

**XXX SCHOOL**  
**Risk Assessment Form**

Serial No: **XXX/RA/CLASS ACTIVITIES**

IMPORTANT – BEFORE COMPLETING READ GUIDANCE OVERLEAF

\*If hazardous substances are used and/or work at height is undertaken then supplementary assessments **MUST** be carried out.

\*\*Where manual handling is undertaken and/or noise at work is a hazard, supplementary risk assessments are required where the hazard poses a significant risk.

<b>Area:</b> CLASSROOMS	<b>Activity/Task:</b> GENERAL CLASSROOM ACTIVITIES – including Lesson Planning, Preparation of Classroom, Curriculum Lesson & Supervision of pupils leaving lesson.  <b>Curriculum Lesson Types:</b> Lessons requiring little or no practical element e.g. – English, Mathematics (Literacy & Numeracy), History, Geography, RE & Art. Taking place in a standard classroom environment	<b>Date of Assessment:</b> DATE
<b>Persons at Risk:</b> SCHOOL STAFF, PUPILS, VOLUNTEERS, VISITORS	<b>Equipment Required for Activity/Task :</b> e.g. – Compasses, Scissors, Guillotine, Staplers, Pencils, Computers – Visual teaching aids - Projector, Interactive Whiteboard, Blackboard, TV, Videos/DVD. Computers and peripherals. Art & writing materials	<b>PPE Required for Activity/Task:</b> N/A
<b>Hazardous Substance(s) to be used (COSHH)*:</b> Only Non-Toxic substances e.g. Paints, Adhesives, pencil coating - to be used. Writing correction fluid. Do not use correction fluid thinners	<b>Manual Handling**:</b> Moving furniture, carrying boxes etc	<b>Instructions/Training/Supervision - Required/Received:</b> Pupils to receive instruction of potential hazards within the classroom. Teachers & Teaching Assistants to i) understand their obligations relating to their Health & Safety duty of care, ii) to be qualified to the required educational standard to conduct lessons & supervise pupils.
<b>Work at Height**:</b> Classroom displays	<b>Noise**:</b> General Classroom noise	<b>Health Surveillance – Required/Provided:</b> N/A

Injury Hazards	Risk Description	Severity	x	Likelihood of occurrence	= Risk Factor	Corrective Action	Severity	x	Likelihood = Reduced of occurrence Risk Factor	
Fire / Explosion	Death, serious injury, burns, smoke inhalation, poisonous gases – to any occupants of the area	4		3	12	Large amounts of paper and other combustible materials can be found stored in school classrooms. Dispose of any unnecessary material, ensure good housekeeping and remove waste immediately. Ensure gangways and fire exits are kept clear of obstructions. All designated fire exits & escape route clearly marked. Teaching staff to be aware of what to do in the event of a fire. Refer to Fire Risk Assessment & Policy.	3		3	9
Working at heights	Falls from height e.g. when decorating classroom, fixing posters/displays, in preparation of lesson.	3		3	9	Ensure use correct working platform when working at height. Refer to HSE booklet 'working at height in education.' Do not stack items higher than 2 metres. Wear flat-soled shoes when working off a platform. Refer to Working at Height risk assessment	3		2	6
Electrical Equipment	Electrocution, tripping over electrical cables, overheating extension cables.	4		2	8	All electrical equipment, plugs and sockets to be visually checked before use for correct operation and undamaged. Staff to adequately supervise use of all electrical equipment e.g. Computer, Printer, Auditory Equipment etc. Care taken to ensure any cables do not trail across open floor spaces or walkways - If this	3		2	6

					is unavoidable then an appropriate cable bridge must be used. Refer to use of Electrical Equipment Policy			
Teachers/ Teaching Assistants - Inadequate supervision & instruction	Personal safety	3	2	6	Ensure adequate supervision for the number of pupils – teacher/ pupil ratio – consider wet play. Ensure teachers & assistants can control the group, discipline and manage any poor behaviour from pupils. Instructors to be suitably qualified, experienced, competent & confident to deliver effective teaching instruction. Support staff should know the limits of their role/ responsibility. Guide pupils to understand their responsible participation in the classroom is required. Pupils should be encouraged to adhere to schools behaviour policies. Any behaviour problems should be dealt with in accordance with schools policy & procedures on behaviour management	3	1	3
Workplace conditions	Personal safety	3	2	6	Pupil capacity must be considered in relation to the activity task(s) Avoid overcrowding of the classroom. Control the entry and exit of people from classes. Clear away any equipment or toys once finished with.	3	1	3
Manual Handling	Musculoskeletal injury when lifting heavy or unstable objects	3	2	6	Assess all manual handling tasks. Assess any load; consider the task, environment and individual capability. Use mechanical lifting aids where appropriate. Store heavy/ bulky items in easily accessible position. Split loads into smaller parts. If accessed from height use appropriate access equipment. Do not allow pupils to carry out manual handling tasks.	3	1	3
Machinery / Equipment	Projector / interactive whiteboard – eye damage due to beam Slips, trips over cables Bumping into projector – depends on height Changing bulbs - burns	3	2	6	Refer to manufacturers instructions when using Projector and whiteboard. It must be made clear to all users that no one should stare directly into the beam of the projector. Users should be encouraged to keep their backs to the projector beam when stood in the beam. Children should be supervised at all times during the operation of the projector.	2	1	2
Machinery / Equipment	Furniture & Fittings, Seating & Storage (e.g. tables, cupboards, chairs, boxes, shelving & others) e.g. - Musculoskeletal injury. Slip, trip or fall on the same level. Hit something fixed or stationary. Cut, scratch, abrasion etc	3	2	6	Check positioning does not interfere with circulation routes, entry/ exits, general movement & fire escape routes. Check for damage or instability. Check for any dangerous condition such as rough wood, splinters, exposed screws, nails, loose components, breakage etc. Faulty equipment should be removed from use and replaced. Poor positioned items to be moved to more suitable position.	2	1	2
Machinery / Equipment	Display screen equipment – V.D.U. Ergonomic Musculoskeletal disorders from poor posture, poor arrangement of equipment, eye strain from poor lighting, fatigue, stress	2	2	4	An assessment of the workstation, including V.D.U. to be undertaken regularly. Refer to HSE booklet 'Display Screen Equipment Use' Ensure received appropriate training to use V.D.U. Pupils to be adequately supervised when using DSE equipment. Refer to use of DSE Policy.	2	1	2

Welfare	Risks to Health - If pupils are required to be seated on the floor during lessons, check they are not placed a risk from, for example: dirty conditions, cold penetration, and dampness, wet or other hazard.	2	2	4	Provide suitable insulation/ protection to floor area. Ensure surface is free from dirt, contaminants, dampness and wet.	2	1	2
Workplace conditions	Injury from falling or unstable objects	2	2	4	Avoid shelves or storage at height. If pupils are required to be seated on the floor during lessons, check they are not placed at risk from any object falling from surfaces around them.	2	1	2
Machinery / Equipment	Cuts & puncture wounds – superficial & profound, depending on point of contact - from sharp implements	2	2	4	Scissors, Compasses, Art Materials & other sharp objects to be kept out of reach of pupils when not in use and all to be accounted for at the end of the lesson and stored appropriately. Only round-ended scissors to be used. Potentially dangerous machinery like guillotines must be properly guarded to prevent damage to fingers and hands. Extra care taken with sharp edges or points – even edge of paper can cut. If machinery or equipment damaged or broken, label and remove from use	2	1	2
Workplace conditions	Fixtures e.g. – sharp edges, rough surfaces Cuts – superficial & profound Grazes, abrasions	2	1	2	Carry out visual inspection of all classroom surfaces to be worked on. Remove or protect any sharp edges	1	1	1
Name of person(s) carrying out this risk assessment				Signature(s)		Date		
Name of person agreeing with the findings of this risk assessment				Signature		Date		

SAMPLE

## Risk Assessment Form Completion Guidelines

1. The top section of this form should reflect the details of the activity being assessed and hazard control measures in place (at the time the assessment is carried out).
2. ALL 'Significant' hazards in the workplace where the task is being carried out, should be recorded in the section headed 'Injury Hazards', together with the assessor's estimate of their severity and likelihood of occurrence. Note that a narrative description is also required.
3. The 'Hazard Severity' should be assessed on a scale of 1-5 as follows:
  - 5 Very High - Causing multiple deaths or widespread destruction
  - 4 High - Causing death or serious injury
  - 3 Moderate - Causing injury or disease – off work 3 days or more
  - 2 Slight - Causing minor injury – first aid treatment, return to work
  - 1 Nil - No risk of injury or disease
4. The 'Likelihood of Occurrence' should be assessed on a scale of 1-5 as follows:
  - 5 Very Likely - If corrective measures are not taken
  - 4 Likely - Probable, only requires additional factor (e.g. carelessness, bad weather etc.)
  - 3 Quite Possible - Additional factors could precipitate an occurrence but unlikely without such factors
  - 2 Possible - Probability low and risk minimal
  - 1 Not Likely - No risk present
5. In the section headed 'Corrective Action' it is important that the recommended corrective action be specified. **(Note: this may include, in extreme instance, an instruction to stop the activity until certain corrective actions have been carried out. In other cases the timescale for undertaking corrective action shall be specified).** The 'Reduced Risk Factor' numerical value shall be entered to show the effect of taking the recommended Corrective Action for each 'significant' hazard identified.
6. Once all corrective actions are complete, the risk assessment should be signed off' by the head teacher. It is important to stress that the person signing off the risk assessment must take an action upon themselves to check that ALL corrective actions have been carried out and that they are effective. **(Note: the risk assessment must not be 'signed off' until ALL corrective actions have been completed).**

SAMPLE

Name of person confirming that all corrective actions are complete and effective	Signature	Date
Name of person 'signing off' this risk assessment as complete	Signature	Date

Date risk assessment to be reviewed by:

**XXXPRIMARY SCHOOL  
RISK ASSESSMENT ACTION PLAN**

**Steps that should be taken, in order of priority, to reduce or control the risks identified:**

Priority	Description	Risk Level Low / Medium / High	Date by which remedial action is to be completed	Completed
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

SAMPLE

<b>Related Assessments:</b>			
<b>Date of Assessment:</b>			
<b>Assessors Name:</b>		<b>Assessors Signature:</b>	
<b>Date for Re-assessment:</b>			