

Appendix 5 – Generic Risk Assessment for Snow/Ice Clearance

Version 1.3

Record of Risk Assessment.	Activity, procedure or workplace being assessed: Snow and Ice Generic Risk Assessment Template	Date:
	Assessed by:	Service: Ref.

Stage 1		Stage 4			Stage 5			Stage 6			Stage 7			9
List significant hazards and effects <i>Examples - Sharp edges: cut or abrasion. Slips and trips: impact, cut or bruised. Structure collapsing: persons trapped, crushed. Objects falling: persons cut, bruised, fracture.</i>		Describe hazard control measures in place. <i>Examples - Electrical equipment is tested and registered. All staff are given Manual Handling awareness training. Only named (and trained) persons are to clear photocopier. Covers are in place over any cables crossing walkways.</i>			Likelihood	Severity	Risk Rating	Identify any further controls required. <i>Examples: Devise & issue a 'good housekeeping policy'. Plan to replace unsuitable furniture in next financial year. Provide a safe means to reach the highest shelves. Ensure staff are made aware of roles and responsibilities.</i>			Likelihood	Severity	Risk Rating	Action dates set by Service Head are:
					L	S	L x S				L	S	L x S	
1	Snow and ice on school property	<ul style="list-style-type: none"> All staff are trained/made aware of WBC policy/procedures for Severe Winter Weather for schools. 												
2	Snow and ice on school property	<ul style="list-style-type: none"> All staff are made aware of the limits of the property, including restrictions on shared premises and any special features such as public rights of way, key pedestrian routes etc. 												
3	Snow and ice on school property	<ul style="list-style-type: none"> Person(s) identified who will be responsible for the management of snow and ice clearance and they are suitably briefed and trained as required. 												
4	Snow and ice on school property	<ul style="list-style-type: none"> Site assessment carried out to identify areas and routes required to be cleared to ensure safe access and operation of the school and those areas and routes where restrictions should be applied; All hazardous areas must be put out of commission; Site assessment is communicated and made available to all staff, pupils, contractors and visitors; Cleared areas are clearly designated for any pedestrians or vehicle access and are frequently reviewed for any changes in condition; Ensure levels of supervision are appropriate for the conditions at break and lunchtime. 												
5	Vulnerable persons/groups that may use your premises	<ul style="list-style-type: none"> Risk assessment carried out to establish whether any special measures/precautions are required. 												

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6	Snow and ice on school property	<ul style="list-style-type: none"> Appropriate amount of rock salt and/or grit is suitably stored in practical locations and is included in CoSHH assessment. 							
7	Lone Working	<ul style="list-style-type: none"> Snow clearance may involve someone working on their own. Activity is covered in lone working arrangements. 							
8	Snow and ice clearance may involve volunteers, such as local community groups, parents and local residents.	<ul style="list-style-type: none"> School appointed person is in control of the snow clearing process and briefed on how and where it is to be completed; School appointed person is suitability trained; All 'volunteers' are suitably briefed; All 'volunteers' are able/competent to undertake tasks and training administered as necessary. 							
9	Work Equipment	<ul style="list-style-type: none"> A competent member of staff to visually inspect and assess the materials and tools that are being used as to whether they are in good condition, fit for purpose and appropriate for the task in hand. 							
10	Manual Handling	<ul style="list-style-type: none"> Manual handling training provided as required 							
11	Safety and Welfare	<ul style="list-style-type: none"> Ensure that the overall wellbeing and physical capabilities of the person(s) clearing the site is sufficient for the task in hand; Ensure clothing and footwear is suitable for the conditions and task in hand; Ensure suitable Personal Protective Equipment (PPE) is provided, such as gloves, high-visibility jackets, eye protection, etc; Monitor weather forecast and ensure weather appropriate for the duration of the task; Ensure the time spent on activities is necessarily limited to a reasonable duration; 							
12	Slips, Trips and Falls	<ul style="list-style-type: none"> Ensure footwear is suitable for the conditions and task in hand; Ensure work areas are kept tidy and work equipment is stored safely when not in use; Monitor water trodden into the buildings by staff and pupils to ensure that slips do not happen. (Use of mats in entranceways) 							
13	Accidents	<ul style="list-style-type: none"> Ensure ability to contact emergency services; Ensure a suitably trained first aider is available. 							

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14	Vehicle / Pedestrian interaction	<ul style="list-style-type: none"> Ensure that vehicles are kept separate from snow and ice clearance work by restricting access; Provision of high-visibility jackets. 											
15													
16													
17													
18													
19													
20													

Stage 2: Indicate if additional assessments req. Manual handling DSE COSHH PPE Noise Fire Asbestos Other: _____

Stage 3: Indicate who could be harmed as a consequence of any of the above hazards?

WBC staff <input type="checkbox"/>	Public / Visitors <input type="checkbox"/>	Cleaners / Security <input type="checkbox"/>	Contractors <input type="checkbox"/>	Other ↓
Pregnant person(s) <input type="checkbox"/>	Disabled / Elderly / Infirm <input type="checkbox"/>	Young Persons (under 18) <input type="checkbox"/>	Children (under 16) <input type="checkbox"/>	

Likelihood		Severity	
4	Almost certain	4	Substantial: Major RIDDOR.
3	Likely	3	Moderate: Over 3-day injury.
2	Unlikely	2	Minor: Non RIDDOR.
1	Highly unlikely	1	Trivial: No significant injury.

Severity	4	4 Moderate	8 Substantial	12 Intolerable	16 Intolerable
	3	3 Tolerable	6 Moderate	9 Substantial	12 Intolerable
	2	2 Trivial	4 Tolerable	6 Moderate	8 Substantial
	1	1 Trivial	2 Trivial	3 Tolerable	4 Moderate
		1	2	3	4
	Likelihood				

Risk classification in action	
Intolerable	Cease this work immediately. Make task / area safe. Inform Service Head <i>now</i> .
Substantial	Not tolerable. Allocate suitable resources directly. Seek professional advice.
Moderate	Start or continue only if additional controls introduced within specified time.
Tolerable	Resume, but continue to monitor to ensure existing controls are maintained.
Trivial	No further action required (i.e. existing safety controls are satisfactory).

Head of Service responsibilities:

Ensure target dates are set as required (Stage 9). If target date method not used, what alternative approach is taken?

Ensure assessment viewed by SMT (or equivalent), plus Safety Committee. If not, what alternative approach is taken?

How are Stage 3 persons informed of above hazards and controls in a way understandable to them? Paper copy Soft copy 1 to 1 Group mtg. Other ↓

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	Verify all stages complete. Signed:		Date verified:		
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1 st review date:	Signed:	2 nd review date:	Signed:
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Risk Assessment (Guidance sheet).	The following hazards are typical of those found across the varied WBC working environment. Such a list can never be fully exhaustive due to the ever-changing work place; therefore each Risk Assessment is to be approached openly and methodically. Know own limitations. Seek advice if unsure.
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Environmental factors	Examples of effect
Slip or trip over	Impact, cuts, bruises, fracture.
Sharp or abrasive object	Stab, cut, abrasion, infection.
Working at height	Falls, fractures, bruising, cuts.
Falling objects	Fractures, bruising, cuts.
Manual handling issues	Cut, strain, sprain, trip, fall.
Machinery (or equipment) in motion	Impact, crush, trap, entangle.
Electricity	Electric shock, burns, fire.
Inadequate lighting	Collision, eyestrain.
Working alone	Unanticipated illness or injury.
High noise levels	Hearing damage, deafness.
Dust and/or fibres (esp. asbestos)	Acute & chronic lung disorder.
Fume, mist, vapour or liquid	Harm to eye, throat, lung, skin.
Fire	Burns, smoke inhalation.
Thermal temp (high or low)	Burns, heat stroke, frostbite.
Working over or adjacent to water	Drowning.
Structural collapse	Falls, crushing, trapping.
Wearing safety PPE or RPE	Limit vision, hearing, movem't.
Animal or person attack	Bite, cut, stab, infection.
Excavations	Falls of persons, materials, etc.
Vehicles	Impact, trapping, crushing.
High wind speed	Falls, struck, cuts, eye injury.
Radiation	Burns, cancer, eye damage.

Human factors (behaviour)	Examples of effect
Long working hours - fatigue	Lapses of attention
Stress	As above + performance slip etc.
No induction	Mistaken actions by individual.
Poor formal training (or none!)	Misconceptions, dangerous acts.
Poor communication	As previous 2.
Tight deadline, poor planning	Mistaken/conflicting priorities.
Poor supervision (or none)	Defiance, disregard rules, etc.
No experience	Any of the above.
Miscellaneous	
Uneven terrain	Vibration, collision, impact, etc.
Poisonous / harmful Flora (plants)	Poison, eye/respiratory harm.
Livestock	Bite, crush, infection.
Lead	Poisoning
Flammable substance	Fire, burns, inhalation issues.
Fuel or Oil	Fire, explosion, vapour.
Sewage	Illness, disease.
Virus (Hepatitis, HIV, Flu, etc)	Sickness.
Bacteria (Salmonella, Leptospirosis, Listeria, Legionella).	

Occupational factors	Examples of effect
Typical examples would be:	
Surveying	Falls, cuts, entrapment, aggression.
Food hygiene	Cuts, infections, food poisoning.
Parking Inspector	Aggression, attack, abuse, etc.
Social workers	As above + back strain, infection.
Youth Offending Team	Aggression, infection,
24 hr call out	Whole range unanticipated issues.
Contact Centre	Aggression, abuse.
Park Rangers	Falls, cuts, entrapment, elements.
Bridge Inspector	Falls, cuts, entrapment, elements.
Contractors	Whole range unanticipated issues.

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Title: Risk Assessment Record.	Form reference: H&S 006 – 02a	Version: 5	Date: June 2006
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