



Risk Assessment

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Organisation	Everyday Lessons	Document Title	Risk Assessment
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Author	Emma Jayne Lavin	Authorised by	Emma Jayne Lavin / Sharon Wright
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1. Purpose and Scope

This general risk assessment identifies foreseeable hazards and control measures associated with educational programmes delivered by Everyday Lessons. It applies to classroom-based delivery, learner arrival and departure, breaks, supervision, safeguarding arrangements, attendance monitoring and associated learning activities. The assessment covers learners aged 11–16, post-16 learners. It must be used alongside venue-specific risk assessments, safeguarding policies, health and safety procedures, attendance procedures, individual learning plans and individual learner risk assessments where required.

This document also applies to any practical beauty, make-up, nails, waxing or treatment-related learning activities delivered by Everyday Lessons, including activities involving products, electrical equipment, treatment couches, models or clients. Where specialist equipment, substances or treatment activities are used, tutors must complete activity-specific checks and follow manufacturer instructions, product safety data sheets, learner competence requirements and any relevant COSHH controls.

Where a learner has additional needs, medical requirements, safeguarding vulnerabilities, behavioural concerns, accessibility requirements or other identified risks, an individual risk assessment must be completed before provision begins and reviewed regularly.

2. Risk Rating Method

The following table should be used as a general risk register. It must be supplemented by venue-specific checks and, where relevant, practical treatment risk controls for activities involving products, tools, equipment, clients or models.

Risk Level	Meaning	Required Action
Low	Harm is unlikely or would usually be minor.	Maintain existing controls and monitor during routine checks.
Medium	Harm could occur if controls are not followed or monitored.	Apply controls consistently, monitor regularly and review after concerns or incidents.
High	Serious harm, safeguarding concern or significant disruption could occur.	Immediate control measures, management oversight and review before activity continues where necessary.

3. Risk Assessment Table

Activity / Area	Hazard	Who May Be Harmed	Risk	Control Measures	Further Actions / Guidance
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Classroom learning	Slips, trips and falls	Learners, staff and visitors	Medium	Walkways kept clear; spills cleaned promptly; bags, cables and resources stored safely; classroom checked before and during sessions.	Staff to report hazards immediately. Regular checks to be completed in line with health and safety procedures.
Fire and emergency situations	Fire, evacuation delay or failure to account for learners	Learners, staff and visitors	High	Fire exits kept clear and clearly identified; evacuation procedures explained; registers available; staff supervise learners during evacuation; emergency contacts accessible.	Fire procedures to be reviewed with staff and learners. Fire risk assessment and drill arrangements to be followed.
Classroom seating and computer-based work	Poor posture, discomfort, eye strain or fatigue	Learners and staff	Medium	Appropriate seating used where available; learners encouraged to maintain good posture; regular screen breaks provided; activities varied to reduce prolonged static positions.	Additional support or reasonable adjustments to be provided where individual needs are identified.
Manual handling	Strains or injury from moving equipment or resources	Staff and learners	Medium	Heavy items moved by staff only where appropriate; lifting guidance followed; trolleys or assistance used for heavier items; learners not asked to carry unsafe loads.	Staff to assess manual handling tasks before moving equipment and report concerns.
Behaviour, emotional distress and wellbeing	Disruption, distress, escalation, safeguarding concerns or harm to self/others	Learners and staff	Medium	Staff trained in safeguarding and behaviour management; clear expectations shared; positive behaviour strategies used; concerns escalated promptly; individual risk assessments completed where required.	Any safeguarding concern must be reported to the DSL or deputy DSL without delay.
Infection prevention	Spread of illness including colds, flu or COVID-19	Learners, staff and visitors	Medium	Handwashing encouraged; cleaning routines followed; ventilation used where possible; learners or staff who are unwell advised to follow current health guidance.	Management to review procedures if public health guidance changes or an outbreak occurs.
Site access and security	Unauthorised access, intruders or public access to learning areas	Learners and staff	High	Access to learning areas restricted; classroom doors kept secure where appropriate; learners met at agreed entrance points; visitors authorised and accompanied; staff maintain supervision	Door security, visitor arrangements and lockdown procedures to be reviewed regularly.

				during arrival, breaks and departure.	
Attendance and missing learners	Learner fails to arrive, leaves unexpectedly or cannot be accounted for	Learners	High	Registers completed promptly; arrival and departure supervised; under-16 collection arrangements followed; parents/carers or relevant contacts informed of concerns promptly.	Missing learner procedures must be followed immediately and escalated where safeguarding concerns exist.
Online learning	Cyberbullying, inappropriate communication, unsafe contact or harmful online behaviour	Learners	Medium	Approved platforms used; online conduct expectations shared; sessions moderated where required; staff use professional communication channels only; concerns reported promptly.	Online safety incidents to be recorded and escalated in line with safeguarding procedures.
Data protection	Loss, misuse or unauthorised disclosure of personal information	Learners, staff and organisation	Medium	Secure systems used; access restricted to authorised staff; personal information handled in line with data protection procedures; records stored securely.	Any suspected breach must be reported immediately to management and handled under data protection procedures.
Learning resources and online content	Exposure to inappropriate, inaccurate or harmful content	Learners	Medium	Approved learning materials used; staff preview resources; learners supervised when accessing online content; filters or platform controls used where available.	Concerns about content must be removed or restricted and reported to management.
Isolation and remote learning wellbeing	Reduced engagement, emotional stress or lack of support	Learners	Medium	Regular tutor contact; interactive learning opportunities; wellbeing check-ins where appropriate; concerns monitored and escalated.	Additional pastoral support to be offered where concerns are identified.
Age-specific supervision: 11–16	Increased safeguarding, supervision and welfare needs	Younger learners	High	Age-appropriate supervision provided; staff suitability checks completed; arrivals, breaks and departures supervised; learners not left unsupervised in public areas.	Safeguarding procedures, KCSIE guidance and individual risk assessments to be followed.
Post-16 and adult learners	Independent learning risks, reduced engagement or online safety concerns	Older learners	Medium	Clear expectations provided; attendance monitored; online safety guidance shared; tutor check-ins completed where appropriate.	Concerns to be reviewed through learner support, safeguarding or attendance

					procedures as appropriate.
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4. Additional Risk Controls for Practical Beauty, Make-Up, Nails and Treatment Activities

Activity / Hazard	Potential Harm	Required Controls	Responsible Person	Frequency / Timing
Use of beauty, make-up, nail and cleaning products	Skin irritation, eye irritation, allergic reaction, breathing irritation or accidental ingestion	Use products in line with manufacturer instructions and safety data sheets; complete learner induction; provide suitable PPE; ensure good ventilation; store products securely; label substances clearly; check allergies and contraindications before use.	Tutor /	Before and during each practical session
Chemicals including acetone, IPA, surgical spirit, Barbicide, nail varnish remover, acrylic products, gel products and latex	Skin sensitisation, irritation, allergic reaction, fumes, fire risk or incorrect dilution/use	Follow COSHH principles; keep lids closed when not in use; use small quantities only; keep away from ignition sources; provide gloves, aprons and eye protection where required; complete patch or sensitivity testing where appropriate; dispose of waste safely.	Tutor / management	Before use and as part of stock checks
Waxing activities	Burns, bruising, skin tearing, blood spotting, infection risk or inappropriate treatment	Complete client/model consultation; check contraindications; test wax temperature; supervise learners; use gloves and PPE; avoid double dipping; dispose of wax strips safely; clean couch and equipment between users; provide aftercare advice.	Tutor supervising treatment	Every waxing activity
Heated mitts, booties, steamers or heat-based equipment	Burns, scalds, discomfort or increased risk for users with reduced sensitivity or metal implants	Check equipment condition and temperature before use; complete consultation; confirm heat sensitivity; start on low setting where appropriate; supervise learners; keep steam directed away from face/body; remove faulty equipment from use.	Tutor	Before and during each use
Electrical beauty equipment including lamps, dryers, straighteners, wax pots and treatment devices	Electric shock, burns, fire or equipment failure	Use PAT-tested equipment where required; complete visual checks for damaged plugs, leads and casing; keep equipment away from water; switch off and store safely after use; report faults immediately and remove from service.	Tutor / management	Visual check before use; formal checks as scheduled

Treatment couches, stools, chairs and workbenches	Falls, collapse, poor posture or musculoskeletal strain	Check furniture is stable before use; ensure stools and chairs are correctly positioned; learners must not sit on workbenches or swing on stools; provide alternative seating where needed; adjust working height where possible.	Tutor	Before each session
Models or clients attending practical sessions	Safeguarding concern, injury, treatment reaction, privacy concern or poor aftercare	Confirm consent and suitability; explain treatment and aftercare; supervise learner practice; maintain privacy and professional conduct; record incidents or adverse reactions; ensure under-18 arrangements follow safeguarding procedures.	Tutor / DSL where relevant	Before, during and after treatment

5. First Aid, Accident Reporting and Operational Checks

- First aid equipment must be available to staff during delivery, including access to first aid supplies in classrooms and staff vehicles where applicable.
- An accident recording process must be available and used for all accidents, injuries, near misses and relevant health and safety concerns.
- Before each session, staff must confirm that registers, emergency contacts, first aid arrangements, accident reporting arrangements, evacuation information, learner collection arrangements, safeguarding contacts and individual learner plans are available.
- Any missing equipment, venue concern, access issue, safeguarding concern or safety hazard must be reported to management promptly and recorded where required.

Check Area	What Must Be Checked	When	Record / Action
Venue and classroom	Access routes, lighting, heating, ventilation, trip hazards, cleanliness, toilets, fire exits, security and suitability for learners.	Before learners arrive and during the session as needed	Record concerns and report to management or venue contact.
Registers and emergency contacts	Attendance register, emergency contact details, collection arrangements for under-18s and learner support notes.	Before each session	Register completed promptly; missing learner procedure followed if needed.
First aid and accident book	First aid kit availability, accident reporting process and access to incident forms.	Before each session	Accidents, incidents and near misses recorded securely.
Fire and emergency arrangements	Evacuation route, assembly point, alarm information, fire doors, exits and headcount procedure.	At venue induction and before delivery	Any blocked exit or concern escalated immediately.
Equipment and substances	Electrical condition, PAT status where applicable, safe storage, product labelling, PPE and COSHH information.	Before practical activities	Remove unsafe items from use and record action taken.

6. General Control Measures

- All staff must follow Everyday Lessons safeguarding, health and safety, behaviour, attendance and data protection procedures.
- Staff must maintain professional boundaries with learners at all times, including during online learning and electronic communication.
- Only approved communication channels and learning platforms may be used for learner contact and online delivery.
- Learners must be given clear guidance on behaviour, safety, online conduct and how to raise concerns.
- Learning environments must be checked regularly for hazards and suitability.
- Activities must be planned with appropriate supervision, age, ability, additional needs and individual circumstances in mind.
- Reasonable adjustments must be considered for learners with additional needs, disabilities, medical needs, anxiety, communication needs or other barriers to safe participation.
- Staff must remain alert to signs of abuse, neglect, exploitation, radicalisation, child-on-child abuse, harmful sexual behaviour, online harm, attendance concerns or changes in behaviour and wellbeing.
- Safeguarding concerns must be reported to the Designated Safeguarding Lead or deputy DSL without delay.
- Incidents, accidents, near misses, safeguarding concerns, behaviour incidents, missing learner incidents and breaches of procedure must be recorded and escalated on the same day where possible.

7. Incident, Accident and Safeguarding Response

All staff must respond promptly and proportionately to incidents. Immediate risks to life, health or safety must be addressed first by contacting emergency services where required, administering first aid within staff competence, moving learners away from danger where safe to do so and informing management as soon as possible.

Safeguarding concerns must be passed to the DSL or deputy DSL without delay. Staff must not investigate concerns themselves, promise confidentiality or delay reporting while seeking further information. Records must be factual, dated, timed and stored securely.

If a learner is missing, late, leaves unexpectedly or cannot be accounted for, staff must check the register, search agreed safe areas where appropriate, contact parents/carers or emergency contacts as required, inform management and escalate to external agencies if there are immediate safeguarding or welfare concerns.

Incident Type	Immediate Action	Record / Escalation
Accident, injury or near miss	Make the area safe, provide first aid within competence, seek medical help if needed and inform management.	Record in the accident/incident system. Review whether controls need to change.
RIDDOR-reportable incident or serious injury	Preserve relevant information, obtain medical assistance and inform the responsible manager immediately.	Management to assess whether reporting to the HSE is required and retain records securely.
Safeguarding concern or disclosure	Listen, reassure, do not promise confidentiality, avoid leading questions and pass information to the DSL/deputy DSL without delay.	Complete factual safeguarding record in line with procedures.
Missing learner or unexplained absence	Check register, contact learner/parent/carer as appropriate, search agreed safe areas if relevant and inform management.	Escalate to DSL, emergency contacts or external agencies where welfare concerns exist.

Online safety or data breach	Secure evidence where appropriate, stop further sharing/access, inform management and safeguard affected learners.	Record and escalate under safeguarding and data protection procedures.
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8. Responsibilities

Role	Responsibilities
Head of Centre / Management Team	Ensure this risk assessment is implemented, reviewed and updated. Confirm staff understand their responsibilities and that actions from reviews are completed.
Designated Safeguarding Lead / Deputy DSL	Receive, record and act on safeguarding concerns. Provide advice to staff and ensure concerns are escalated in line with safeguarding procedures.
Teaching Staff / Tutors	Implement control measures, supervise learners, complete registers, report hazards and incidents, follow safeguarding procedures and maintain professional boundaries.
Learners	Follow safety instructions, behave appropriately, use online platforms responsibly and report hazards, concerns or incidents to staff.
Parents / Carers for learners under 18	Support attendance, collection arrangements, online safety and communication with Everyday Lessons where concerns arise.

9. Review and Monitoring

This risk assessment will be reviewed annually, or sooner if there is a significant change in delivery, venue, staffing, learner needs, legislation, statutory guidance or organisational procedures.

It must also be reviewed after any accident, near miss, safeguarding concern, missing learner incident, serious behaviour incident, complaint, online safety incident, data breach or newly identified hazard.

Actions arising from reviews must be recorded, allocated to a responsible person and followed up within an agreed timescale. High-risk actions should be addressed before the next session wherever reasonably practicable.

Review Trigger	Review Required	Responsible Person	Timescale
Annual review date reached	Full review of risk assessment, controls, responsibilities and linked procedures.	Management / nominated health and safety lead	By review date
New venue or significant venue change	Venue-specific risk assessment and session checks completed before use.	Management / tutor	Before delivery starts
New activity, equipment, product or treatment	Activity-specific risk controls, COSHH information and staff competence reviewed.	Management / tutor	Before activity starts
Accident, near miss, safeguarding concern or complaint	Investigate, update controls if needed and record actions.	Management / DSL where relevant	As soon as practicable
Updated legislation, HSE guidance, safeguarding guidance or organisational procedure	Check whether the risk assessment or staff briefing needs updating.	Management	Promptly after change identified

10. Legislation and Guidance

- **Health and Safety at Work etc. Act 1974** – duties relating to the health, safety and welfare of employees, learners and others affected by activities.
- **Management of Health and Safety at Work Regulations 1999** – requirement for suitable and sufficient risk assessments and safe systems of work.
- **Regulatory Reform (Fire Safety) Order 2005** – fire safety arrangements, fire risk assessment and emergency procedures.
- **Children Act 1989 and Children Act 2004** – safeguarding and promoting the welfare of children.
- **Education Act 2002** – duties relating to safeguarding and safe learning environments.
- **Keeping Children Safe in Education** – statutory safeguarding guidance for schools and education settings, applied as relevant to the provision.
- **Equality Act 2010** – requirement to consider equality, inclusion and reasonable adjustments.
- **Data Protection Act 2018 and UK GDPR** – requirements for lawful, secure and appropriate handling of personal data.
- **Control of Substances Hazardous to Health Regulations 2002** – requirements for assessing and controlling risks from substances, including beauty products, cleaning chemicals and treatment-related products.
- **Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013** – requirements for reporting specified serious workplace injuries, diseases and dangerous occurrences where applicable.
- **Health and Safety (First-Aid) Regulations 1981** – requirements for suitable first aid arrangements in the workplace.
- **Relevant government, safeguarding and HSE guidance** – used to inform safe classroom, online learning and learner supervision arrangements.
- **HSE classroom and education guidance** – supports proportionate risk management, classroom checks and sensible precautions for education settings.

11. Action Plan and Sign-Off

Action Required	Priority	Responsible Person	Target Date	Completed / Evidence
Confirm all current venues have an up-to-date venue-specific risk assessment and fire/emergency information.	High	Management	Before next delivery cycle	
Confirm tutors have access to first aid kit, accident reporting process, emergency contacts and safeguarding contacts for each session.	High	Management / tutors	Ongoing	
Create or update COSHH/product safety information for all beauty, nail, waxing, make-up and cleaning products used in delivery.	High	Management / tutors	Before practical activities	
Check PAT testing, visual inspection arrangements and storage arrangements for all electrical equipment.	Medium	Management / tutors	Termly or before use	
Brief all staff on safeguarding, online safety, missing learner, incident reporting and professional boundaries procedures.	High	Management / DSL	At induction and annually	

Linked documents: This risk assessment should be read alongside safeguarding procedures, health and safety procedures, venue-specific risk assessments, attendance procedures, behaviour procedures, online safety arrangements and individual learning plans or individual risk assessments for learners.