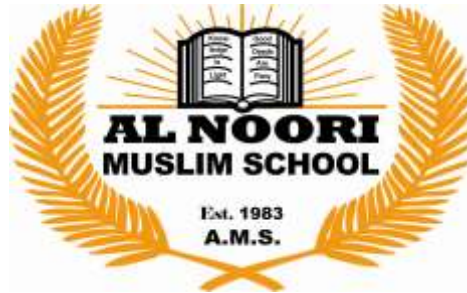


AL NOORI MUSLIM SCHOOL



Risk Assessment Policy

Policies & Documents

Year 2016

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Obligation

The School has an obligation to:

1. Identify hazards;
2. Assess the risk associated with each hazard;
3. Eliminate the hazard, or, if that is not practicable, control it; and
4. Monitor compliance with the method of control

The School aims to avoid at all costs (or where unavoidable, to manage as efficiently as possible any) risk of harm or exposure to hazards to all members of the school community (staff, students, parents, visitors, and contractors.)

Areas Requiring Stringent Safety/ Risk Assessment

- Science laboratories (Science Coordinators)
- Design & Technology Workshops (DT Teachers)
- Excursions/ Extra-curricular activities (ALL STAFF)
- Sports lessons (PD/H/PE Coordinator/ Teachers)

Steps to Risk Assessment

Step One: Identify Hazards

Identify foreseeable hazards and assess the risks of harm. In identifying hazards, you should consider:

1. How suitable things are for the task they are being used for, and how well they are located.
2. How people (including contractors, students and staff) use equipment and materials
3. How people might be affected by noise, fumes, lightning, etc.
4. How people might be hurt by equipment, machinery, tools, objects, etc.
5. How people might be hurt by chemicals and other materials used.

Look at different tasks, different locations, different roles and different activities in identifying hazards.

Step Two: Assess

Decide how important each hazard is.

In determining how to deal with hazards which have been identified, it helps to understand the nature of the risk associated with the hazard and to prioritise the order in which hazards are addressed. Obviously, you need to deal with the worst hazards first. Delay in dealing with these is a threat to other people. Of course, if you can easily fix a low cost hazard you might as well do it straight away. You don't need to wait until all the riskiest hazards have been dealt with before dealing with the simple ones.

Judging Severity

For each hazard, think about whether it could:

- Kill or cause permanent disability or ill health
- Cause long term illness or serious injury,
- Cause someone to need medical attention and be absent from school or work for several days,
- Cause someone to need first aid.

Judging Likelihood

How likely is it that someone would be that badly affected?

- Very likely
- Likely
- Unlikely
- Very unlikely

Then, use the priority table below to prioritise hazards based on risk. The numbers show how important it is to do something:

- 1 - It is extremely important that you do something about this hazard as soon as possible.
- 6 - This hazard may not need your immediate attention.

	Very likely <i>Could happen at any time</i>	Likely <i>Could happen some time</i>	Unlikely <i>Could happen but very rarely</i>	Very unlikely <i>Could happen, but probably never will</i>
Kill or cause permanent disability or ill health	1	1	2	3
Long term illness or serious injury	1	2	3	4
Medical attention or several days off school or work	2	3	4	5
First aid needed	3	4	5	6

Step Three: Eliminate or Control the Risk

Once you have identified a risk, your **first obligation** is to eliminate it. If it is not reasonably practicable to do that, you must control the risk.

You should control the risk by taking the following measures (in order specified) to minimize the risk to the lowest possible level:

1. Substitute the hazard giving rise to the risk with a hazard that gives rise to a lesser risk;
2. Isolate the hazard from the person put at risk;
3. Minimize the risk by engineering means;
4. Minimize the risk by administrative means (for example by adopting safe working practices or providing appropriate training, instruction or information)
5. Using personal protective equipment

A combination can be used to reduce the risk to the lowest level.

Step Four

It is important to continue to monitor hazards and risks and compliance with control methods put in place.

So, remember to:

1. Stay on the lookout for new hazards. Report these immediately to the Executive.
2. Use the risk assessment when things change, such as when you introduce new activities, start a new project, change work systems, change equipment, tools or machinery, or their location or the way they are used, introduce new people with different skill levels or receive additional information about health and safety.
3. You need to make sure that the control measures have been implemented and make sure that there is appropriate supervision of safe work procedures.
4. Make sure that you send the message that SAFETY IS IMPORTANT so that staff and students know that if they don't follow safety instructions or if they endanger other members of the school community, they will be disciplined.

REMEMBER: SAFETY FOR ALL, AT ALL TIMES. WHEN UNSURE, ASK!

