



Health & Safety Manual  
**Risk Assessment Policy**

September 2021

This document applies equally to RGS Worcester, RGS Dodderhill RGS The Grange and RGS Springfield Including Early Years Foundation stage

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## **INTRODUCTION**

Risk is part of everyday life for everyone, for example crossing a road, using electrical appliances or driving a car. Whilst it isn't practical or possible to eliminate risk, it is important that significant risk is adequately controlled.

At all four RGS Worcester Schools, risk assessment is an important tool for helping to protect staff, pupils and visitors that may be affected by our undertakings as well as complying with the law. It helps everyone to focus on the risks that really matter in the workplace – the ones with the potential to cause real harm.

The law does not expect employers to eliminate all risk, but we do have a duty to protect people as far as is 'reasonably practicable' through the assessment of risks and our plans to control those risks. This policy will help you through this process.

## **WHAT IS A RISK ASSESSMENT?**

The Health and Safety Executive (HSE) defines risk assessment as;

*'simply a careful examination of what, in your work, could cause harm to people, so that you can weigh up whether you have taken enough precautions or should do more to prevent harm'.*

School staff, pupils and visitors have a right to be protected from harm caused by a failure to take reasonable precautions.

Risk assessments can be used to identify the potential hazards to people (slipping, falling), property (fire), strategic (reputation, loss of pupils, impact on development), financial (falling pupil numbers), compliance (safeguarding issues) and environmental (asbestos & legionella etc).

## **DEFINITIONS**

### **Hazard**

A hazard is anything that has the potential to cause harm. This can include, for example, substances, machinery, buildings and people. It is usually (though not always) something physical. Please note that only hazards with significant risk need to be recorded in a risk assessment.

### **Risk**

Risk is the likelihood that harm will occur. This is the chance, rated as high, medium or low, that somebody could be harmed, together with an indication of how severe the harm could be.

## **Control Measure**

A control measure is something that is carried out or is put in place to reduce the risk of a hazard causing harm. For example, if you are assessing slip/trip hazards in a practical area such as a workshop, kitchen or laboratory, appropriate control measures could be:

- Eliminate slip/trip hazards where possible by minimising changes in floor levels (i.e. steps, slopes etc.), re-routing trailing cables, and ensuring that any flooring defects are repaired (e.g. loose tiles)
- Reduce slip/trip hazards by ensuring that flooring is non-slip where appropriate, and that it is cleaned regularly to prevent a build-up of dust/residue.
- Ensure that there is adequate space to move between furniture/equipment, with designated aisles/walkways where appropriate.
- Ensure that staff/students etc. working in the area are advised of the need to maintain good standards of housekeeping at all times, and must ensure that tools/equipment are not left on the floor.
- Introduce rules on appropriate footwear where appropriate.
- Ensure that safe systems of work are in place to reduce spillages, and that any spillages are cleared as soon as possible; with wet floor signs and barriers used where appropriate.
- Install adequate storage for staff/pupils belongings (e.g. bags, coats etc.) so that they are not left lying around on the floor of the workshop/kitchen/lab.
- Ensure that cleaning activities are carried out outside of core hours, and that wet floor signs and barriers are used where necessary.

Clearly the logical and most effective measure to control risk is to eliminate the hazard where possible. However, in most cases you cannot entirely eliminate the hazard, and so will need to control the hazard and lower the risk by the use of appropriate control measures.

## **Significant Hazard or Risk**

This is difficult to define as it is really down to the person assessing the activity or area to decide whether a particular hazard or associated risk is significant. Significant hazards are hazards that do pose a real likelihood of harm. When completing a risk assessment, it may be best to think 'how could people be harmed? What could go wrong?' This should help you to identify the significant hazards.

## **Reasonably Practicable**

The term "reasonably practicable" is a key part of the general duties within the Health and Safety at Work etc Act. This term relates to the extent to which the employer must go in

order to meet the duty and what is 'reasonably practicable' in a particular situation, and will vary depending on the circumstances.

In essence, making sure a risk has been reduced as low as reasonably practicable is about weighing the risk against the cost (time, effort, money) needed to further reduce it.

## **WHY HAVE RISK ASSESSMENTS?**

Risk assessments are a legal requirement for all four RGS Worcester Schools and ISI (Independent School Inspectorate) will expect to see a risk assessment system in operation. By adopting a pro-active approach to managing risk – as opposed to reacting when things go wrong – it is possible to prevent accidents and injuries that could ruin lives, cost money, and potentially damage the school's reputation.

Control measures can often be surprisingly simple and cost-effective, such as the application of hazard warning tape to a trip hazard, or ensuring that hazardous chemicals are properly stored in locked containers.

## **BENEFITS OF RISK ASSESSMENT**

It is important to remember that accidents and occupational ill health can ruin lives. The costs of these accidents and ill health are not only to the affected person, but also to their employer, colleagues, family and society. As well as ensuring legal compliance, risk assessments will:

- Reduce accidents, injuries, ill health (including fatalities).
- Improve safety standards, efficiency and staff morale.
- Reduce associated costs of injuries and ill health.
- Reduce damages and uninsured losses.
- Improve the targeting of resources.
- Assist in good management practice.
- Satisfy our moral obligation to provide a safe work environment.

Risk assessment should not be an afterthought; they need to be carried out before an activity takes place, and should therefore be viewed as an integral part of the school's management system.

## **AREAS REQUIRING RISK ASSESSMENT**

There are numerous activities carried out at RGS Worcester each day. Most activities are low risk with few hazards. However where significant risk is present this will need to be assessed. Some areas require specific risk assessments to be put in place for example:

- Fire safety (Fire Risk assessment).
- Educational visits and trips
- EYFS (Early Years Foundation Stage) settings

Risk assessments are also required for other school areas and activities. Staff who are responsible for these areas and activities are required to store Risk Assessments electronically on GoogleDrive and notify all relevant staff where and how they can be accessed. The latest versions of all Risk Assessments are to be shared with the Facilities and Compliance Manager for the purpose of carrying out internal reviews, external H&S audits and to ensure they are available and ISI ready.

Specific Areas requiring Risk Assessments are as follows:

### **Educational**

- Science experiments (in conjunction with CLEAPSS)
- Design and Technology (machinery, equipment, activities)
- Food Technology (machinery, equipment, activities, food hygiene)
- Sport and PE (equipment, sporting activities)
- Duke of Edinburgh (DofE) award scheme
- Art and craft (machinery, equipment, activities)
- Combined Cadet Force (CCF)
- Drama (including the Godfrey Brown Theatre complex)
- Dance
- Geography field trips

RGS Worcester make use of generic risk assessments, for our educational activities and visits. We subscribe to the CLEAPSS (Consortium of Local Education Authorities for the Provision of Science Services) Advisory Service that provides model risk assessments and schemes of work for our lessons in Science, Art, and Design & Technology.

We provide professional training courses for both teachers and support staff that work in Science and D&T (Design & Technology). All school staff (both academic and support) receive risk assessment training appropriate to their role and responsibilities.

### **Pastoral**

The focus of our pastoral policy is to ensure that every pupil leaves as a confident, articulate young adult capable of keeping themselves safe on the streets, in the home and in all situations. Our PSHE programmes and Assemblies are directed towards promoting an increasing understanding as the pupil develops, of the risks that exist in both the real and the electronic worlds, and on sensible precautions that should be taken. Our Science lessons encourage students to conduct their own safety-related research into the potential hazards of chemicals, gas, electricity and flammable materials. Students undertaking practical lessons/activities are briefed on the key content of risk assessments (e.g. hazards and subsequent control measures) prior to undertaking activities, and are involved in the risk assessment process wherever possible so that they develop an understanding of risk management.

### **Medical and First Aid**

The Medical administrator (Nurse or nominated member of staff) in each school has risk assessments for first aid and all other treatments and procedures. The accident forms are maintained in the Medical area and the School Nurse is responsible for ensuring that accident reports are appropriately distributed and stored. The school's Medical & First Aid policy explains the procedures that are to be followed in the event of a medical emergency.

## **Child Protection**

Our Child Protection policies and staff training form the core of our child protection risk management. Safer recruitment policies and procedures ensure that the school is not exposed to the risk of employing staff who are barred from working with children. By extending this regime to Governors and volunteers and by ensuring that everyone in our community receives regular child protection training, we manage this risk to an acceptable level.

All Staff recruitment is carried out in accordance with the school safer recruiting policy and all candidates are appropriately assessed as part of the recruitment and selection process.

Child protection risks are assessed as part of activity/educational visit/event risk assessments where appropriate to ensure that suitable control measures are in place.

## **Support Areas**

- **Catering:** The catering services at the school are provided under contract by Holroyd Howe. It is their responsibility to ensure that risk assessments and appropriate training are carried out for catering equipment and contract staff, as well as for manual handling, slips, trips, falls and the control of substances hazardous to health (COSHH). Safety training should cover risk assessments, personal protective equipment (PPE) and safety notices signs and information.
- **Cleaning:** The cleaning service at the school is provided under contract with Melton Services. It is their responsibility to ensure risk assessments and appropriate training are required for cleaning equipment and operations as well as for manual handling, slips, trips, falls and COSHH. Safety training should cover risk assessments, personal protective equipment (PPE) and safety notices, signs and information. Toolbox talks should take place on a regular basis covering the equipment used and activities carried out.
- **Caretaking and Security:** Specific risk assessments are required for caretaking and security activities. Particular emphasis is to be given to minimising the risk of both fire and to security by adhering to good practice. Risk assessments should also cover manual handling, working at heights, asbestos and lone working. Safety training should cover risk assessments, personal protective equipment (PPE) and

safety notices, signs and information. Toolbox talks should take place on a regular basis covering the equipment used and activities carried out.

- **Maintenance:** Specific risk assessments are required for Maintenance activities including tools and equipment. Particular emphasis is to be given to minimising the risk of fire by adhering to good practice. Risk assessments should also cover manual handling, working at heights, asbestos and lone working. Safety training should cover risk assessments, personal protective equipment (PPE) and safety notices, signs and information. Toolbox talks should take place on a regular basis covering the equipment used and activities carried out.
- **Grounds:** Specific risk assessments are required for grounds activities including all grounds equipment and associated tools. Particular emphasis is to be given to minimising the risk of injury by adhering to good practice. Risk assessments should also cover manual handling, working at heights, lone working, use of chemicals and pesticides and the safe use and storage of flammable materials. Safety training should cover risk assessments, personal protective equipment (PPE) and safety notices, signs and information. Toolbox talks should take place on a regular basis covering the equipment used and activities carried out.
- **Administrative staff:** Risk assessments are required for the display screen equipment (DSE) and workstations. Risk assessments should also cover manual handling, use of low level access equipment (kicksteps etc) and lone working. Safety training should cover risk assessments and safety notices, signs and information.

### **Access by Pupils**

Risk assessments of school areas reinforce the policy of ensuring that our pupils do not have unsupervised access to potentially dangerous areas (Controlled Spaces), such as, the science laboratories, the solar farm, the design and technology suites, Godfrey Brown Theatre (GBT), cleaning cupboards and the under stage area in Perrins Hall. Doors to these areas are kept locked when not in use.

Pupils are only allowed access to some areas when accompanied by a member of staff. Pupils do not have access to the following working areas; Roof Voids, Grounds, Maintenance, Catering and Caretaking. Specific details regarding access for Pupils to High Risk Areas is outlined in the Pupil Access to High Risk Areas Policy.

### **TYPES OF RISK ASSESSMENT**

There are 3 main types of risk assessment:

- **Generic**
- **Specific**
- **Dynamic**

## **Generic**

Generic activities are those which although they are carried out at different times and locations, the hazards and risks are largely the same and do not change, however, the control measures you adopt may have to be different to meet the particular conditions at the time. Where generic assessments are available, they must be checked by a competent person to ensure that:

- The 'generic' assessment is appropriate for the type of activity.
- They adapt the 'generic' assessment to consider the actual situation, specific location and environment
- They adapt the 'generic' assessment to consider the persons involved in the activity and others who may be affected.

The science department make use of CLEAPSS for their experiments. CLEAPSS is used as a generic risk assessment and is designed to cover most of the hazards and specify adequate control measures.

Staff in the Science department must ensure that the advice provided in CLEAPSS is appropriate and that adaptations are made where required to suit the individual circumstances at the time.

## **Specific**

Although generic risk assessments are useful as a guide to cover the common hazards and risks associated with routine school activities, there are many activities where the hazards and risks are only applicable to that particular activity/process or circumstance. In these instances, it will be necessary to undertake a Specific Risk Assessment to fully consider the nature of the hazards and risks that the activity presents.

There are also occasions when there is a legal requirement to undertake a specific assessment which may require documenting in a different format. These are:

- Use of Display Screen Equipment (DSE).
- Pregnant employees or new mothers.
- Hazardous substances (which require a COSHH assessment).
- Return to work after Illness or injury.
- Manual Handling

Each category above has its own separate policy and risk assessment format which should be referred to and used when undertaking a risk assessment in these areas.

With the exception of Hazardous Substances the other four categories rely on interaction and consultation with those involved (e.g. the pregnant worker).

## **Dynamic**

Sometimes activities are undertaken where situations develop and there may be a change that could not be foreseen, for example outdoor pursuits, emergency situations or a sudden change in environment, weather conditions, etc.

Dynamic risk assessment is a continuous process of identifying the hazards during that activity as it progresses, assessing and evaluating the risks and taking immediate action to eliminate or reduce to an acceptable level, so far as is reasonably practicable.

A formal risk assessment need not be carried out at the time but an appropriate record of this must be made as soon as is practicable afterwards.

## **STAFF RESPONSIBILITIES**

All members of staff are introduced to risk assessment during the induction process and annually during the Health and Safety presentation. Specific training is given to those whose role requires it. However, all staff are responsible for taking reasonable care of their own safety, together with that of others, including pupils and visitors.

They are responsible for co-operating with the relevant Head, Director of Finance and Operations and other members of the school management in order to enable the Governors to comply with their health and safety obligations.

## **THE RISK ASSESSMENT PROCESS**

The Health & Safety Executive (HSE) recommend that the risk assessment process is broken down into five stages or steps. These steps are:

- 1. Identify the Hazards**
- 2. Decide who could be harmed and how**
- 3. Evaluate the risk and review existing precautions**
- 4. Record the findings**
- 5. Review and revise**

### **Step 1 - Identify the Hazards**

You need to work out how people could be harmed. It is important that you try and look at the activity with a fresh set of eyes so that significant hazards (those with the potential to cause real harm) can be identified. Remember to balance this with common sense. You should consult relevant documents where available, such as HSE Approved Codes of Practice, HSE Guidance, CLEAPSS, trade/industry bodies, and information provided by manufacturers.

When completing a risk assessment, special consideration must be given to children (i.e. students under the age of 16) and young persons (i.e. students aged 16 and 17). This is

because they are not physically/emotionally mature, have a lack of risk perception, and are more likely to engage in horseplay; and so, may present additional hazards when undertaking activities. Where staff are completing risk assessments for activities, visits or events involving children or young persons, it is recommended that this is identified as a hazard on the risk assessment, and that staff clearly state the control measures in place to reduce the risk. Examples of suitable control measures include providing an induction to the work area, providing training (including briefing students on the hazards associated with the activity beforehand, and advising them of control measures), adequate supervision, application of the disciplinary procedure following incidents of horseplay, and the introduction of prohibitions where necessary (e.g. prohibited areas, activities etc.).

### **Step 2 - Decide who could be harmed and how**

Once the Hazards have been identified you need to decide who is likely to be harmed and how they could be harmed. For example, staff, students, visitors and contractors. It is important that the range of people is considered as the hazard may affect different groups of people in different ways e.g. age, experience, new and expectant mothers, persons with disabilities etc.

### **Step 3 - Evaluate the risk and review existing precautions**

Once the hazards have been identified and those likely to be affected, you need to look at ways to either eliminate the hazard or control it to an acceptable level. Remember that usually the solution is simpler than may be first thought and may not be difficult or costly to introduce, for example relocating a trailing electrical lead or securely storing hazardous substances under lock and key.

### **Step 4 - Record the findings**

It is important that the risk assessment, its findings and conclusions are recorded, by using the risk assessment form. The completed risk assessment is a live working document and exists to make things safer. It is crucial that the findings are made available to all those involved with the activity.

### **Step 5 - Review and revise**

Nothing stays the same, workplaces change, equipment is replaced, staff change, and new hazards can develop or may be missed initially. Risk assessments should be reviewed annually as a matter of routine and should also be reviewed under the following circumstances:

- In the event of an accident, incident or near miss.
- When the activity or elements within it change significantly.
- If the environment changes (e.g. structural alterations to the buildings)
- If procedures or equipment changes

- If legislation changes that affect the existing risk assessment

The review date should be set when the initial risk assessment is carried out.

## MANAGEMENT OF RISK ASSESSMENTS

Risk Assessments need to be carried out wherever there is significant risk of injury. Within the school this should be managed within departments by the head of that department. All school activities (both academic and non academic) need to be reviewed for risk and those where significant risk exists should be assessed to eliminate, reduce or control the risk to an acceptable level.

## ASSESSING THE RISK

So that a balanced assessment of the risks can be made there needs to be a system in place that can quantify the risk. This is made more subjective by the use of a risk value matrix.

By categorising the severity of the likely injury and the likelihood of it happening, a risk rating can be obtained by using the matrix.

There are 3 risk ratings used and they can be referred to by title (Low, Medium or High) or by using a traffic light system (Green, Amber or Red).

## SUITABLE AND SUFFICIENT

It is important that risk assessments, once completed, are 'Suitable and Sufficient'. This means that the significant hazards (those that are likely to cause real harm) are identified and specified on the assessment. Where the risk cannot be eliminated it is vital that adequate control measures are specified to reduce the risks to an acceptable level for those carrying out the activity.

## RISK VALUE MATRIX

To arrive at the overall Risk Rating for the hazard identified, the Risk Value Matrix shown below needs to be used. The Risk Value Matrix compares the severity of any likely injury with the likelihood of the injury being realised.

RISK VALUE MATRIX	LIKELIHOOD				
	Very Unlikely	Unlikely	Likely	Highly Likely	Almost Certain

<b>SEVERITY</b>	<b>Negligible</b> No real visible injury or illness	<b>LOW</b>	<b>LOW</b>	<b>LOW</b>	<b>LOW</b>	<b>LOW</b>
	<b>Minor</b> No long term effects, first aid injury	<b>LOW</b>	<b>LOW</b>	<b>LOW</b>	<b>MEDIUM</b>	<b>MEDIUM</b>
	<b>Serious</b> Heavy bruising, deep flesh wound, seven day lost time injury	<b>LOW</b>	<b>MEDIUM</b>	<b>MEDIUM</b>	<b>MEDIUM</b>	<b>HIGH</b>
	<b>Severe</b> Lost time and major injuries	<b>LOW</b>	<b>MEDIUM</b>	<b>MEDIUM</b>	<b>HIGH</b>	<b>HIGH</b>
	<b>Very Severe</b> Long term injury, illness or fatality	<b>MEDIUM</b>	<b>MEDIUM</b>	<b>HIGH</b>	<b>HIGH</b>	<b>HIGH</b>

## RISK RATING DEFINITION

Once a risk rating has been identified from the matrix above, the rating can be applied to the Hazard on the Risk Assessment Form.

The Risk rating will be either Low, Medium or High. To simplify this the rating has been colour coded in accordance with a traffic light system of Green, Amber and Red. The Risk Rating needs to be compared to the Risk Rating Definition table to identify the way that the residual risk needs to be managed.

Refer to the Risk rating definition table below:

## RISK RATING DEFINITION

<p><b>LOW</b> or <b>GREEN</b></p>	<p>It is Unlikely that harm will be caused and any outcome would result in very minor injury.</p> <p>No further controls are needed. However, consideration may be given to a more cost-effective solution or improvement to eliminate the residual risk.</p> <p>Monitoring is needed to make sure that the current control measures remain effective.</p>
<p><b>MEDIUM</b> or <b>AMBER</b></p>	<p>There is the possibility that harm may occur. The level of harm will depend on the evaluation.</p> <p>You must consider whether the existing control measures are sufficient or if any further action could be taken to eliminate or reduce the risk to a lower level.</p> <p>Monitoring is needed to make sure that the current control measures remain effective.</p>
<p><b>HIGH</b> or <b>RED</b></p>	<p>Certain or high likelihood that harm will occur that will result in serious injury or worse.</p> <p>The activity must not continue and must be reviewed as a matter of urgency to find an alternative or to implement control measures that reduce the risk to an acceptable level.</p>

### THE RISK ASSESSMENT FORM

The Risk Assessment Form used in the school is shown below. The form is available on the staff intranet and can be completed electronically or printed off and completed manually.

Once completed, Risk Assessments are to be retained for at least three years, and made available within departments as a working document.

# Risk Assessment

RGS Worcester

Ref No.	Activity			Date
	Department		Signature	
School	Assessor Name			Review Date
	<ul style="list-style-type: none"> <li>• Look at the activity, people involved and environment and identify any Hazards that relate to the Activity being assessed.</li> <li>• Remember to look for any Hazards that may not be directly connected to the activity</li> <li>• For each Hazard recorded indicate who may be harmed and how they may be harmed.</li> <li>• Note down the existing Control Measures</li> <li>• Taking into account the Hazard, Potential Harm &amp; Existing Control measures select a Risk Rating and enter in the column.</li> <li>• If there are additional Control measures needed then list them in the last column below</li> <li>• There is a section at the end of the form for any additional comments or observations.</li> </ul>			

Serial	Hazard What are the Hazards?	Potential Harm Who might be harmed and how?	Existing Control Measures What is being done already?	Risk Rating	Additional Control Measures What further action is needed?

\* Risk Rating – Refer to the guide at the end of this Assessment.

H = High

M = Medium

L = Low

# Risk Assessment

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Serial	Hazard What are the Hazards?	Potential Harm Who might be harmed and how?	Existing Control Measures What is being done already?	Risk Rating	Additional Control Measures What further action is needed?

# Risk Assessment

RGS Worcester

**ADDITIONAL COMMENTS & SUMMARY**

*Please add any other comments that are relevant to the risk assessment.*

REF No.

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Serial	Action Required	Completion Deadline	Responsible Person(s)	Completion Date

## **EXAMPLE RISK ASSESSMENT**

On the following pages there is an example risk assessment for using an electric kettle to make a pot of tea.

The hazards identified are:

- Scalding from hot water and Steam
- Electric shock
- Scalding from spilt water or hot surfaces.
- Handling hazards
- Slips and trips

The example has been included to show how the form could be completed and how the significant hazards and applicable control measures may be recorded.

It is the responsibility of the person completing the Risk Assessment Form to decide what is a significant hazard and what control measures are required. If in any doubt, advice should be sought from the Facilities and Compliance Manager.

# Risk Assessment

RGS Worcester

Ref No.	Activity	Making a pot of tea using an electric kettle		Date
TEA 001	Department	Maintenance Team	Signature	20.11.12
School	Assessor Name	Clive Woodward		Review Date
RGSW	<ul style="list-style-type: none"> <li>• Look at the activity, people involved and environment and identify any Hazards that relate to the Activity being assessed.</li> <li>• Remember to look for any Hazards that may not be directly connected to the activity</li> <li>• For each Hazard recorded indicate who may be harmed and how they may be harmed.</li> <li>• Note down the existing Control Measures</li> <li>• Taking into account the Hazard, Potential Harm &amp; Existing Control measures select a Risk Rating and enter in the column.</li> <li>• If there are additional Control measures needed then list them in the last column below</li> <li>• There is a section at the end of the form for any additional comments or observations.</li> </ul>			20.11.13

Serial	Hazard What are the Hazards?	Potential Harm Who might be harmed and how?	Existing Control Measures What is being done already?	Risk Rating	Additional Control Measures What further action is needed?
01	Scalding from Boiling Water	Person making the tea may be scalded by splashed water when pouring the boiling water into the teapot.	<p>Make sure that the kettle and teapot are nearby and ready to take the water with the teapot lid off.</p> <p>Pour the water slowly and carefully to prevent splashes.</p> <p>Make sure that the lid is secure before turning it on.</p>	M	

\* Risk Rating – Refer to the guide in the Risk Assessment Policy

H = High

M = Medium

L = Low

# Risk Assessment – TEA 001

RGS Worcester

Serial	Hazard What are the Hazards?	Potential Harm Who might be harmed and how?	Existing Control Measures What is being done already?	Risk Rating	Additional Control Measures What further action is needed?
02	Scalding from steam	Person making the tea may be scalded by steam when pouring the boiling water into the teapot or when stirring the tea in the teapot.	<p>Make sure that suitable protection is used to protect the hand holding the kettle from rising steam.</p> <p>Use hand protection to remove teapot lid and wait for steam to die down before stirring.</p>	L	
03	Electric shock	Potential for electric shock when plugging and unplugging the lead	<p>Ensure that electrical connections are serviceable and that the kettle has been checked for electrical safety, e.g. No loose or bare wires etc.</p> <p>Ensure that hands are dry when plugging and unplugging the kettle or turning on the wall socket or Kettle switch.</p>	L	Consideration could be given to the use of a jug type of cordless kettle with sit on type stand. This will eliminate the need to plug and unplug or turn on and turn off at the socket switch.
04	Burns & Scalds	Burns to skin when coming into contact with the hot surfaces of the kettle or teapot.	Use an oven glove or tea towel to shield the hand. Be careful not to touch these surfaces when they are hot.	L	Consider the use of a kettle that has a cool touch outer surface

Serial	Hazard What are the Hazards?	Potential Harm Who might be harmed and how?	Existing Control Measures What is being done already?	Risk Rating	Additional Control Measures What further action is needed?
05	Burns or Scalds	Person may lose grip of the teapot or kettle when pouring and spill boiling water or drop the kettle or teapot.	<p>Always make sure that you are capable of lifting and pouring the teapot or kettle when it is full of liquid.</p> <p>Use protection on the hands to help prevent loss of grip.</p> <p>Do not move around unnecessarily when handling containers of hot water or tea. Try to make and pour the tea in the same area wherever possible.</p>	L	

\* Risk Rating – Refer to the guide in the Risk Assessment Policy

H = High

M = Medium

L = Low

# Risk Assessment

ADDITIONAL COMMENTS & SUMMARY <i>Please add any other comments that are relevant to the risk assessment.</i>	REF No. TEA 001
<p>Electricity and water are a lethal combination and care must be used when the two are in close proximity.</p> <p>Take care that there is no water on the floor that may cause a slip.</p> <p>Do not attempt to refill a recently boiled kettle as the cold water going in will send hot steam out with the very real danger of a scald to the hand or face. Always wait until the kettle has cooled down before filling up again. Carefully lifting the lid and leaving open may help this process.</p> <p>Do not overfill the kettle. Most kettles have a safe limit marker. If a kettle is overfilled it may boil over when in use and may scald or interfere with the electrics. If this does happen make sure that the wall socket is turned off and the plug removed before cleaning up the water.</p> <p>Always make sure that hands are dry before plugging or unplugging the electrical lead.</p>	

## Appendix C. Risk Assessment Policy

### **BIBLIOGRAPHY**

1. HSE Guidance – Risk Assessment: A Brief Guide to Controlling Risks in the Workplace  
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**Sponsor: Facilities and Compliance Manager**  
**Endorsed July 2017 by Bryan Radford Governor responsible for Health & Safety**  
**Reviewed: July 2021**