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Stage 1	Stage 2	Stage 3	Stage 4					Stage 5	Stage 6
Identify all the hazards that are foreseeable.	Identify who may be harmed.	Identify what control measures are already in place to prevent harm being realised.	Evaluate the risk. Likelihood of harm being realised and likely severity of harm					Put into place pragmatic measures that reduce the risk.	Evaluate the residual risk factor
A hazard is something with the potential to cause harm to people, plant, machinery, property or the environment	▪ Those directly involved with the activity ▪ Those who whilst remote form the activity are within range the outcome of the activity ▪ Those who may be innocent bystanders	▪ Workplace rules ▪ Workplace procedures ▪ Training ▪ Qualifications Supervision	Likelihood	X	Consequence	=	Risk	Extra controls or risk control systems that: **E**liminate risk SFAIRP **R**educes risk SFAIRP **I**solates people from risk SFAIRP **C**ontrols risk SFAIRP **P**ersonal Protective Equipment **D**iscipline	Recalculate the risk factor after all
Sawing wood	Children and supporting adult	Adult to supervise 1:1 with each child. Adult to double check positions of children's hands. Support saw if necessary.	2		3		6	1. Visual check of saws and vices; 2. Ensure correct fitting and position of vices; 3. Either whole class or group demonstration to explain measuring, marking and cutting; 4. Encourage children to use two hands if one is difficult 5. TA support for all pupils.	6
Craft Knife	Children and supporting adult	Adult to supervise 1:1 with each child. Adult to double check positions of children's hands. Support saw if necessary.	2		3		6	1. Retractable knives only to be used; 2. Ensure blades are sharp; 3. All knives to be locked away when not in use; 4. Craft knives only to be used by Y5 and Y6 pupils under direct one to one supervision; 5. Cutting mat and metal safety rule to be used at all times; 6. Knives counted in and out; 7. Knives should be carried around the room with the blade retracted; 8. Whole class demonstration of safe usage, small group reinforcement; 9. TA support for identified pupils.	6

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Continuation sheet

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Drilling holes in wood	Children and supporting adult	KS1 and EYFS - Adult to supervise 1:1 with each child. Adult to double check positions of children's hands. Support drill if necessary	2		3		6	1. Wood MUST always be securely held in a vice before drilling; 2. Drills with open gears should be avoided whenever possible; 3. A drill stand should only be used if it has a means of securely clamping the work. If the work has to be hand held, the stand must NOT be used; 4. Younger children will probably need support with holding the drill whilst drilling; 5. Teach children not to turn the drill backwards when the drill bit has gone through the wood. Keep turning the drill the same way and pull the drill backwards	

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Making holes in paper and card	Children	Adult to double check positions of children's hands. Support if necessary	2		2		4	1. Pupils should always use an appropriate punch for making holes whenever possible; 2. Pupils should only push a bradawl through paper or card if an appropriate punch is not available. Support the paper or card on plasticine or BluTak before pushing the bradawl through; 3. Holes in plastic bottles or cardboard boxes can be punched with a paper drill, providing the bottle or box is supported on a piece of broom handle held in a vice; 4. Card or paper drills must be used on a wooden surface and can be hit with a mallet if necessary. They must NOT be hit with a hammer;	4

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Glues and adhesives	Children	Children to be supervised when using hot glue 1:1 EYFS and KS1 children must not use hot glue gun	2		2		4	1. Superglue MUST NOT be used in primary schools; 2. Solvent based and 'smelly' glues must be used near to an open window or door; 3. Ensure that pupils' clothes are protected with an apron or old shirt whilst gluing; 4. Choose the appropriate glue for the task. 5. KS 1 pupils MUST NOT use a glue gun; 6. They may be used by adults in a EYFS And KS1 <u>Hot glue guns</u> 1. Low temperature glue guns are the only recommended type for a Key Stage 2 classroom; 2. Year 5 and 6 pupils may use a glue gun under direct, one to one supervision; 3. The pupil MUST be provided with an appropriate pair of gloves to protect their hands. These gloves MUST also be used by any adults using the gun; 4. Glue sticks should be visually checked for air bubbles before they are inserted in to the glue gun; 5. Ensure that glue sticks are the correct type for the glue gun; 6. Pupils should not be given unlimited access to the glue gun. They should ask permission before using it. It should only be used when there is no appropriate alternative.	4

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Finishing techniques	Children and support staff Minor irritation		2		1		2	1. Use water based products whenever possible; 2. Wood surfaces should be smoothed with fine glasspaper before applying any finish. 3. Colour can be applied to wood using water based paint or water based inks; 4. Wood stains should be avoided, they are not normally water based; 5. Oil based paints, such as blackboard paint, may be used by pupils but you should provide plastic or rubber gloves to protect their hands. Pupils must NOT use White Spirit to clean their hands. Brushes can be cleaned in white spirit by an adult; 6. Card can be painted, but it may distort; 7. Pattern can be applied to wood using felt tip pens; 8. Water based varnish can be applied over paint, ink or felt tip pen. Some varnishes will affect the underneath surface. Carry out a test on a scrap of similar material; 9. Ensure that all surfaces are dry before varnish is applied; 10. Spray varnish can be used, but it must be used outside, preferably away from children;	2

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A lifelong love of learning; a love of life.

Signed	Printed Name	Date .....

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Electrical products	All Adults	All equipment PAT tested	1		3		3	1. All electrical products must be regularly checked by a qualified electrician; 2. No electrical product should be used if the internal wires are visible; 3. Trailing sockets must not be overloaded and should not be trailed across the floor.	3
Batteries	All adults	Adult use only	1		3		3	1. Pupils must NOT use rechargeable batteries; 2. Rechargeable batteries may be used within sealed compartments*, eg Roamer or electronic keyboards etc.*, but these must be fitted by an adult; 3. If pupils take home any electrical product they have made, you should inform parents, in writing, of the County guidelines for the use of rechargeable batteries; 4. Alkaline batteries may also become hot if short-circuited;Store batteries so that they cannot be short-circuited. Keep clear of conductors such as nails and wire wool.	3

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Soldering	Children and support staff	1:1 support	2		3		6	1. Soldering irons may be used by Y5 and 6 pupils under direct one to one supervision; 2. Use soldering irons in a well-ventilated area; 3. Pupils should not lean over the work, so avoiding undue inhalation of fumes; 4. Soldering iron flex must be heat resistant; 5. Soldering irons should be provided with a stand to support them when not in use. Damp sponges should be provided to clean the tip; 6. Use rosin-free flux;When new soldering irons are required it is recommended that those which operate at 50 volt AC or less are purchased.	6
Storing tools	All Adults and children		1		1		1	Most tools can be stored so that they are easily accessible by pupils. 1. Sharp edged or pointed tools should be stored away from direct access by pupils. These can be stored in a tool box or cupboard. You should NOT store sharp or pointed tools in a drawer; 2. All cutting tools should be regularly checked to ensure they are sharp. Blunt tools cause accidents; 3. Any sharp or pointed tools must be issued to pupils by an adult. As soon as the pupil has finished using the tool, it should be returned to an adult for storage.	1

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Storing components	Children and support staff		1		1		1	1. Avoid storing resources on shelves. If shelves must be used they must be safely fixed, not overloaded and at a suitable height; 2. Do not store any round materials on shelves that might roll off; 3. Do not store heavy items on shelves that are accessible to children; 4. Do not store ANYTHING in glass jars which could be dropped; 5. Ensure that sharp resources, such as nails and valuable components, such as electric motors and syringes are stored away from direct access by children.	1

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Food Storage	Children and adults	Adults to check fridge contents weekly.	2		4		8	• Dry goods should be kept in clean, labelled rodent-proof containers in a cool, dry place. The 'best before' date should be recorded so that everyone knows the age of the food and “older” stocks moved to the front of the stores, to ensure good stock rotation. Stores should be checked at the end of each term. **Out of date stock** should be disposed of; • Only small quantities of food should be stored in a school; • Where high risk foods are being prepared/cooked by primary school pupils, the ingredients should be purchased by the teacher from a reputable supplier; • All high risk foods should be purchased no earlier than the day before use, carried in a cool box with ice packs and should be kept in a refrigerator. Do not purchase damaged packets; • The refrigerator should be cleaned out, and all contents checked for date, condition etc. at least once each week. It should be able to store the foods at a temperature <5°C; • Food to be taken home should be properly wrapped in clean unused food quality materials such as cling film, food bags, aluminium foil etc. Any high risk foods must be kept in the refrigerator until the end of the school day; • Pupils should be instructed to put high risk foods in the refrigerator as soon as they get home and insist they are eaten as soon as possible;	8

Refrigerator guidance	Adults and children	Adults to check fridge contents weekly.	2		4		8	• Perishable foods should be stored covered in a clean refrigerator at 5°C or lower. The temperature in various parts of the refrigerator should be checked weekly; • If high risk foods are prepared, there must be a refrigerator capable of keeping foods at 5°C or below. Where this facility is not available high risk foods must not be prepared for human consumption in classrooms; • Refrigerators used for storing food must not be used for storing any non-foodstuffs, particularly not science chemicals or biological samples; • Store raw and cooked foods separately. Let hot food cool before placing it in the refrigerator. The cooling time for food should not exceed 90 minutes. Ensure that all food is kept covered with a plate or cling film; • If, by necessity, raw and cooked foods cannot be stored separately, the cooked foods should be stored towards the TOP of the refrigerator, and the raw foods at the bottom (if necessary on a plate or tray, to prevent any dripping and possibility of cross-contamination; • Never put warm foods in the refrigerator as this can cause the temperature of already cooled food to rise to dangerous levels; Make sure that foods used in product analysis sessions are served at the correct temperature (<5°C for chilled foods; >63°C for reheated foods).	8

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Freezers	Children and All adults	Freezers checked half termly.	2		4		8	• Regular defrosting should be carried out to ensure efficient working; • A temperature gauge or thermometer should be used to monitor the temperature of the freezer; • For long term storage food should be kept at -18°C or below. Good freezer management should be practised and taught to minimise the risk of contamination; The manufacturer's instructions should be followed in relation to food storage times.	8
Cleaning products	All adults	Cleaning products that are already used widely across the school to be used in any cookery lessons. These are already checked and deemed safe for children and adults	2		3		4	• Cleaning products should be stored safely away from pupil access, preferably in a cool, locked cupboard; • When cleaning products are used in the classroom they must be returned to the storage area immediately after use; • NEVER use empty containers from cleaning products for any activity in the classroom; • Wear rubber gloves if you have an allergy or sensitive skin.	4

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Food Hygiene	Children and All adults	See COVID- 19 Risk assessment for more cleaning advice during pandemic.	2		3		6	Encourage children to work out a food hygiene code of practice for themselves. It should include: • Well washed hands (rewashed after break, a visit to the toilet or nose-blowing); • No form of communal towel should be used. Paper hand towels are best (prevents cross-contamination); • Avoid loose garments for hygiene & safety reasons ; • Always use clean (or disposable aprons) that are only used for food work; • Long hair tied back; • No nail varnish; • No finger licking; • No licking of spoons etc. during cooking. Tasting for seasoning is important but spoons used for this should be washed between tastings; • Wipe work surfaces before and after use with an antibacterial cleaner product e.g.Dettox (school premises managers may provide you with this); • In a non-food room, clean plastic covers may be used on unsuitable table surfaces, to provide a safer working environment; • Food preparation equipment should not be used for other purposes in the school; • When tasting food (e.g. for seasoning or in a fair test) never re-use a spoon unless it has been washed; • Any cuts or sores to hands should be properly covered with a waterproof dressing. If it is not possible to cover the wound the child should not handle food. Disposable latex, or plastic gloves may also be worn; • Any child suffering from any form of food poisoning symptoms or ear, nose or throat infection should not handle foods until he/she has recovered (common sense should prevail in the case of common coughs / colds etc.).	6

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Washing up			1		1		1	• Pupils should be supervised whilst washing up. • You will need a supply of hot water - this should be thermostatically controlled for pupil use, but feel "hot" to the touch (lukewarm water does not clean). An adult should test the water before it is used by pupils; • Sufficient clean dishcloths and tea towels should be provided, for each session, then washed after each use at a suitably high temperature; • The items which you normally use for washing dishes - washing up bowls, dish cloths, tea towels etc. must be reserved exclusively for work with food; • Dirty dishes should be scraped, stacked and washed - the cleanest first - in hot water with a little detergent; • Bowls, basins etc. need to be placed upside down to drain; • Drain the washed items on a tray if a clean draining board is unavailable; • A clean work surface should be prepared on which to put the dried utensils; • Put clean things away in the correct places, preferably on labelled shelves; • Don't forget to wash tin openers; • Wipe down the bowl with an antibacterial cleaner. Wrap up food waste and seal in a bag before disposal; • Wipe up any spills on work surfaces immediately and mop up any spillages on the floor.	1

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Use of Ovens :	All adults	Ovens to be used by adults only	2		3		6	Ovens which are used for baking food must **not** be used for any non-cooking activities (for example, drying out soil or drying science beakers). • The position of oven shelves should be adjusted while the oven is cold; • Oven shelves should be inserted so that trays can slide in and out of the oven and need not be lifted over an end ridge; • Hot ovenware should be transferred to and from an oven using oven gloves or oven cloth (used double) **by an adult**. Ensure the gloves are well insulated, clean & dry, for both hands with no holes, asbestos-free; • Hot dishes should be placed on a pan stand to cool, taking care to position them in a safe place;	6
Use of Hob	All adults	To be used by adults only	2		3		6	• Rings or burners should only be switched on while in use; • Warn pupils not to touch them - they can burn even if they don't look hot; • Pan handles must be turned away from the front of the cooker to avoid accidental spillage; • Kettle spouts should always point towards the rear of the cooker; • Pans should be used on a ring or burner of a suitable size and placed on a pan stand when taken from the cooker.	6

kitchen knives and other sharp tools	Adults and children		2		3		6	Teach pupils the safety code: • Carry knives point down, by their sides; • Pass a knife handle first, holding the back of the blade; • Wash sharp knives separately, never leave them in the bowl of washing water; • Select an appropriate knife for the task; • All cutting should be downwards onto a nylon board using the "bridge and claw" methods; • Round items should be cut in half to give a flat surface that can then be placed on the board; • Special chopping boards must be used for cutting food, preferably made of high density nylon. Hygiene regulations have outlawed wooden boards; • When peeling fruit and vegetables wash them first and use a peeler to remove a thin layer. A paring knife can be used for thick skins. This is the only time that items to be cut should be held in the hand; • The use of a sawing action to cut fruit is less likely to make the juice spurt than attacking the fruit with a knife point; • Avoid any equipment which might break or crack. Dispose of any cracked or damaged items.	6

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Sewing needles and pins	Adults and children	1. There is a minimal risk of transmission of disease, such as HIV, from needles; 2. You should issue a needle to each individual pupil. The needle should be stored in a plastic bag with their fabric work; 3. When the work has been finished the needle should be either disinfected or safely disposed of.	2		2		4	1. Non-fraying fabric will be easier for children to use; 2. Fabric with an open weave is useful for practising basic sewing techniques; 3. Use needles that are appropriate for the fabric and thread, avoiding very sharp needles. 4. If seams are to be pinned before sewing, this should be done by an adult for younger children.	4

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Likelihood			Consequence	
1	Very unlikely		1	Minor injury scratches bruises, no noticeable damage to property or insignificant affect on the environment.
2	Unlikely		2	Moderate injury shock, superficial damage to property or minor damage to the environment.
3	Likely		3	Serious – Person injured causing loss of work or time away from school or damage to property which needs repairing or easily repairable damage to the environment.
4	Very likely		4	Significant – person taken to hospital or major damage to property or environment.

Overall Score	Risk Factor
1	Very Low
2	Low
3 - 6	Moderate
8 - 12	High
16	Very High

Risk factor matrix

		Likelihood			
		1	2	3	4
Consequence	1	Very Low	Low	Mod	Mod
	2	Low	Mod	Mod	High
	3	Mod	Mod	High	High
	4	Mod	High	High	Very High