.
- Review and approve the completed risk assessment.

Health and Safety Advisor and Assistant Bursar (SPS)

- Provide a Health & Safety advice and audit facility and, in that capacity, compilation of risk assessments.

5. General Definitions

Term	Definition
Communication and Consultation	Continual and interactive processes that the School conducts to provide, share or obtain information, and to engage in dialogue with stakeholders regarding the management of risk.
Consequence	Outcome of an event affecting objectives.
Control	A measure that is modifying risk.
Event	Occurrence or change of a particular set of circumstances
Exposure	The extent to which the School and / or stakeholder is subject to an event.
External Context	External environment in which the School seeks to achieve its objectives.
Governance	System, structures, tone, and behaviours by which the School is directed and controlled, and accountabilities clearly assigned.
Internal context	The internal environment in which the School seeks to achieve its objectives.
Level of risk	The magnitude of risk or combination of risks expressed in terms of the combination of consequences and their likelihood.
Likelihood	Chance of something happening.
Operational risk	Risk of loss or gain, resulting from inadequate or failed internal processes, people and systems or from external events.
Programme risk	The risk associated with transforming strategy into solutions via a collection of projects.
Project risk	Risk relating to delivery of a product, service, or change, usually within the constraints of time, cost, and quality.
Residual Risk / Retained Risk	Risk remaining after risk treatment.
Risk	Effect of uncertainty on objectives.
Risk analysis	The process to comprehend the nature of risk and to determine the level of risk.
Risk assessment	Term used to describe the overall process of hazard identification, risk analysis, and risk evaluation.
Risk avoidance	informed decision not to be involved in, or to withdraw from, an activity in order not to be exposed to a particular risk.
Risk criteria	Terms of reference against which the significance of a risk is evaluated.
Risk evaluation	The process of comparing the results of risk analysis with risk criteria to determine whether the risk and / or its magnitude is acceptable or tolerable.
Risk identification	The process of finding, recognising, and describing risks.
Risk management	Set of components that provide the foundations and organisational arrangements for designing, implementing, monitoring, reviewing and continually improving risk management throughout the School.
Risk management policy	Statement of the overall intentions and direction of an organization related to risk management.
Risk management process	Systematic application of management policies, procedures and practices to the tasks of communicating, consulting, establishing the context, and identifying, analysing, evaluating, treating, monitoring, and reviewing risk.

Risk modification	Measures taken to change the characteristics of risks in desired ways.
Risk owner	Person or entity with the accountability and authority to manage a risk.
Risk profile	Description of any set of risks.
Risk reporting	Form of communication intended to inform particular internal or external stakeholders by providing information regarding the current state of risk and its management.
Risk response	Acceptance of a risk or action taken to address it.
Risk retention	Acceptance of the potential benefit of gain, or burden of loss, from a particular risk.
Risk sharing	Form of risk treatment involving the agreed distribution of risk with other parties.
Risk source	Element which alone or in combination has the intrinsic potential to give rise to risk.
Risk tolerance	School or stakeholder's readiness to bear the risk after risk treatment in order to achieve its objectives.
Risk transfer	sharing with another party the burden of loss or benefit of gain for a risk.
Risk treatment	Process to modify risk.
Strategic risk	Risk concerned with where the School wants to go, how it plans to get there, and how it can ensure survival.

6. Risk Assessment Process

Risk assessment is not about creating paperwork, bureaucracy or `red tape`, but rather about identifying sensible measures to control the risk in School. The level of detail contained in them will be dependent on the number and type of significant risks identified and the level of existing or additional controls required. To assist staff in the completion of risk assessments a simple five step guide has been provided in appendix (i).

It is important to remember that the assessment is not an end, but must lead to the implementation of appropriate controls, and periodic review to maintain validity; for example, following an accident or near miss. Risk assessments also ensure that the preventative measures are in proportion to the risk, and that they are sufficient to comply with legislation. A risk assessment process flow chart is provided in appendix (ii) to demonstrate the cyclical nature of assessment.

Risk assessment has three distinct phases, and is part of a cyclical process, which aims to reduce risks as far as reasonably practicable see figure 2.

1. **Risk Identification**- identification of risk sources (hazards), events, their causes, and their potential consequences.
2. **Risk Analysis**- process to comprehend the nature of the risk and to determine the level of risk.

- 3. Risk Evaluation**-Comparison of risk analysis with risk criteria (terms of reference) to determine whether the risk and / or its magnitude is acceptable or tolerable



Figure 2: Risk Assessment Phases

6.1 Phase one – Risk Identification

Specific Definitions

Term	Definition
<p>ALARP</p> <p>As Low As Reasonably Practicable</p>	<p>The concept of "reasonably practicable"; involves weighing the significance of a risk against the effort, time and money needed to control it. Thus, ALARP describes the level to which we expect to see School risks controlled.</p> <p>In essence, making sure a risk has been reduced ALARP is about weighing the risk against the sacrifice needed to further reduce it. The decision is weighted in favour of health and safety because the presumption is that the School should implement the risk reduction measure. To avoid having to make this sacrifice, the School must be able to show that it would be grossly disproportionate to the benefits of risk reduction that would be achieved. Thus, the process is not one of balancing the costs and benefits of measures but, rather, of adopting measures except where they are ruled out because they involve grossly disproportionate sacrifices.</p>
<p>HAZARD</p>	<p>A hazard is something (e.g. an object, a property of a substance, a phenomenon, or an activity) that can cause adverse effects. For example:</p> <ul style="list-style-type: none"> • Water on a staircase is a hazard because you could slip on it, fall, and hurt yourself. • Loud noise is a hazard because it can cause hearing loss. • Breathing in asbestos dust is a hazard because it can cause cancer.
<p>RISK</p>	<p>A risk is the likelihood that a hazard will actually cause its adverse effects, together with a measure of the effect. It is a two-part concept, and you have to have both parts to make sense of it.</p> <p>Likelihoods can be expressed as probabilities (e.g. "one in a thousand"), frequencies (e.g. "1000 cases per year") or in a qualitative way (e.g. "negligible", "significant", etc.). The effect can be described in many different ways. For example:</p> <p>The annual risk of a worker in Great Britain experiencing a fatal accident [effect] at work [hazard] is less than one in 100,000 [likelihood].</p> <p>About 1500 workers each year [likelihood] in Great Britain suffer a non-fatal major injury [effect] from contact with moving machinery [hazard]; or</p> <p>The lifetime risk of an employee developing asthma [effect] from exposure to substance X [hazard] is significant [likelihood].</p>
<p>CONTROL MEASURES</p>	<p>Actions that can be taken to reduce the potential of exposure to the hazard, or to remove the hazard or to reduce the likelihood of the risk of the exposure to that hazard being realised. A simple control measure would be the secure guarding of moving parts of machinery eliminating the potential for contact.</p> <p>Controls should follow the hierarchy of control measures outlined in section 7 of this document.</p>

Heads of departments, Line managers and Activity leaders are responsible for making themselves aware of all routine and non-routine work activities (including any **foreseeable** emergencies) undertaken in their area of responsibility. Once this is completed, a suitable risk assessment can be made of the hazards likely to be encountered.

Wherever possible, a team approach should be adopted to risk assessment, involving employees who have practical experience, knowledge and expertise in the activity being assessed.

All hazards associated with the activity and all groups of people who might be exposed to the effects of the hazards must be identified.

To assist in hazard identification:

- Observe or examine the task / activity to be assessed, the location of the task / activity and any influencing factors.
- Communicate with employees involved in the task / activity.
- Refer to any existing risk assessment for the task / activity (or similar task / activities).
- Refer to legislation, guidance documents, trade information, British standards, or industry guidance (such as CLEAPPS).
- Communicate with colleagues in other departments who may have similar task / activities
- Liaise with the Health and Safety Advisor for further guidance.

When identifying hazards consider the persons which might be affected, these could include employees, volunteers, pupils, members of the public and contractors. Other groups to consider will be those more vulnerable, such as people with disabilities, existing medical conditions, new and expectant mothers, and young persons.

It is particularly relevant within Sherborne School to consider pupils as part of the risk assessment, levels of supervision and lone working must also be considered as some activities at Sherborne School are conducted 24hrs a day rather than being confined to a standard working day.

Remember:

- ✓ A hazard is something with the potential to cause harm or loss.
- ✓ Only the significant hazards need assessment.
- ✓ Risks should be reduced to `As Low As Reasonably Practical` (ALARP).

6.2 Phase Two – Risk Analysis

The analysis of risk generally falls into two categories.

- **Qualitative** – a subjective process, and
- **Quantitative**- an objective process.

Qualitative approach

A simple approach where either words or numbers are used (or a combination) for assessing the impact / severity of the consequences and the likelihood of the identified risks.

NOTE: Even though numbers may be used it is not technically a mathematical analysis, as stated before it is a subjective approach, which is based on the knowledge and understanding of the people looking at the risk, in essence an informed opinion.

Score	Probability / Likelihood		Score	Severity / Impact
1	Rare		1	Insignificant
2	Unlikely		2	Minor
3	Possible		3	Moderate
4	Likely		4	Major
5	Almost Certain		5	Catastrophic

The two elements are rated then multiplied together to give an overall risk rating which can then be used to prioritise action.

Probability / Likelihood	Severity / impact				
	Insignificant	Minor	Moderate	Major	Catastrophic
Almost Certain	5	10	15	20	25
Likely	4	8	12	16	20
Possible	3	6	9	12	15
Unlikely	2	4	6	8	10
Rare	1	2	3	4	5

This method is greatly enhanced by clearly defining the risk criteria (terms of reference) for which the risks are evaluated against.

Shown below is a very simplistic view of how the criteria for a qualitative assessment could be enhanced by the use of some basic quantitative data.

Score	Probability Likelihood	Description
1	Rare	Could happen in exceptional circumstances, <10% likely.
2	Unlikely	Conceivable it could happen, 10-30% likely.
3	Possible	Might happen at some time , 31-49% likely.
4	Likely	Will probably happen at some time, 50-90% likely
5	Almost Certain	Is expected to happen in most circumstances, history of occurrence, >90% likely
Score	Severity Impact	Consequence
1	Insignificant	Negligible Injury, Negligible financial loss <£5k and / or interruption to School activities <1 day
2	Minor	Minor Injury, Low financial loss >£5k to <£25k, minor interruption to School activities for >1 <7 days
3	Moderate	Moderate Injury, Moderate financial loss >£25k to <£250k, interruption to School activities, for 1 to 4 weeks
4	Major	Major Injury, Significant loss of School capability for > 1month. >£250k to <£2.5m financial loss,
5	Catastrophic	Fatality, Financial loss >£2.5m, permanent / semi-permanent loss of School capability / infrastructure,

Quantitative approach

This approach is more detailed using probabilities to estimate better the likelihood of situations arising and causing the predicted effects. It uses simulation tools and mathematical calculations to achieve this. This allows for a prediction to be made in how the risk will impact the business in terms of time, money, and resource.

Its purpose is to analyse the combined effect of the risk, allowing for more informed decisions to be made on the actions required and the priority. Also aids in the development of contingency plans / funds if the risks do occur.

The process is more time consuming and often only the highest risks from an a qualitative risk assessment will be selected for a more detailed quantitative assessment. This process is

explained in greater detail in the **Sherborne School- Risk Management Framework – Guidance notes**.

The Schools Approach to Risk Assessment

Establishing the likelihood and severity of a particular hazard can be very subjective. Most activities within the School are considered to be relatively low risk and hence a simple risk assessment format has been adopted based on the [Health and Safety Executives](#) managing risks at work template (see appendix (iii)).

For higher risk task / activities, such as those within the Estates department and project risks, a more detailed qualitative assessment format can be used to establish a level of acceptable risk (see appendix (iv)).

6.3 Phase Three - Risk Evaluation

In this phase evaluate the risks arising from hazards you have identified and decide whether existing precautions are adequate or more could be done. For example, some teaching activities have an element of risk and it is the teachers' responsibility to assess this and decide if further safety action is needed. If something needs to be done ask yourself: Can I get rid of the hazard altogether? If not, how can I control the risks so that harm is unlikely?

7. Risk Control

Suitable and sufficient risk control measures will be identified and implemented to ensure that all risks are appropriately managed and meet the legal requirements as an absolute minimum. Where additional risk controls are required, they must follow the hierarchy of risk control as shown in figure 3.

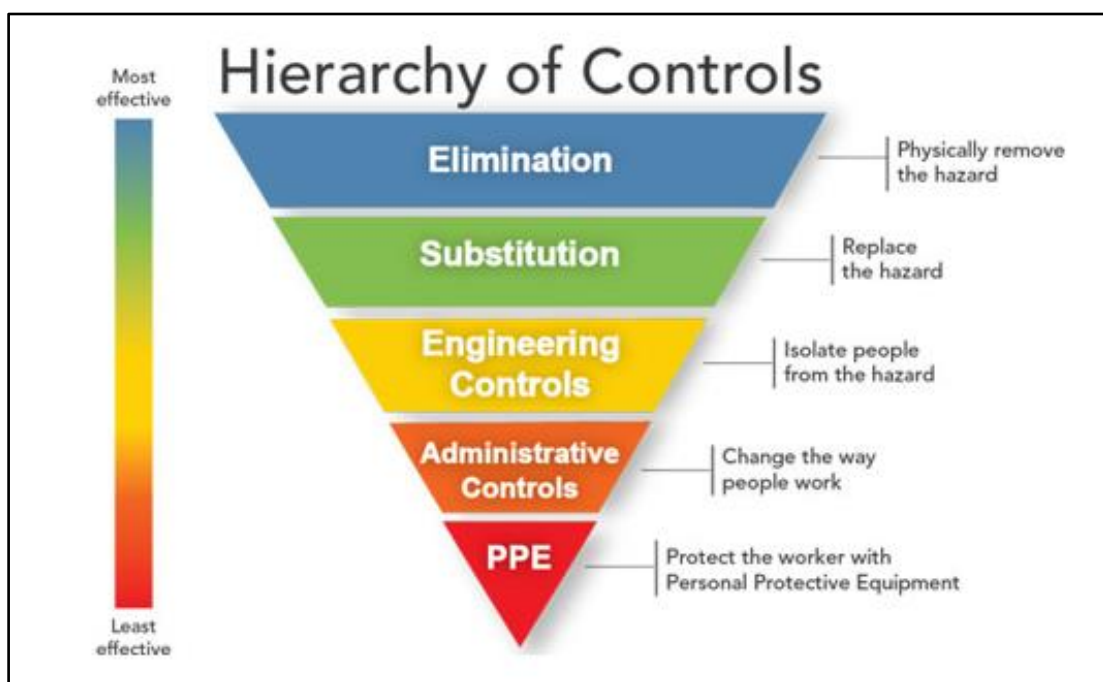


Figure 3: Hierarchy of Controls

<p>Elimination</p> <p>Physically remove the hazard</p>	<p>Elimination of the hazard is not always achievable though it does totally remove the hazard and thereby eliminates the risk of exposure.</p> <p>An example of this is that Painter and Decorators are no longer routinely exposed to the risk of chronic lead poisoning following the removal of lead from paint products.</p>
<p>Substitution</p> <p>Replace the hazard</p>	<p>Substituting the hazard may not remove all of the hazards associated with the process or activity and may introduce different hazards but the overall harm or health effects will be lessened.</p> <p>An example of this is to use of solvent free cleaning products where the solvent has been substituted with a water-based product significantly reduces the exposure to potentially harmful substances for cleaning staff.</p>
<p>Engineering Controls</p> <p>Isolate people from the hazard</p>	<p>Engineering Controls involve redesigning a process to place a barrier between the person and the hazard or remove the hazard from the person, such as machinery guarding, proximity guarding, extraction systems or removing the operator to a remote location away from the hazard.</p> <p>Further examples of this are when using certain chemicals or processes, a fume cupboard can isolate the hazard from the person, similarly placing noisy equipment in a non-accessible enclosure or room isolates the hazard from the person(s).</p>
<p>Administrative Controls</p> <p>Change the way people work</p>	<p>Administrative controls include adopting standard operating procedures or safe work practices or providing appropriate training, instruction, and information to reduce the potential for harm and / or adverse health effects to person(s).</p> <p>Isolation and permit to work procedures for hot works, or working at height, are examples of administrative controls.</p>
<p>PPE</p> <p>Protect the worker with Personal Protective Equipment</p>	<p>Personal protective equipment includes gloves, glasses, ear defenders, aprons, safety footwear, dust masks which are designed to reduce exposure to the hazard. PPE is the last line of defence and is usually used in conjunction with one or more of the other control measures.</p> <p>Simple examples of PPE use include the use of goggles to protect eyes from chemical splashes or the use of disposable gloves when cleaning.</p> <p>Remember – PPE does NOT remove the hazard; it may only reduce the effects on the individual wearing the PPE.</p> <p>For PPE to be effective it must be worn and used in accordance with the manufacturer’s instructions at all times.</p>

Important note: When considering new control measures these must not introduce further uncontrolled hazards.

8. Communication

In order for a risk assessment to be effective the content must be communicated to all persons identified to be at risk within the assessment. Communication can be made in any format such as delivery of the risk assessment as part of a toolbox talk, induction process, bulletins, or direction to the hard / soft copy which must be read. Confirmation of understanding should be sought whichever format is used.

It is the responsibility of Heads of departments, Line managers, Leaders of activities and those who produce the risk assessment to ensure that it is effectively communicated to all persons who may be affected by or considered in the assessment. To assist in this risk assessments should be stored centrally for all staff to view, this is explained in more detail in the next section.

9. Record Management

Records of risk assessments should be retained, either in paper or electronic format; those kept in an electronic format should be stored with suitable backup systems to safeguard against computer / systems failure.

Some legislation defines very strict requirements for the minimum duration that specific records must be retained (e.g. assessments made for the safe use of some hazardous substance should be retained for a minimum period of 40 years; conversely, there is no specific legal requirement to retain some other records once they have been replaced or are no longer relevant (e.g. risk assessments where the assessment has been replaced or the activity is no longer performed).

Although there is no specific legal requirement to retain certain records, they should be retained for as long as they are needed and enable the School to meet its legal and Statutory obligations. It may be required to demonstrate that there is a history of effective safety management within the School or department, as part of a defence against litigation, or for evaluating the validity of a claim etc.

Completed risk assessments are stored electronically within the [Health and Safety SharePoint Site](#) documents folder. [Each department has their own folder location](#) linked by a URL, within this site. Some departments also print off hard copies for ease of reference, where this is the case it is important that the latest version is always available to view.

[Blank risk assessment templates](#) are also contained within the Health and Safety SharePoint site, these Master templates should be downloaded and completed offline to ensure that the Master is not overwritten. Once the new assessment has been completed it should be uploaded to the relevant completed risk assessment folder.

10. Monitoring and Review

The risk assessment is not a one-off activity but should be part of a continuous process for improvement. A risk assessment MUST be reviewed:

- If there has been a significant change in matters to which it relates.
- If there is reason to believe that it is no longer valid.
- At least annually.

11. **Generic School Risk Assessments (GRA)**

The School produces two generic risk assessments, which are reviewed annually or as and when required, either due to an incident or change in statutory body guidance. They capture general risks as detailed below.

- [Sherborne Schools Generic Risk Assessment 1.1 Whole School Risk Assessment](#) which assess the issues which may be present from, the infrastructure, the environment, and the people within and around the School's premises, grounds, and Sherborne town.
- [Sherborne Schools Generic Risk Assessment 1.2 Activities Within School Buildings](#) which assess the generic issues which maybe present from the structure, contents or tasks undertaken within the building.

Where specific risks require to be looked at in more detail or staff identify that the activity they are conducting is not fully assessed by a GRA or other generic policies or guidance they are required to conduct a specific assessment to address any gaps, using [the Sherborne Schools Activity or Area Risk Assessment](#) Form.

12. **Site Specific Risk Assessments**

12.1 [Low Risk Academic Department Health and Safety Checklists](#)

Low risk Academic Departments are only required to complete a Health and Safety Classroom checklist, for each classroom they use, rather than a full departmental risk assessment. The checklists are collated by the Head of department, who reviews them termly and updates them annually. The responses from these checklists form the basis for any changes required to the whole School or low risk activities within School buildings generic risk assessments.

The Departments required to complete checklists are:

- Classics
- Computer Science
- Economics and Business
- English
- Geography
- History
- Learning Support
- Mathematics
- Modern Languages
- Physical Education
- Theology & Philosophy

The checklist has been designed to support the School's commitment to a positive, proactive safety culture. Written assessments are not required for every individual activity which take

place in a classroom, however, there is a requirement that the classroom as a whole meet's minimum health and safety standards. This checklist can be used to ensure that these standards are being met and maintained and also gives staff the opportunity to raise awareness of any areas of concern within their classroom.

If staff identify any other hazards associated with the daily use of the classroom which are not fully assessed by this checklist, GRA's or other generic policies or guidance they are also required to conduct the Sherborne Schools Activity or Area Risk Assessment to address any gaps.

12.2 [Low Risk Department Office Health and Safety Checklists](#)

The following departments are required to complete a low-risk department office checklist.

- Admissions and Marketing offices
- Bursary and Departments within
 - HR offices
 - Accounts offices
 - Bursary Management Team offices
- Careers office
- Events office (Risks for actual events will continue to be assessed and captured in Evolve)
- Examinations office
- Foundation and OS offices
- Library
- School Shop
- Co-Circular offices Transport, Educational Trips etc (Risks for travel, transport and trips will continue to be assessed and captured in Evolve)
- Health and Safety office
- Reception

The checklist has been designed to support the School's commitment to a positive, proactive safety culture. Written assessments are not required for every individual activity which take place in an office, however, there is a requirement that the office as a whole meet's minimum health and safety standards. This checklist can be used to ensure that these standards are being met and maintained and also gives staff the opportunity to raise awareness of any areas of concern within their classroom.

If staff identify any other hazards associated with the daily use of the office which are not fully assessed by this checklist, GRA's or other generic policies or guidance they are also required to conduct the Sherborne Schools Activity or Area Risk Assessment to address any gaps.

12.3 [Departmental Risk Assessments](#)

All other departments other than those listed in 12.1 or 12.2 are required to undertake a more detailed assessment, see Appendix (v). Heads of departments and / or Activity leaders have expertise in their topic areas and are often in the best position to advise or lead on the arrangements for examining the hazards, risks and control measures relating

to specific activities which take place within the Department. They are to be considered in conjunction with the relevant sections of GRA 1.1 and 1.2.

12.4 [Boarding House Risk Assessments](#)

These assessments examine the hazards, risks and control measures relating to specific activities which take place within the Boarding House and its grounds, they are to be considered in conjunction with the relevant sections of GRA 1.1 and 1.2.

13. **Staff Specific Risk Assessments**

13.1 [New and Expectant Mothers Risk Assessment](#)

This assessment examines the hazards, risks and control measures relating to the specific risks for new and expectant mothers associated with all types of work across the School. Departmental risk assessments or classroom checklists are already in place which assess the risks that may arise from any process, working condition or physical, biological, or chemical agents within that particular workplace. They should also be considered in conjunction with the relevant sections of GRA 1.1 and 1.2.

Although there is no legal requirement to conduct a specific, separate risk assessment for an employee who is pregnant, an assessment may help identify any additional action that needs to be taken to mitigate risks. In accordance with the Schools Health and Safety Policy section 3.19- New and Expectant Mothers, once notified that a staff member is pregnant, breastfeeding or has given birth within the last six months, the Line Manager should review the departmental risk assessment to see if any new risks have arisen.

If risks are identified they must take appropriate, sensible action to reduce, remove or control them. They should regularly monitor and review the assessment, taking into account possible risks that may occur at different stages of pregnancy. Assistance and guidance will be provided by the Health and Safety Advisor where required.

13.2 **Fitness to Work Risk Assessment**

When a staff member submits a statement of fitness to work to their line manager / HR department which states, 'May be fit for work taking account of the following advice', this means the doctor's assessment of the patient is that their condition does not necessarily stop them from returning to work, however, to do so they will need some support from their employer.

The Line manager needs to arrange to have a discussion with the individual concerned to consider if there any risks associated with this request and if any further safety measures need to be put in place. If there are then a formal fitness to work risk assessment needs to be completed, discussed agreed and signed prior to the individual returning to their place of work.

If the certifying doctor has advised that an employee 'may be fit for work' and the School cannot make the adaptations or adjustments to help a return to work, they should use the statement as if the doctor had advised 'not fit for work'. The employee does not need to go back to their

doctor for a new statement to confirm this. Assistance and guidance will be provided by the HR Department and Health and Safety Advisor where required.

13.3 Risk Assessment for a significant public health incident such as an outbreak of COVID-19 (Coronavirus)

If there was a reoccurrence of a pandemic such as COVID-19 , a Risk Assessment template has been created to assist Line Managers in assessing the specific hazards and control measures that may be required to reduce the risk of exposure for a member of staff within their department who has been identified by a medical professional as higher risk, as far as reasonably practicable.

The risk assessment is to be completed in consultation with the member of staff, documented, agreed, and signed by the Line Manager/s and the individual. Assistance and guidance will be provided by the HR Department and Health and Safety Advisor where required.

Appendix (i) Simple 5 step guide to completing a risk assessment for staff

Risk management is a step-by-step process for controlling health and safety risks caused by hazards in the School. Following these five simple steps will help you complete your risk assessment.

1. Identify hazards
2. Assess the risks
3. Control the risks
4. Record your findings
5. Review the controls

1. Identify hazards

Look around your workplace and think about what may cause harm (these are called hazards). Think about:

- How people work and how equipment is used
- What chemicals and substances are used?
- What safe or unsafe work practices exist
- The general state of your building and surroundings

Look back at your accident and ill health records as these can help you identify less obvious hazards. Take account of non-routine operations, such as maintenance, cleaning. Think about hazards to health, such as manual handling, use of chemicals and causes of work-related stress. For each hazard, think about how staff, pupils or visitors might be harmed.

Vulnerable Staff

Some Staff have particular requirements, for example young workers, migrant workers, new or expectant mothers and people with disabilities.

Talk to Staff

Involve your staff as they will usually have good ideas.

2. Assess the risks

Once you have identified the hazards, decide how likely it is that someone could be harmed and how serious it could be. This is assessing the level of risk.

Decide:

- Who might be harmed and how?
- What you're already doing to control the risks
- What further action you need to take to control the risks
- Who needs to carry out the action?
- When the action is needed by

3. Control the risks

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

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

If you need further controls, consider:

- Redesigning the task or activity
- Replacing the materials, machinery, or process
- Organising your work to reduce exposure to the materials, machinery, or process
- Identifying and implementing practical measures needed to work safely
- Providing personal protective equipment and making sure staff wear it

Put the controls you have identified in place. You're not expected to eliminate all risks, but you need to do everything 'reasonably practicable' to protect people from harm. This means balancing the level of risk against the measures needed to control the real risk in terms of money, time, or trouble.

4. Record your findings

You must record your significant findings, including.

- The hazards (things that may cause harm)
- Who might be harmed and how?
- What you are doing to control the risks

To help you, the School has produced [risk assessment templates and examples](#). Do not rely purely on paperwork as your main priority should be to control the risks in practice.

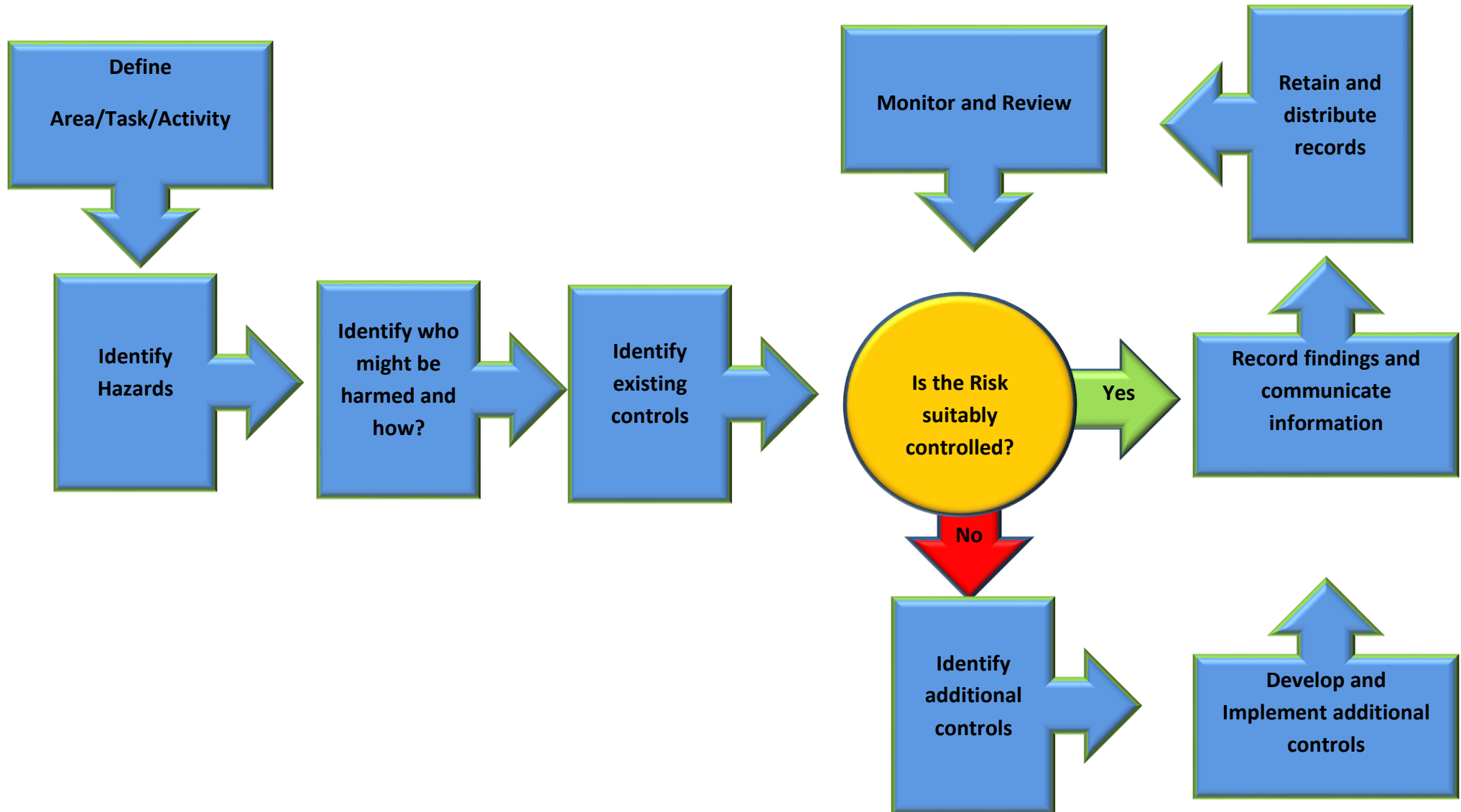
5. Review the controls

You must review the controls you have put in place to make sure they are working. You should also review them if:

- They may no longer be effective
- There are changes in the workplace that could lead to new risks such as changes to:
 - Staff
 - A process
 - The substances or equipment used

Also consider a review if your staff have spotted any problems or there have been any accidents or near misses. Update your risk assessment record with any changes you make.

Appendix (ii) Risk Assessment process flow chart



Appendix (iii) Sherborne Schools Activity or Area Risk Assessment Form (Typical example)

Name of Assessor: <i>Mr A Smith (AS)</i>	Date of Assessment: <i>September 2023</i>
Review date for this assessment: <i>January 2024</i> Termly review and annual update before the start of the new academic year, or as and when required dependent on any changes to UK Gov or other Statutory Body guidance.	
Activity / Area being assessed: <i>Teaching from a temporary classroom</i>	
Scope: This assessment examines the hazards, risks and control measures relating to the specific activity / area being assessed to reasonably assure the health, safety, and welfare of those involved. It should be considered in conjunction with the relevant sections of Sherborne Schools Generic Risk Assessment 1.2 Activities Within School Buildings which assess the generic issues which maybe present from the structure, contents or tasks undertaken within a building and Sherborne Schools Generic Risk Assessment 1.1 Whole School Risk Assessment which assess the issues which may be present from, the infrastructure, the environment and the people within and around the Schools premises, grounds and Sherborne town.	
Summary: The following risk assessment captures the universal control measures already in place within the School to reasonably assure the health, safety, and welfare of all. In addition, it Includes some additional requirements that will remain in place to ensure the risk to Staff, Pupils and Visitors is reduced as far as reasonably practicable whilst COVID-19 remains a virus of concern.	
Note: The use of the term 'Visitors' in this assessment captures groups such as, Parents, Teachers from other Schools, Contractors, Volunteers, Members of the Public or anyone else impacted by the School's activities but not directly employed by them.	

What are the hazards? <i>List significant hazards which may result in harm or affect several people.</i>	Who might be harmed and how? <i>List groups of people who are at risk from the significant hazards identified and how they might be impacted.</i>	What are you already doing to control / reduce the risks to an acceptable level? <i>List existing controls or note where the information may be found (e.g. information, instruction training, systems, or procedures).</i>	What additional controls, if any, could be implemented in the future to reduce the risk of this activity / area further? <i>List the further controls and proposed action where it is reasonably practicable to do more.</i>	Action by whom? <i>List who is required to undertake the action.</i>	Action by when? <i>List when the action should be completed by.</i>	Done Initial here. <i>Confirm when action is complete</i>
<i>Significant public health incident such as an outbreak of COVID-19 (Coronavirus)</i>	<i>Staff, pupils /students, visitors. Mild to severe illness leading to incapacitation or for those worse affected potentially fatality</i>	See GRA 1.1 Section 1.1.C.19 In addition to the controls listed in the GRA 1.1 and 1.2 the following specific measures have been introduced within the area / activity <ul style="list-style-type: none"> <i>Insert further Specific Covid Controls if not covered by GRA's in this section</i> 	<i>The School previously Published an Outbreak Management Plan detailing the additional COVID-19 control measures that might need to be reintroduced within the School if there is an increase in positive cases within the School. AS to review this plan and consider the impacts.</i>	AS	<i>Ongoing</i>	
General Hazards <i>Please add further rows for each hazard you identify and insert the relevant details in each column below, make reference to the relevant sections of the Schools Generic Risk Assessments where appropriate, but please ensure you also capture any other significant hazards, risks and control measures relating to the specific activity / area being assessed.</i>						

<p><i>Fire</i></p>	<p><i>Staff / Visitors / Pupils Exposure to Fire and smoke</i></p>	<p><i>See GRA 1.2 section 1.2.10 ,1.2.11 and GRA 1.1 section 1.1.2</i></p> <ul style="list-style-type: none"> • <i>The nominated fire marshals for this temporary building are Mrs White and Mr Smith.</i> • <i>The Weekly fire alarm tests are completed Mrs White.</i> • <i>The Fire log is managed by Mr Smith.</i> • <i>The Fire Assembly Point is located outside the Sports Centre.</i> 	<p><i>Evacuation exercise to be planned to test response time.</i></p>	<p>AS</p>	<p><i>This Term</i></p>	
<p><i>Asbestos</i></p>	<p><i>Staff / Visitors / Pupils Exposure to hazardous materials</i></p>	<p><i>See GRA 1.2 section 1.2.14</i></p> <p><i>Staff are aware they should not interfere with the fabric of the building</i></p>	<p>ALARP</p> <p><i>(As Low As Reasonably Practicable)</i></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p><i>Electrical Equipment / Failure of Lighting</i></p>	<p><i>Staff / Visitors / Pupils Electrocutation</i></p> <p><i>Injury due to Slips, trips, falls.</i></p> <p><i>Delay in evacuation</i></p>	<p><i>See GRA 1.2 section 1.2.9 and 1.2.13</i></p> <ul style="list-style-type: none"> • <i>Mr Smith is responsible for checking the Emergency lighting and reporting any defects as part of the lead fire marshals role.</i> 	<p><i>Mr Smith is due to leave the School next term, a new lead fire marshal needs to be nominated and trained prior to his departure.</i></p>	<p>AS/BB</p>	<p><i>This Term</i></p>	

To be signed by the Assessor			
In completing this risk assessment, to the best of my ability, I have identified the anticipated significant hazards relating to the activity / area and feel that the measures stated above, as far as reasonably practicable, reduce the risk to those affected to an acceptable level.			Signature of the Assessor. Mr A Smith
			Date: 19/09/23
What remedial action is required? Update table to reflect situation in your Area / Activity			
What additional controls, if any, could be implemented in the future to reduce the risk of this activity / area further?			
Hazard / risk reduction ideas (Copied from assessment above)	Notes / any actions taken (Update on actions, awaiting approval, raised with SLT etc)		
<i>COVID-19 an increase in positive cases within the School.</i>	<i>Request sent to Estates Support on 08/09/23, ticket number 123345, to look at providing additional ventilation as there is only one opening window in the temporary classroom.</i>		
<i>Electrical Equipment / Failure of Lighting, Delay in evacuation</i>	<i>Replacement lead Fire Marshal yet to be identified, raised with Head of Department 19/09/22</i>		
To be completed by the Line Manager. Activities / Areas that are deemed 'low risk' will be approved and signed by the HoD and reviewed and signed by Health & Safety Advisor. For activities that the Health and Safety Advisor deems to be higher risk, the Health and Safety Advisor will pass the form on to a member of SLT to be reviewed.			
Approved by HoD	Name: Mrs B Brown	Signature: Mrs B Brown	Date: 22/09/23

Date: September 2023
 Author: Health and Safety
 Owner: Bursary

Document No: SS_SI_SPS_H&S_014
 Version: 005

Reviewed by H&S Advisor / SLT (where required)	Name: Mr C Jones	Signature: Mr C Jones	Date:	24/09/23
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Reviews: Mark "No Change" or mark "Amended in table below and update what remedial action is required in section above

No Change					
Amended	✓				
Date	19/09/23				
Signed	Mr A Smith				

Communication: Signing confirms that you have read, understood, and will comply with the Risk Assessment.
 It is the responsibility of the Activity Leader and those who produce the risk assessment to ensure that it is effectively communicated to all persons who may be affected by or considered in the assessment.
Note: there is no requirement for Pupils or Visitors to sign the risk assessment as long as they are briefed on the sections that are relevant to them.

Print Name	Date	Signed
Mrs D White	25/09/23	Mrs D White
Mr E Green	25/09/23	Mr E Green
Ms F Scarlet	26/09/23	Ms F Scarlet
Dr G Black	27/09/23	Dr G Black

Appendix (iv) Sherborne Schools Activity or Area Qualitative Risk Assessment Form (Typical example)

Name of Assessor: <i>Mr A Smith</i>		Date of Assessment: <i>September 2023</i>
Review date for this assessment: January 2024 Termly review and annual update before the start of the new academic year, or as and when required dependent on any changes to UK Gov or other Statutory Body guidance.		
Activity / Area being assessed: Driving a School vehicle		
Scope: This assessment examines the hazards, risks and control measures relating to the specific activity / area being assessed to reasonably assure the health, safety, and welfare of those involved. The risk scores below should be used to quantify the level of risk of each hazard involved in the activity / area.		
Score	Probability Likelihood	Description
1	Rare	Could happen in exceptional circumstances, <10% likely.
2	Unlikely	Conceivable it could happen, 10-30% likely.
3	Possible	Might happen at some time , 31-49% likely.
4	Likely	Will probably happen at some time, 50-90% likely
5	Almost Certain	Is expected to happen in most circumstances, history of occurrence, >90% likely
Score	Severity Impact	Consequence
1	Insignificant	Negligible Injury, Negligible financial loss <£5k and / or interruption to School activities <1 day
2	Minor	Minor Injury, Low financial loss >£5k to <£25k, minor interruption to School activities for >1 <7 days
3	Moderate	Moderate Injury, Moderate financial loss >£25k to <£250k, interruption to School activities, for 1 to 4 weeks
4	Major	Major Injury, Significant loss of School capability for > 1month. >£250k to <£2.5m financial loss

Score	Probability Likelihood	Description
5	Catastrophic	Fatality, Financial loss >£2.5m, permanent / semi-permanent loss of School capability / infrastructure
Risk Rating – Probability / Likelihood multiplied by Severity / impact		

Probability Likelihood	Severity / impact				
	Insignificant 1	Minor 2	Moderate 3	Major 4	Catastrophic 5
Almost Certain 5	5	10	15	20	25
Likely 4	4	8	12	16	20
Possible 3	3	6	9	12	15
Unlikely 2	2	4	6	8	10
Rare 1	1	2	3	4	5

Hazard risk ratings of 12 or over require immediate reassessment and implementation of further controls to reduce the risk to an acceptable level. Those that are unable to be reduced should be cascade to the relevant Departmental Risk Register.

Summary: The following risk assessment captures the universal control measures already in place within the School to reasonably assure the health, safety, and welfare of all.

Note: The use of the term 'Visitors' in this assessment captures groups such as, Parents, Teachers from other Schools, Contractors, Volunteers, Members of the Public or anyone else impacted by the School's activities but not directly employed by them.

<p>What are the hazards?</p> <p><i>List significant hazards which may result in harm or affect several people</i></p>	<p>Who might be harmed and how?</p> <p><i>List groups of people who are at risk from the significant hazards identified and how they might be impacted.</i></p>	<p>Probability likelihood of occurrence</p> <p><i>Score using tables above, taking into account the existing control measures.</i></p>	<p>Severity Impact</p> <p><i>Score using tables above, taking into account the existing control measures.</i></p>	<p>Risk Rating</p> <p><i>Calculate Score using matrix above.</i></p>	<p>Existing Control Measures</p> <p><i>List existing controls or note where the information may be found (e.g. information, instruction training, systems, or procedures).</i></p>	<p>Recommendations Further Action Required By when and by whom</p> <p><i>List the further controls which are required to reduce the risk to an acceptable level, where reasonably practicable to do more.</i></p>	<p>Actions Complete</p> <p>Date and Initial</p>
<p><i>Passengers moving about</i></p>	<p><i>Pupils / Staff / Public</i></p>	<p>2</p>	<p>2</p>	<p>4</p>	<ul style="list-style-type: none"> • <i>Seat belt checked and used.</i> • <i>Supervision, competent escort.</i> 	<p>ALARP <i>As Low As Reasonably Practicable</i></p>	<p>NA</p>
<p><i>Tampering with doors, windows or interference with the driver or controls</i></p>	<p><i>Pupils / Staff / Public</i> <i>Partial loss of control of the vehicle. Minor or Moderate Injury.</i></p>	<p>2</p>	<p>4</p>	<p>8</p>	<ul style="list-style-type: none"> • <i>Supervision. Escort sits at back of the bus with clear and uninterrupted vision.</i> • <i>Seat belt checked and used. Equipment restrained (as appropriate).</i> 	<p><i>Regular monitoring and surveillance.</i></p>	<p><i>Ongoing</i></p>
<p><i>Winter Weather, ice, and snow on the roads</i></p>	<p><i>Pupils / Staff / Public</i> <i>Total loss of control of the vehicle due to skidding. Major injury or Fatality.</i></p>	<p>3</p>	<p>5</p>	<p>15</p>	<ul style="list-style-type: none"> • <i>Staff training including competency assessment.</i> • <i>Vehicle pre use checks.</i> • <i>Regular Vehicle maintenance.</i> 	<p><i>Winter tyres need to be fitted to all vehicles prior to winter season by the fleet manager. Escalate to risk register</i></p>	

To be signed by the Assessor			
In completing this risk assessment, to the best of my ability, I have identified the anticipated significant hazards relating to the activity / area and feel that the measures stated above, as far as reasonably practicable, reduce the risk to those affected to an acceptable level.		Signature of the Assessor. Mr A Smith	
		Date: 19/09/23	
What remedial action is required? <i>Update table to reflect situation in your Area / Activity</i>			
What additional controls, are required to be implemented to reduce the risk of this activity/area to an acceptable level?			
Hazard / risk reduction ideas (Copied from assessment above)		Notes / any actions taken (Update on actions, awaiting approval, raised with SLT etc)	
<i>Winter Weather, ice, and snow on the roads</i>		<i>Awaiting budgetary approval, request sent 10/09/23</i>	
To be completed by the Line Manager. Activities / Areas that are deemed 'low risk' will be approved and signed by the HoD and reviewed and signed by Health & Safety Advisor. For activities that the Health and Safety Advisor deems to be higher risk, the Health and Safety Advisor will pass the form on to a member of SLT to be reviewed.			
Approved by HoD	Name: Mrs B Brown	Signature: Mrs B Brown	Date: 22/09/23
Reviewed by H&S Advisor / SLT (where required)	Name: Mr C Jones	Signature: Mr C Jones	Date: 24/09/23

Reviews: Mark "No Change" or mark "Amended in table below and update what remedial action is required in section above.					
No Change	✓				
Amended					
Date	19/09/23				
Signed	Mr A Smith				
<p>Communication: Signing confirms that you have read, understood, and will comply with the Risk Assessment. It is the responsibility of the Activity Leader and those who produce the risk assessment to ensure that it is effectively communicated to all persons who may be affected by or considered in the assessment.</p> <p>Note: there is no requirement for Pupils or Visitors to sign the risk assessment as long as they are briefed on the sections that are relevant to them.</p>					
Print Name	Date	Signed			
Mrs D White	25/09/23	Mrs D White			
Mr E Green	25/09/23	Mr E Green			
Ms F Scarlet	26/09/23	Ms F Scarlet			
Dr G Black	27/09/23	Dr G Black			

Appendix (v) List of Departments by Risk Assessment type

Low risk Classroom Checklists	
Department	Additional Information
Classics	
Computer Science	
Economics and Business	
English	
Geography	Field trip Risk Assessments held within EVOLVE
History	
Learning Support	
Mathematics	
Modern Languages	
Physical Education	Classroom based activities; sports risk covered separately
Theology & Philosophy	
Academic and Sports Department Activity / Area Risk Assessments	
Department	Additional Information
Art & Design	Includes references to CLEAPPSS guidance
Biology	Includes references to CLEAPPSS guidance
Boarding Houses	Includes Pastoral, Logistical and Health Controls
CCF	Risk Assessments based on MOD guidance
Chapel	
Chemistry	Includes references to CLEAPPSS guidance
D&T	Includes references to CLEAPPSS guidance
Drama	
Music	
Sports	Includes references to Sports Governing Bodies guidance
Physics	Includes references to CLEAPPSS guidance
Low risk Office Checklists	
Department	Additional Information
Admissions and Marketing	Admissions and Marketing Events Risk Assessments held within EVOLVE
Bursary	Includes all Sub-Departments located within.
Careers	Careers Events Risk Assessments held within EVOLVE
Events	Individual Event Risk Assessments held within EVOLVE
Examinations	
Foundation / OS	Foundation / OS Events Risk Assessments held within EVOLVE
Health and Safety	
Headmasters Block	Includes all offices located within.
Library	
Reception	
School Shop	
Support Department Activity / Area Risk Assessments	

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Author: Health and Safety
Owner: Bursary

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Department	Additional Information
Bow House	Relevant Bow House Events Risk Assessments held within EVOLVE
Catering	Held by Chartwells
Custodians	
Estates / Services / Grounds	Higher Risk Qualitative Assessments held for some tasks
Health Centre	
ICT	
Sports Centre	Includes references to Sports Governing Bodies guidance
The Hub	

Note: This is not an exhaustive list