



2023-2024

Hampstead Fine Arts

Risk Assessment Policy

Reviewed: 4th September 2023
Reviewed by: Sarmad Ismail
Next Review: September 2024

1.0 INTRODUCTION

- 1.1 Health and safety legislation requires every employer to carry out a “suitable and sufficient” risk assessment, but the way this is done must be appropriate and proportionate.
- 1.2 A risk assessment is nothing more than a careful examination of what could cause harm to people, so that you can weigh up whether you have taken enough precautions or should do more to prevent harm. It should identify **practical actions that protect people from harm and injury** and for most school assessments short bullet points work well.
- 1.3 A documented risk assessment is **not** required for every activity, neither does the law require that we eliminate all risk but to protect people as far as is ‘reasonably practicable’.
- 1.4 Therefore school arrangements for risk assessment should be proportionate to the level of risk involved with more consideration being given to **significant** risks (those with the potential to cause real harm) which need to be formally documented, rather than undertake excessive paper-based risk assessments of very low risk activities.
- 1.5 It is the responsibility of the Head to ensure risk assessments are conducted. The actual assessment process may be delegated to other members of staff and should be monitored annually.

2.0 FIVE STEPS TO RISK ASSESSMENT

2.1 *Step 1 – Identify the Hazards*

First you need to work out how people could be harmed.

In most cases these can simply be identified by observation of the task/workplace and consulting those staff involved in the activity. The focus should be on identifying **significant** hazards and not the trivial.

Potential areas which may require risk assessment within school settings are available as generic assessments for schools to consider adapting / adopting to their individual circumstances.

2.2 **Step 2 – Identify who might be harmed and how.**

For each hazard, be clear about who might be harmed e.g. staff, students, contractors, visitors etc. this will help identify the best way of managing the risk.

Remember that you may have a higher duty of care for some individuals with additional needs e.g. new and young workers, new or expectant mothers and people with disabilities/medical conditions who may be at particular risk.

2.3 **Step 3 - Evaluate the risks and decide on precautions**

	RISK RATING	ACTION REQUIRED
by the of	VERY HIGH (VH) Strong likelihood of fatality / serious injury occurring	The activity must not take place at all. You must identify further controls to reduce the risk rating.
and	HIGH (H) Possibility of fatality/serious injury occurring	You must identify further controls to reduce the risk rating.
the will	MEDIUM (M) Possibility of significant injury or over 3 day absence occurring	If it is not possible to lower risk further consider the risk against the benefit.
the	LOW (L) Possibility of minor injury only	No further action required.

Risk is usually evaluated considering likelihood the harm occurring the potential severity of injury. This help identify if existing procedures

and controls in place are adequate or if any additional actions need to be taken. i.e. whether you have done all that is reasonable to protect people from harm.

Involve staff in the writing of risk assessments, so that you can be sure that what you propose to do will work in practice. It will also ensure they understand the risk assessment and aid ownership of responsibility for their own health and safety and that of others.

2.4 **Step 4 – Record and Implement the Findings.**

The level of detail in an assessment should be proportional to the risk. The purpose is not to detail each trivial hazard but to ensure that significant hazards are adequately assessed with the aim of informing safe working practices.

In the majority of cases the use of simple bullet pointed controls would be sufficient.

Completed risk assessments should be signed off by the person completing the assessment and should be agreed by the Principal/ Head of Department

Copies of risk assessments should be stored in a central and accessible location and made available to all staff involved in the activity. (specific assessments relating to individual staff or students should be stored on the individuals file.)

2.5 **Step 5 – Review your risk assessment and update if necessary.**

Risk assessments should be reviewed regularly i.e. annually or as soon as any significant changes have occurred.

You should review a risk assessment immediately after there has been an accident or incident in order to identify what went wrong and whether any additional controls are required.

Measuring performance in managing risk can be achieved in a number of proactive ways:

- Lesson observations
- 1-2-1 / performance management
- Staff / Departmental meetings (A regular item on meeting agenda provides a brief opportunity to review practice in relation to accidents, near misses etc.)
- Inspection / audit by head of department / Principal

3.0 RISK ASSESSMENT IN THE CURRICULUM

- 3.1 Teaching staff should be aware of relevant generic / model risk assessments and consider any significant health and safety issues such as class size, student behaviour, maturity, limitations of space, layout, equipment etc. as part of their planning and preparation, risk assessment is just another name for that process.
- 3.2 For most activities rather than create additional paper records, or a specific risk assessment this is generally best achieved by incorporating your assessment into materials normally used in teaching, annotating schemes of work, lesson plans, student worksheets etc.
- 3.3 For those curricular activities in areas of higher risk (science, art subjects) guidance and generic risk assessments are produced by advisory bodies such as CLEAPSS
Heads of department / subject leaders should review courses against these and
- **check any new practical activities against the model risk assessments.**
 - **satisfy themselves that the ‘model’ risk assessment is appropriate to their work; and**
 - **adapt the model to their own actual work situations.**
- 3.4 Simply referring to model assessments or other published schemes is insufficient, there must be some evidence that these assessments have been consulted and adapted if necessary to suit the College.
- 3.5 Where lessons / activities are not adequately covered by model assessments or are beyond the scheme of work then a specific and more detailed assessment must be conducted but this would be an exceptional circumstance.
- 3.6 Therefore a school’s approach to risk assessment within the curriculum could be evidenced by a range of documents highlighting any specific precautions or warnings from model risk assessments and demonstrating that risks have been adequately considered.

For example:

- Scheme of work;
- Lesson plans;
- Daily use texts such as student worksheets;
- Attendance registers (evidencing progression);
- Minutes of meetings;
- Medical information;

- CPD / professional records showing specific competency requirements;
- Workshop rules and guidelines
- Departmental policy

3.7 When revising / reviewing your scheme of work check practical activities against model risk assessments, in particular be aware of any changes in advice from advisory bodies e.g. DfE HSE

Evidencing risk assessment through existing documents

Straightforward / routine activities

There may well be no significant risks which require documenting. e.g. cutting paper with scissors

Any specific risks / controls would be considered as part of the normal lesson planning process and documented as short bullet points if significant.

e.g. Relevant student information (SEN, medical etc.), a need to recap on safety issues etc.

Activities with more risk

A2 Sculpture Project

- Scheme of work references and key precautions / risk are highlighted as bullet points.
- Lesson plan considers any specific needs e.g. class size, SEN, student behaviour, maturity, limitations of space, layout, equipment etc. documented as short bullet points.
- Student worksheets include reference to relevant risks and safety precautions, students undertake risk assessment activity.
- Register evidences level of progression.
- Records kept of student competency and that they have been shown how to safely use relevant machinery.
- Workshop rules in place.
- Training records evidence that staff have relevant training and this is kept up to date

Additional examples of risk assessments for specific areas:

- Classroom
- Music
- Football
- Science Lone Working
- Art Department
- Art Department – Craft Knives and Tools

Relevant links / information sources

- National Society for Education in Art & Design (NSEAD) <http://www.nsead.org/hsg/index.aspx>
- Health and Safety Executive

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Reviewed by: SI