

ISP Group Risk Assessment and Operations

Policy Owner: Group Head of Operational Risk

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RATIONALE

This policy sets out the ISP health & safety guidance and information on risk assessments for all its operating entities and how these must be followed to meet the requirements of the Group. The Group is committed to building a culture where everyone is involved in creating a safe, secure and accident-free teaching, learning and working environment for all its staff, students and visitors.

POLICY SCOPE

This document applies to all entities under the control of the Group that hire and have ISP employees, including all schools and Operating Entities in various jurisdictions. The basis of UK, European and OSHA legislation will act as a standard for the provision and maintenance of a healthy and safe teaching, working and learning environment.

DEFINITIONS

Employee: Any full-time, part-time or contracted Employee of all Schools pertaining to the Group.

Operating Entity (Entities): Any property (school or otherwise) that is owned, leased, rented on a short term let or otherwise used by the Group.

Student: Any minor 18 or under that receives tuition or instruction of any form at an Operating Entity or from an Employee.

Visitors: Any person who is not an employee or a student who engage in any activity at any Operating Entity.

PROCESS

Risk assessments will be completed to ensure that all hazards to be found in the workplace, school and operations are either eliminated or remedial actions implemented to reduce the level of potential harm to a minimum. Following the risk assessment, where required, safe working procedures should be written and provided to all appropriate personnel. In assessing the risks, the Assessor will:

- identify the hazards.
- decide who might be harmed and how.
- identify the likelihood of the hazard causing harm.
- determine the likely seriousness of any injury.
- decide whether the existing precautions are adequate or whether more should be done.
- record the findings.

- review the assessment and if necessary, revise it.

Who Might be Harmed?

Employees (anyone working in an ISP school or office), students and/or visitors.

Particular attention should be paid to:

Those with disabilities, first time visitors, inexperienced employees, lone workers, expectant mothers.

IDENTIFYING HAZARDS

Hazards will be identified by the following:

- Consultation and conducting inspections of the school/workplace.
- Analysing jobs.
- Adopting a "what if" approach.
- All local regulations as they apply to the school/workplace.
- Reviewing manufacturers' instructions, accident records, ill health records, etc., can help to identify hazards.

EVALUATING THE RISKS

For the hazards listed, do existing precautions:

- Meet the standards set by legislation?
- Comply with a recognised industry standard?
- Represent good practice?
- Reduce risk as far as reasonably practicable?

The following should be provided:

- Adequate information, instruction or training
- Adequate systems or procedures

If so, risks are adequately controlled but the precautions that are in place need to be indicated. If the risk is not adequately controlled, an 'action list' should be written.

RECORDING THE FINDINGS

The Assessor must be able to show that:

- A proper check was made
- Persons affected are identified
- Obvious significant hazards are dealt with
- The precautions are reasonable and the remaining risk is low

Records should be kept for future reference.

REVIEW AND REVISION

If there is a significant change in practices, e.g. purchase of new machinery or substances, employment of new employees, etc., this could present new hazards. Amendments will not be made for trivial changes, only for significant ones.

Risk assessments need to be reviewed to determine their suitability following any related accident.

It is good practice to review assessments from time to time (and especially following any accident) to ensure precautions are still working effectively.

MANAGEMENT OF THE RISK ASSESSMENT PROCESS

Before risk assessments can be completed, the following steps must be taken:

- Identify the person responsible for the management of the risk assessment process for your school/ department.
- Train a number of personnel in the risk assessment process.
- List all risk assessments to be completed.
- Introduce a system for the completion of all remedial actions.

PROCEDURE

- A risk assessment should be conducted using either the specific assessment form available or the Risk Assessment Form Template.
- The Risk Assessment Form(s) should be returned to the identified responsible person upon completion for review.
- The Assessor should inspect and implement proposed courses of action reducing risk to as low a level as possible.
- Complete a safe working procedure if required.
- Record all findings and review all risk assessments either annually or if something significant changes in the work process/area.

APPENDIX

The following headings will give you a number of most likely disciplines you should consider when undertaking a risk assessment. Decide if any of the main headings apply to the task and then add them onto the risk assessment form as a hazard.

Please Note: This is not intended to be an exhaustive list. Your particular tasks/area may have other considerations to be taken into account.

ACCIDENT PROCEDURES

- Is there an accident book (compliant with relevant data protection legislation) readily available? The Company uses EHS Manager 360 to record all accidents and illnesses.
- Has everyone received training in the accident procedure?
- Has someone been made responsible for the reporting of injuries, diseases and dangerous occurrences in line with the current legal requirements for your school/office?

COSHH - WHAT TO CONSIDER IF ANY HAZARDOUS PRODUCTS ARE BEING USED.

- Can you discontinue use of the product? (First priority)

- Can you substitute the product with a less hazardous one?
- Has the person been trained to understand the hazards of the products?
- Are Material Safety Data Sheets (MSDS/COSHH sheets) available and nearby?
- Have your first aiders received a copy of the Material Safety Data Sheets for products used in their areas?

ELECTRICAL EQUIPMENT

- Are the personnel working on the equipment qualified to do so?
- What safety measures must be taken in order to work on this equipment?
- Are the first aiders aware that electrical work is taking place?
- Is there an on-going procedure in place to ensure that portable appliances are maintained to prevent danger, one way to do this is through portable appliance testing (PAT) by a competent person.
- Is the testing still in date?
- Is there a procedure in place to ensure that any employee bringing personal electrical equipment into the building (radios, phone chargers, etc.) has it visually inspected before use?

EMERGENCY MEASURES

- Are the fire exits clearly marked with a pictorial sign?
- Are there adequate and correct fire extinguishers in the area whilst the task is being undertaken?
- Are there written evacuation procedures close by?
- Are the fire exits blocked?

DRIVING FOR THE SCHOOL/COMPANY

- Do you check the current driving licenses of all personnel who drive on behalf of the School/Company on a regular basis?
- Do all School/Company vehicles have first aid kits in them?
- Does the bus driver or the helper in the bus have current first aid training?
- Have the bus driver and the helper had police checks completed for them?
- Have you completed a risk assessment for all tasks completed by School/Company drivers for any task that is considered hazardous?
- Are all School/Company vehicles regularly maintained?

FIRST AID

Is there a fully equipped first aid box available at all times?

Are there adequate numbers of first aiders available at all times when the building is in use?

Are all staff within high-risk subjects first aid trained? e.g. Sport/PE, Art, Design Technology (resistant materials) and science

Does at least one adult on a School Trip/Educational Visit have a current first aid qualification?

Is an eyewash station required?

Is a shower required? (IB Diploma, Chemistry)

MANUAL HANDLING – TASKS THAT INVOLVE AN ELEMENT OF LIFTING, PULLING OR PUSHING.

- Have personnel received training in manual handling?
- Is a written manual handling assessment required? It could be if it involves any excessive pushing, pulling, repetitive movements or twisting/bending, etc.
- Individual capability.

MACHINERY/TOOLS - CONSIDERATION MUST BE GIVEN TO SAFETY WHEN USING A PIECE OF MACHINERY OR TOOL.

- Is there an adequate maintenance procedure in place?
- Does the machine need to be isolated electrically?
- Are there guards in place to ensure that contact with moving parts is not possible?
- Is it excessively hot or cold?
- Are there very sharp edges to be avoided?
- Is there a nip point?
- Is it a power press?
- Can body parts be trapped by equipment?
- Is the area to be worked in very cramped with poor housekeeping?
- Is the area around the machine marked as a 'Safe Area'.

MAINTENANCE

- Is all machinery/equipment regularly maintained?
- Are all personnel undertaking the maintenance trained to do so?

NOISE

- Are the levels of noise in the specialist classrooms such that a noise survey should be considered?
- Are all personnel given hearing protection if required?
- Are warning notices posted in areas where the noise levels exceed the legislative requirements?
- Are all personnel trained in the use of their hearing protection?

PERMITS TO WORK – ACTIVITIES THAT MIGHT REQUIRE A SPECIAL PERMIT.

- Working at heights.
- Working on roofs.
- Working in confined spaces.
- Flammable work needed.
- Work with pressurized gas.
- Electrical work.

POSSIBLE PERSONAL PROTECTIVE EQUIPMENT

- Masks
- Air fed helmet
- Safety Goggles

- Harness
- Lone Worker alarm
- Gloves specific to task
- Ear protection
- Specialized overalls
- Have all personnel been trained in the use of their protective equipment?

PERSONNEL

- Training – Is the person qualified to undertake this work?
- Are they physically capable of carrying out this work?
- Do they have any disabilities that need to be considered?

TASK

- Is specialist equipment needed?
- Is specific personal protective equipment required?
- Are barriers and warning signs needed?
- Have the personnel completing the task been trained to do so?

STRESS

- Is there a procedure available for the stress related concerns of all personnel?

WASTE

- Will waste be generated during the work in progress, e.g. chemical waste products from an experiment, etc.?
- Do personnel know how to dispose waste correctly?
- If the waste is hazardous has the correct procedure been implemented for its disposal?

WORKING AREA

- Are all emergency exit routes clear at all times?
- Is there a housekeeping procedure in place?
- Is the work area congested?
- Are there any trip hazards around, e.g. cabling, personal belongings?
- Is the floor slippery?
- Is the carpet in good condition?
- Are there potholes?
- Are there barriers available for cleaners to use?