

RISK ASSESSMENT POLICY AND PROCEDURE

1) Statement

- a) This policy sets out how Engineering Trust Training (ETT) will identify and manage risks, at and away from its HQ that may affect the health and safety of ETT Staff, Learners and others affected by our activities.

2) Scope

- a) The Management of Health and Safety at Work Regulations 1999 imposes a duty on employers to carry out suitable and sufficient assessments of all the significant risks to employees and those who may be affected arising out of or in connection with any work activity.
- b) The purpose of the risk assessment is to enable ETT to determine what measures should be taken to comply with the duties under the relevant statutory provisions. This covers the general duties under the Health and Safety at Work etc. Act 1974.
- c) More specific requirement for risk assessment can be found in other legislation e.g. the Control of Substances Hazardous to Health Regulations 2002, the Regulatory Reform (Fire Safety) Order 2005 and the Manual Handling Operations Regulations 1992 (as amended 2002).

3) Definitions

- a) Hazard. Anything that may cause harm.
- b) Risk. The likelihood on scale from high or low that someone could be harmed by a Hazard.
- c) Mitigation. The actions put in place to manage the Risk of a Hazard, with the aim to mitigate the risk to an acceptable level.
- d) Risk Assessment. A careful examination of what, in your work, could cause harm to yourself or others. The assessment should allow you to weigh up whether you have taken enough precautions or should do more to prevent harm. Risk Assessments can be further broken down into two categories.
 - i) Generic Risk Assessment. An individual assessment covering the common significant hazards that multiple staff and others may, through their work activities, face on a day-to-day basis.
 - ii) Dynamic Risk Assessment. An assessment that considers unexpected or short temporary changes that require immediate amendments to be made to a risk assessment control measures. Many of these will be done by an individual when faced with a certain situation.
- e) Suitable and Sufficient Risk Assessment. An assessment that is proportionate to the risk and ensures that all relevant hazards are addressed, complies with statutory requirements, ensures all groups who are affected are considered and takes account of existing control measures and identifies further measures as necessary.
- f) ETT Staff. Means any person employed by ETT to carry out work on behalf of the organisation.
- g) Learner(s). Means anyone who is on a training programme with ETT and may include apprentices or those on commercially funded courses.

4) Risk assessments in practice

- a) There are no fixed rules about how a risk assessment should be carried out; it will depend on the nature of the work or business and the types of hazards and risks.

- b) Our risk assessment procedure is practical and aims to consider of the views of ETT Staff, Learners and others who will have practical knowledge to contribute.
- c) The management of Risk is everyone's responsibility – both to follow any assessments that are completed and to identify Hazards that pose Risk then act to manage them in an effective way.
- d) The Chief Executive is responsible for ensuring that arrangements for Risk Assessments are adequate and are communicated effectively.
- e) The Director of Delivery and Operations will lead on the completion of Risk Assessments for the business. This person will receive training to ensure they are competent in identify hazards, decide who might be harmed, how they might be harmed and then evaluate the risks, deciding on what control measures are necessary to minimise those risks, as far as reasonably practicable. The Director of Delivery and Operations will delegate some of this responsibility to the Head of Delivery, Head of Academy and Head of Quality, Risk & Compliance.
- f) ETT Staff are responsible for assessing Risk within the work they do, the sessions they deliver to Learners, their home working area, and their work in terms of visiting partner businesses and sub-contractors.
- g) All Risk Assessments are recorded, and any significant hazards are communicated to relevant persons including the arrangements in place for controlling those risks.

5) Risk Assessment Procedure

- a) Principles of risk prevention
 - i) Where possible, avoid a risk altogether.
 - ii) Evaluate risks that cannot be avoided by carrying out a Risk Assessment.
 - iii) Combat risks at source. e.g. if the steps are slippery, treating or replacing them is better than displaying a warning sign.
 - iv) Adapt work to the requirements of the individual.
 - v) Take advantage of technological and technical progress, which often offers opportunities for improving working methods and making them safer.
 - vi) Implement control measures to form part of a coherent approach.
 - vii) Ensure that staff understand what they must do.
 - viii) Promote a positive health and safety culture. Avoidance, prevention and reduction of risks at work are accepted as part of our approach and attitude to all business activities.

6) Risk Assessment Procedure – Everyone's responsibility

- a) Step 1 – Look for the hazard
 - i) Walk around and/or consider your area of responsibility and look afresh at what could reasonably be expected to cause harm. Ignore the trivial and concentrate only on Hazards that Risk causing harm.
 - ii) Involve others and ask their opinion, they may have noticed things that are not immediately obvious.
 - iii) Look for hazards that could reasonably result in harm. These can be situational as well as physical. Examples:
 - (1) Slipping/tripping hazards (e.g. poorly maintained floors, stairs, trailing wires).
 - (2) Fire (e.g. from flammable materials).
 - (3) Chemicals (cleaning etc.) and how they are used and in what quantities.
 - (4) Moving parts of machinery.
 - (5) Work at height.
 - (6) Diving and vehicles.

- (7) Electricity (e.g. poor wiring, portable appliances).
 - (8) Manual handling.
 - (9) Noise and vibration (noisy machinery or process).
 - (10) Poor lighting, low temperature etc.
 - (11) Lone working.
 - (12) People's personal situation
 - (13) Learner workplace – TO going into the environment
 - (14) One to one situation with young and/or vulnerable Learners
- b) Step 2 – Decide who might be harmed, and how.
- i) There is no need to list individuals by name unless the Risk Assessment specifically concerns an individual.
 - ii) Include people who may not be in the workplace all the time e.g. home workers, cleaners, visitors, contractors, maintenance personnel.
 - iii) Examples of those who may be harmed (not exhaustive):
 - (1) Office staff, Lecturers & Learners.
 - (2) Training Officers.
 - (3) Cleaners.
 - (4) Visitors.
 - (5) Staff and Learners with specific disabilities or needs.
 - (6) Lone workers.
 - (7) Pregnant worker.
 - iv) You have a responsibility to report to the Chief Executive any personal circumstances that would change the Risk Assessment e.g. any temporary or permanent disability or health condition that would mean that you are at greater risk.
- c) Step 3 – Evaluate the Risks and identify what needs to be done to Mitigate the risk.
- i) Aim is to put in place Mitigation to reduce the Risk of the Hazard causing harm to an acceptable level.
 - ii) Even after all precautions have been taken, usually some Risk remains.
 - iii) The current Risk level will show the level without any Mitigation being put in place.
 - iv) The potential Risk is the level after the Mitigation has been implemented.
- d) Step 4 – Record findings
- i) Assessments should be recorded electronically on the ETT risk assessment portal, located on the LMS. If you do not have access to this system, please request it from your line manager
 - ii) The written document is important in terms of communication of the Hazard and Risk and the Mitigation in place that must be followed. It allows staff, Learners and visitors to see each Risk Assessment and refer at any point and for effective monitoring.
- e) Step 5 – Communication
- i) If you write a Risk Assessment, it is your responsibility to make the Director of Delivery & Operations aware that it has been written.
 - ii) ETT Staff can access all Risk Assessments on the BreathHr platform, under the Company Documents section. When a new Risk Assessment is uploaded or an amendment is made to an existing one, relevant staff will get notified and required to acknowledge they have read the document.
 - iii) Learners will be able to access Risk Assessments via the TESA Information Web Page and via paper copies at TESA.
- f) Step 6 – Review and revise

- i) Risk Assessments will be reviewed annually or sooner if the aspect of the environment changes significantly.
 - ii) You are responsible to make the Director of Delivery & Operations aware of any changes in activity which may affect the findings of an existing Risk Assessment. You can make revisions yourself however this must be communicated via the methods described above.
 - iii) Old Risk Assessments should be archived, and a new copy saved to the places detailed above.
- g) Specific risk assessments
 - i) These will, much of the time, be used by Training Officers who work in unique situations specific to their work. These could include (but not limited to);
 - (1) Specific Risk Assessment based on their working from home arrangements.
 - (2) Specific Risk Assessment for any lone working they are doing.
 - (3) Specific Risk Assessment surrounding access and/or working within a specific Employer's premises.
 - ii) For learners under 18, we will conduct a specific Young Person Risk Assessment (MHSWR Reg 19). We will ensure closer supervision, tailored training/induction, and parents/guardians are informed where applicable. Learners may only operate equipment after competence sign-off by a qualified trainer.

7) Legislation & guidance related to this policy:

- a) Health and Safety at Work etc. Act 1974 (HSWA) – general duties. [Health and Safety at Work etc Act 1974 - HSE](#)
- b) Management of Health and Safety at Work Regulations 1999 (incl. Reg 19 – Young Persons). [[legislation.gov.uk](#)]
- c) Provision and Use of Work Equipment Regulations 1998 (PUWER) – overview, training/competence, guarding. [[hse.gov.uk](#)], [[hse.gov.uk](#)]
- d) Lifting Operations and Lifting Equipment Regulations 1998 (LOLER) – planning, supervision, thorough examination (might be limited to learner's workplace). [[hse.gov.uk](#)]
- e) Electricity at Work Regulations 1989 – safe systems of work around electrical equipment. [[hse.gov.uk](#)]
- f) Work at Height Regulations 2005 – hierarchy of control for work at height. might be limited to learner's workplace). [[hse.gov.uk](#)]
- g) Control of Substances Hazardous to Health Regulations 2002 (COSHH) – assessment/control, LEV/RPE, health surveillance. [[hse.gov.uk](#)]
- h) Control of Noise at Work Regulations 2005 – action values and exposure limit. [[legislation.gov.uk](#)]
- i) Control of Vibration at Work Regulations 2005 – HAV/whole body vibration controls and surveillance. [[legislation.gov.uk](#)]
- j) Workplace (Health, Safety and Welfare) Regulations 1992 – environment/welfare standards. [[hse.gov.uk](#)]
- k) Regulatory Reform (Fire Safety) Order 2005 – fire risk assessment, responsible person duties. [[legislation.gov.uk](#)]
- l) Personal Protective Equipment at Work (Amendment) Regulations 2022 – limb (b) workers. [[hse.gov.uk](#)]
- m) Health and Safety (First Aid) Regulations 1981 – first aid provision. [[hse.gov.uk](#)]

- n) Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR). [[hse.gov.uk](https://www.hse.gov.uk)]
- o) HSE guidance: Young people at work – Apprentices (training provider responsibilities). [[hse.gov.uk](https://www.hse.gov.uk)]

