



# Art and design

## Risk assessment

### Cautionary note:

Please check your school policies for health and safety rules and regulations, plus any existing risk assessments before reviewing and amending this document. Consult the designated subject lead or safeguarding co-ordinator for advice on completing such documents if in doubt.

First, read and review this document and check the hazards it covers.

Then, use the guidance on page 2, accompanied by the blank pages/proformas on pages 8 and 9, to include additional hazards which are not listed in this document.

N.B. If any pupils are likely to cause injury to themselves or others, review and risk assess the pupils on an individual basis, using the proforma on page 10.

Making skills

Generating ideas

Formal elements

Knowledge of artists

Evaluating



## Summary of hazards the page presents

Ref.	Identified hazard(s):	Who might be harmed?	Preventative measures and controls:	Level of risk:
A referenced number that can be used to link to the risk assessment entry in other documents and records.	An activity or piece of equipment which carries an element of risk to health and safety.	The group or individual that are at risk of injury.	Strict guidance or expected rules and regulations to follow in order to remove or decrease the risk of the identified hazard(s).	Estimated potential level of danger presented by the identified risk, refer to the risk matrix below.

## Example entry:

<b>10</b>	Burns, due to glue guns and hot components.	Pupils, staff	<ul style="list-style-type: none"> <li>Low-melt glue guns are considered safer than their hot-melt alternatives.</li> <li>If hot-melt glue guns are to be used, these should only be used by older children under close supervision.</li> <li>Behaviour expectations expressed before activities proceed.</li> </ul>	Medium
-----------	---	---------------	--	--------

### Risk matrix

### Potential consequence of harm

This risk matrix is used to identify the level of risk when presented with identified hazards.

**1 - Minor injury**  
Hazard can cause an illness, injury or equipment damage, but the results would not be expected to be serious.

**2 - Significant injury**  
Hazard can result in serious injury and, or illness, over 3 day absence.

**3 - Major injury**  
Hazard capable of causing death or serious and life threatening injuries.

Likelihood of harm	1 - Unlikely - rare, though possible	Low	Low	Medium
	2 - Possible, could occur occasionally	Low	Medium	High
	3 - Probable - injury likely to occur	Medium	High	Extreme



## General: Provision; General: Equipment advice; General: Equipment storage

Ref.	Identified hazard(s):	Who might be harmed?	Preventative measures and controls:	Level of risk:
1	General: Provision and supervision	Pupils, staff	<ul style="list-style-type: none"> <li>• Class and group sizes should be appropriate to:               <ul style="list-style-type: none"> <li>• Room size, class size, staff: pupil ratio, the nature of the activity, pupil age, pupil ability.</li> </ul> </li> <li>• Health and safety rules and responsibilities should form part of a whole-school set of expectations and should be expressed before each activity that involves an element of risk.</li> <li>• Staff and pupils are advised to wear aprons to protect clothing.</li> <li>• Staff and pupils are advised to wear appropriate footwear for safe grip and foot protection.</li> <li>• Staff and pupils are advised to wear goggles when carrying out activities that use chemicals or generate small fine, loose particles to protect their eyes.</li> <li>• Share and warn pupils and staff of the risks involved before and after the activity.</li> <li>• Expectations and rules visible in the classroom or working environment.</li> </ul>	Low
2	General: Equipment advice	Pupils, staff	<ul style="list-style-type: none"> <li>• All equipment must be maintained and monitored before and after each use for wear and damage.</li> <li>• All equipment must be recorded in quantity when handing out and returning to storage.</li> <li>• Ensure staff understand how to use the equipment in the correct and safe manner, and are aware of any risks.</li> <li>• Staff are trained on basic hygiene, health and safety awareness and know the location and/or contact for the school first-aiders.</li> </ul>	Low
3	General: Equipment storage	Pupils, staff	<ul style="list-style-type: none"> <li>• Equipment and substances stored appropriately so they do not present a trip, slip or fall hazard.</li> <li>• Heavy equipment stored at an appropriate level.</li> <li>• Rags, cotton waste, polyurethane foam or similar materials should not be allowed to accumulate or be stored near naked flames, hot objects or immediately against electrical equipment.</li> </ul>	Low



**General: Substances and COSHH; General: Classroom stationery; General: Obtained materials**

Ref.	Identified hazard(s):	Who might be harmed?	Preventative measures and controls:	Level of risk:
4	General: Substances and COSHH (I.e. ink, glue, fixatives)	Pupils, staff	<ul style="list-style-type: none"> <li>All highly flammable substances (i.e. fixatives) should be stored in suitably labelled, lockable metal storage containers or cupboards.</li> <li>Inventory of chemicals used within the subject that identifies the quantity stored, includes material safety data sheets, identifies the level of risk from them and if there is a requirement to undertake a specific COSHH risk assessment.</li> <li>Refer to COSHH (Control of Substances Hazardous to Health) for further advice.</li> <li>Communicate known risks from chemicals to the relevant people who may be exposed to any risk, including teaching, cleaning staff and pupils.</li> <li>Only low hazard paints and inks used where possible.</li> <li>Food should not be consumed or brought into work areas where chemicals are used.</li> </ul>	Low
5	General: Classroom stationery	Pupils, staff	<ul style="list-style-type: none"> <li>Use of permanent markers; take extra precaution and provide strict staff supervision with alcohol and dye based pens. Should not be left unattended with children, store in a secure, safe place. Do not use for extended periods of time or long-term large artworks.</li> <li>Electric pencil sharpeners, staff supervision with use.</li> <li>Compasses, correct and proper use expressed to children.</li> <li>Hand paper drills should only be used above soft pliable materials such as soft tack, or cutting boards.</li> <li>Tape and other materials must be cut using scissors, never teeth and set by example.</li> </ul>	Low
6	General: Obtained materials	Pupils, staff	<ul style="list-style-type: none"> <li>Paper-based collaging materials from external sources such as pamphlets, newspapers and magazines must be age-appropriate.</li> <li>Packaging and materials requested from home should be clean and safe, check for:               <ul style="list-style-type: none"> <li>Sharp edges and remnants of food or other previous contents.</li> </ul> </li> </ul>	Low



## Slips, trips and falls; Allergies; Use of glue, fixatives and adhesives<sup>\*\*</sup>; Burns due to glue guns and hot components; Shaving foam

Ref.	Identified hazard(s):	Who might be harmed?	Preventative measures and controls:	Level of risk:
7	Slips, trips, and falls	Pupils, staff	<ul style="list-style-type: none"> <li>• Staff supervision of pupils .</li> <li>• Staffing ratios are appropriate to the size of class and age of pupils.</li> <li>• Spillages are immediately mopped/cleaned up and the area returned to a dry, safe condition.</li> <li>• General surrounding and immediate area kept clear of obstacles and in a tidy organised state.</li> <li>• Pupils bags and equipment kept away from working areas in the classroom.</li> </ul>	Low
8	Allergies to chemicals, materials, and ingredients	Pupils, staff	<ul style="list-style-type: none"> <li>• Staff are aware of the school first aiders.</li> <li>• Staff watch for adverse and undiagnosed reactions.</li> <li>• Staff are aware of any pupils or staff with diagnosed allergies and plan accordingly.</li> </ul>	Medium
9	Use of glue, fixatives, and adhesives <sup>**</sup> (*including but not limited to, all points made in Ref. 4)	Pupils, staff	<ul style="list-style-type: none"> <li>• Staff supervision of pupils.</li> <li>• Pupils instructed and understand to use appropriate amounts of glue.</li> <li>• Water-based, non-toxic formulation only – No solvent-based.</li> <li>• Approved products for children only.</li> <li>• No super-glue or wallpaper paste containing fungicides.</li> <li>• Spray adhesives used by staff only, highly flammable, and toxic.</li> <li>• Must be used in well-ventilated areas away from children.</li> <li>• Heavy vapour adhesives used by staff only.</li> <li>• Behaviour expectations are expressed before activities proceed.</li> </ul>	Low
10	Burns, due to glue guns and hot components	Pupils, staff	<ul style="list-style-type: none"> <li>• Low-melt glue guns are considered safer than their hot-melt alternatives.</li> <li>• If hot-melt glue guns are to be used, these should only be used by older children and under close supervision.</li> <li>• Behaviour expectations expressed before activities proceed.</li> </ul>	Medium
11	Shaving foam	Pupils, staff	<ul style="list-style-type: none"> <li>• Staff supervision of pupils.</li> <li>• Consider all points made in reference 8 'Allergies to chemicals, materials and ingredients'.</li> <li>• Consider all points made in reference 7 'Slips, trips and falls'.</li> <li>• Provide the pupils with aprons to protect their clothing.</li> </ul>	Low



## Cuts, punctures, lacerations and pinches from cutting and shaping implements; Sewing, needlework and fabric choices

Ref.	Identified hazard(s):	Who might be harmed?	Preventative measures and controls:	Level of risk:
<b>12</b>	Cuts, punctures, lacerations, and pinches from cutting and shaping implements (i.e. scissors, pliers, sculpting and modelling tools)	Pupils, staff	<ul style="list-style-type: none"> <li>• Staff supervision of pupils.</li> <li>• Round-ended school scissors only, staff-use only for fabric and point-ended scissors.</li> <li>• Cutting and shaping implements must not be left unattended, and should be counted in and out of storage.</li> <li>• It is recommended to store cutting and shaping implements in a safe, secure place.</li> <li>• Damaged or faulty cutting and shaping implements to be immediately discarded in a safe and sensible manner.</li> <li>• When punching holes through materials, pupils should use a pointed pencil to press into a soft, pliable material such as soft tack or a large rubber.</li> <li>• Screwdrivers and/or bradawls are not recommended for punching holes in materials.</li> <li>• Where possible, use a hole punch or hand paper drill for creating holes.</li> <li>• Where applicable, cutting boards or mats should be used.</li> <li>• Pupils to be taught how to carry scissor blades closed and held in a gripped palm, never carried with blades pointing outwards.</li> <li>• Left-handed tools should be offered to left handed pupils; right-handed tools should be offered to right-handed pupils.</li> <li>• Behaviour expectations expressed before activities proceed.</li> </ul>	Low
<b>13</b>	Sewing, needlework and fabric choices	Pupils, staff	<ul style="list-style-type: none"> <li>• Staff supervision of pupils.</li> <li>• Pupils are taught how to use a needle and thread in the correct and safe manner.</li> <li>• Cotton and other threads must be cut using scissors, never teeth and set by example.</li> <li>• Material choices must be considered carefully, thick and dense materials can lead to excessive pressure being applied to the needle and thread which can result in puncture injuries.</li> <li>• Choose single layer, looser materials such as felt, cotton and Aida cloths for guided cross-stitch.</li> <li>• If denser materials are to be used, thimbles/thimblettes can protect pupils' fingers from injury.</li> <li>• Behaviour expectations expressed before activities proceed.</li> </ul>	Low



## Use of tenon saws (with bench hooks) and/or coping saws (with vices);

Ref.	Identified hazard(s):	Who might be harmed?	Preventative measures and controls:	Level of risk:
14	Clay	Pupils, staff	<ul style="list-style-type: none"> <li>• Pupils must thoroughly wash their hands before and after using clay.</li> <li>• Staff supervision of pupils.</li> <li>• Staffing ratios should be appropriate to the size of class and age of pupils.</li> <li>• Spillages are immediately mopped/cleaned up and the area returned to a dry, safe condition.</li> <li>• General surrounding and immediate area kept clear of obstacles and in a tidy, and organised state.</li> <li>• Any cutting and shaping tools used to work the clay must be appropriate for the age group and with no sharp edges.</li> <li>• Consider all points made in reference 8 'Allergies to chemicals, materials and ingredients'.</li> <li>• Consider all points made in reference 12 'Cuts, punctures, lacerations, and pinches from cutting and shaping implements'.</li> </ul>	Low
15	Paint	Pupils, staff	<ul style="list-style-type: none"> <li>• Pupils must thoroughly wash their hands before and after using paint.</li> <li>• Staff supervision of pupils.</li> <li>• Staffing ratios are appropriate to the size of class and age of pupils.</li> <li>• Spillages are immediately mopped/cleaned up and the area returned to a dry, safe condition.</li> <li>• General surrounding and immediate area kept clear of obstacles and in a tidy, and organised state.</li> <li>• Water-based paints are recommended.</li> <li>• Consider all points made in reference 8 'Allergies to chemicals, materials and ingredients'.</li> </ul>	Low



Ref.	Identified hazard(s):	Who might be harmed?	Preventative measures and controls:	Level of risk:





Ref.	Identified hazard(s):	Who might be harmed?	Preventative measures and controls:	Level of risk:



Name:

Ref.	Identified hazard(s) or concern(s) raised:	Who might be harmed?	Preventative measures and controls; actions to reduce the likelihood of risk to the pupil or others:	Level of risk:
1				
2				
3				
4				
5				
6				
7				
8				