



Demonstration School Risk Assessment

Working at height (ladder)

Risk Area: General

Status: Changed

Updated: 29 Aug 2022

Approved: 20 Aug 2022

Printed: 29 Aug 2022

Risk level: Medium (Assess circumstances on each occasion to reduce to low if possible)

Activity Location	People at risk	Owner	Approver
School	Staff	Demo Manager	Main Admin

Risk Assessment Method / Additional Information
Statutory requirement

Actions Required	Action for	Action date
Induction training for new staff	Demo Manager	18 Sep 2022
Check and update handbook procedure annually	Demo Manager	24 Sep 2023

Hazard	Likelihood	Risk	Severity	Risk level
1. Falling	Unlikely	Injury from fall	Severe harm	Medium
Controls:	1 Training for all staff who use ladders and awareness of training for others 2 Only proper equipment to be used i.e. not tables and chairs 3 Working at height procedures in staff handbook 4 Inspection of ladder before use 5 Assistant present at all times			
2. Dropping objects	Unlikely	Injury from falling object	Moderate harm	Low
Controls:	1 Training for all staff who use ladders and awareness of training for others 2 Procedures in staff handbook 3 Small tools to be tethered and carried in a tool belt 4 Larger and power tools to be tethered if used 5 Working are to be cordoned			
3. Interference from passers by	Very unlikely	Injury to passer by or fall from ladder	Moderate harm	Very low
Controls:	1 Training for all staff who use ladders and awareness of training for others 2 Procedures in staff handbook 3 Signage to alert others 4 Cordon off and assistant present if others likely to be present			



Demonstration School Risk Assessment

Working at height (steps)

Risk Area: General

Status:	Unapproved
Updated:	29 Aug 2022
Approved:	
Printed:	29 Aug 2022

Risk level: Low (Tolerable)

Activity Location	People at risk	Owner	Approver
School	Staff	Demo Manager	

Risk Assessment Method / Additional Information
Statutory requirement

Actions Required	Action for	Action date
Induction training for new staff	Demo Manager	18 Sep 2022
Check and update handbook procedure annually	Demo Manager	21 Sep 2023

Hazard	Likelihood	Risk	Severity	Risk level
1. Falling	Unlikely	Injury from fall	Moderate harm	Low
Controls:	1 Training for all staff who use ladders and awareness of training for others 2 Only proper equipment to be used i.e. not tables and chairs 3 Working at height procedures in staff handbook 4 Inspection of step ladder before use 5 Assistant present if using tools or lifting objects 6 Not to be done if alone on site			
2. Dropping objects	Unlikely	Injury from falling object	Slight harm	Very low
Controls:	1 Training for all staff who use ladders and awareness of training for others 2 Procedures in staff handbook 3 Small tools to be tethered and carried in a tool belt 4 Larger and power tools only used if cordoned off with an assistant present			
3. Interference from passers by	Very unlikely	Injury to passer by or fall from ladder	Moderate harm	Very low
Controls:	1 Training for all staff who use ladders and awareness of training for others 2 Procedures in staff handbook 3 Signage to alert others 4 Cordon off and assistant present if others likely to be present			



Demonstration School Risk Assessment

Workplace Stress

Risk Area: General

Status: Approved
 Updated: 29 Aug 2022
 Approved: 29 Aug 2022
 Printed: 29 Aug 2022

Risk level: Low (Tolerable)

Activity Location	People at risk	Owner	Approver
School	Staff	Demo Manager	Demo Admin

Risk Assessment Method / Additional Information
See Stress Management and related policies

Actions Required	Action for	Action date
No actions set		

Hazard	Likelihood	Risk	Severity	Risk level
1. Demands on employees are not achievable in relation to the agreed hours of work. People's skills and abilities are not matched to the job demands Jobs not designed to be within the capabilities of employees. Work environment not suitable	Unlikely	Anxiety, depression, stress related ill health, and emotional upset	Moderate harm	Low
Controls:	1 All roles have a detailed job description and person specification indicating the scope of the role and the skills required. 2 Robust recruitment procedures are designed to ensure that all posts are filled by individuals who have the skills required. 3 Training needs are identified at the recruitment stage and through the annual performance management process. Training budgets are maintained to ensure the resources for training, where 4 Work environment is maintained through extensive routine repairs and maintenance programme and through a refurbishment programme 5 Employees are encouraged not to work excessive hours. 6 Individual stress risk assessments are developed if a staff member is identified as being under stress			
2. Employees have little control over their pace of work or are not encouraged to use skills / initiative. Employees not encouraged to develop existing or new skills. Employees are not consulted over their work patterns.	Unlikely	Anxiety, depression, stress related ill health, and emotional upset	Moderate harm	Low
Controls:	1 A clear system of line management and delegation of responsibility is in place and fully publicised. Initiative is encouraged as the nature of working in school means that such skills are necessary for success. 2 Teachers are encouraged to contribute to the schemes of work for the department and key stages and are consulted through regular faculty, departmental and staff meetings and training days. 3 Individual development is enabled through the performance management process (and for teachers the lesson observation cycle which is focused on developing skills in teaching learning) 4 Individual stress risk assessments are developed if a staff member is identified as being under stress 5 Allocation of support staff work is discussed with line manager and where possible in discussion with and with the agreement of relevant staff. 6 the lesson observation cycle which is focused on developing skills in teaching learning and through 7 Individual stress risk assessments are developed if a staff member is identified as being under stress			

<p>3. Policies/procedures do not adequately support staff. Systems not in place to enable support by managers or colleagues. Staff do not know what resources/support available or how/when to access. Staff do not receive regular/constructive feedback.</p>	<p>Unlikely</p>	<p>Anxiety, depression, stress related ill health, and emotional upset</p>	<p>Moderate harm</p>	<p>Low</p>
<p>Controls:</p>	<p>1 The performance management process and the lesson observation cycle provide opportunities for staff to meet with their line managers to formally discuss issues and to receive feedback. 2 The school encourages an open door policy (from the Headteacher down) to enable staff to raise and discuss issues as they arise. 3 Support staff meetings and faculty, departmental meetings and line management are formally timetabled to enable staff to meet together to provide support to each other. 4 All staff have access to, and have the necessary information on, the employee support helpline provided through the school's support or Occupational Health provider. 5 All staff have access to, and have the necessary information on, the wellbeing range of services provided through the school's support provider. 6 Staff are provided with wellbeing opportunities such as free access to a flu jab and there is a focus on wellbeing and mental health for students and staff.</p>			
<p>4. Positive behaviours to avoid conflict and ensure fairness are not promoted. Employees do not share information relevant to their work. Policies/procedures/systems to report, prevent or resolve unacceptable behaviour are not in place</p>	<p>Unlikely</p>	<p>Anxiety, depression, stress related ill health, and emotional upset</p>	<p>Moderate harm</p>	<p>Low</p>
<p>Controls:</p>	<p>1 Policies and procedures to deal with unacceptable behaviour are in place (i.e. Grievance Policy, Disciplinary Policy, Whistleblowing Policy, Managing Allegations against Staff policy, Safeguarding Policy, Performance Management Policy). 2 The staff handbook and job descriptions clearly indicate the professional behaviours expected of all staff. When and if incidents occur, they are investigated at the appropriate level and appropriate action taken if required. 3 Senior Leadership staff are expected to model out the professional behaviours expected 4 Staff help develop and implement a formal Code of Conduct for staff. 5 Individual stress risk assessments are developed if a staff member is identified as being under stress</p>			

5. The school does not ensure that, as far as possible, requirements on staff are clear and compatible or does not enable staff to understand their role/responsibilities. Systems not in place to enable staff to raise concerns their role or responsibilities.	Unlikely	Anxiety, depression, stress related ill health, and emotional upset	Moderate harm	Low
Controls:	<ol style="list-style-type: none"> 1 All roles have a detailed job description and person specification indicating the scope of the role and the skills required. 2 Robust recruitment procedures are designed to ensure that all posts are filled by individuals who have the skills required. 3 Training needs are identified at the recruitment stage and through the annual performance management process. Training budgets are maintained to ensure the resources for training, where they have been identified as required, are made available 4 Clear line management structure with regular meetings scheduled to enable staff to discuss issues. 5 Performance Management processes for all staff which focus on developing skills and providing formal feedback opportunities. 6 Lesson observation protocols developed which focus on encouraging professional dialogue and staff development. 7 INSET training days focused on skill development of staff 8 Open door policy throughout school to allow staff to raise concerns or issues. 9 Twice-termly support staff meetings are held with senior management to enable issues of general concern to be raised and discussed. 10 Individual stress risk assessments are developed if a staff member is identified as being under stress 			
6. Timely information not provided to explain reasons for changes. Insufficient consultation / opportunities for staff to influence. Staff not aware of timetable / impact of changes on them or not given training or support if necessary before/during changes	Unlikely	Anxiety, depression, stress related ill health, and emotional upset	Moderate harm	Low
Controls:	<ol style="list-style-type: none"> 1 Consultative culture in place in the school whereby all major changes are consulted with teaching staff through staff meetings, faculty and departmental meetings and INSET days. 2 Change management processes openly managed involving as many staff as possible. 3 Annual change management processes such as that surrounding the timetable are consulted on through faculty and line management meetings. 4 Formal consultation procedures are used when appropriate (e.g. staff re-structures). 5 External support made available to staff through helpline and staff absence wellbeing services. 6 Individual stress risk assessments are developed if a staff member is identified as being under stress 			