



RISK ASSESSMENT POLICY

This Policy relates to the whole School including Early Years.

Scope

This guidance is applicable to all those with responsibility for developing / implementing risk management strategy and undertaking risk assessments for activities which are under their control. This includes the requirements of the Independent Schools Standards Regulations (ISSRs) 2014 and Early Years Foundations Stage.

Objectives

- To ensure that major risks are identified and managed as part of an overarching policy with a view to promoting children's welfare.
- To meet the ISSR requirement for a written risk assessment policy to be in place and to meet the requirement for leadership in and management of schools.
- To ensure that suitable and sufficient risk assessments are undertaken for activities where there is likely to be significant risk including school trips
- That identified control measures are implemented to control risk so far as reasonably practicable.
- That those affected by school activities have received suitable information on what to do.
- That the risk management strategy and risk assessments are recorded and reviewed when appropriate.
- To identify those in the school responsible for conducting risk assessment and monitoring its implementation.

Guidance

- The Head Teacher and Governors will be responsible for the overarching risk management policy of the school. The overall strategy will be formally reviewed on an annual basis. Schools should note that the responsibilities of governors and/or senior managers may be delegated.
- Key risk areas are:
 - (a) pupil supervision (including safeguarding and welfare requirements).
 - (b) school trips. When planning an activity involving caving, climbing, trekking, skiing or watersports, other than rowing, we will check that the provider holds a license as required by the Adventure Activities Licensing Regulations 2004.
 - (c) management of visitors on school premises including work experience students.
 - (d) fire and emergencies
 - (e) traffic and pedestrian interaction on site and driving minibuses. Please see our Transport Policy and Procedure.
 - (f) management of hazardous substances including use and storage of chemicals

- (g) use of hazardous equipment e.g. in DT, Art etc.
 - (h) the suitability of staff to undertake designated roles and checks to ensure that they are suitable
 - (i) risk areas which are not directly related to health and safety, including but not limited to:
 - (i) financial
 - (ii) recruitment procedures including governing body oversight
 - (iii) reputational
 - (iv) terrorism, including the prevention of fundamentalism and extremism
 - (v) pupil self-harming
 - (vi) security, specifically EYFS areas, as appropriate
- The Bursar will be responsible for the implementation of this policy and for contracting in specialists to undertake the Risk Assessment of asbestos, fire, water quality and hazardous substances.
 - Staff will receive guidance on risk assessment as part of their induction. This will be refreshed on an annual basis. Training will be provided on specific areas where identified by the Bursar/Head of Department.
 - The school adopts the CLEAPSS Advisory Service model risk assessments for lessons in Science and DT.

What is Risk Assessment?

A risk assessment is a careful examination of what could cause harm to people so that you can weigh up whether you have taken enough precautions or should do more to prevent harm.

The aim is to make sure no one gets hurt or becomes ill.

The important things you need to decide are whether a hazard is significant and whether you have it covered by satisfactory precautions so that the risk is small.

Hazard means something with the potential to cause harm.

Risk is the chance, high or low, that somebody will be harmed by the hazard.

Risk rating is the assessment of the severity of the outcome of an event.

Control measures are physical measures and procedures put in place to mitigate the risk.

The Risk Assessment Process

The risk assessment process will consist of the following 6 steps:

1. What could go wrong?
2. Who might be harmed?
3. How likely is it to go wrong?
4. How serious would it be if it did?
5. What are you going to do to stop it?
6. How are you going to check that your plans are working?

Hazards

What could cause harm?

What could go wrong?

Walk around your workplace and look for hazards which could result in harm to people, e.g. sharp edges, uneven flooring, trailing wires/cables.

Risk

Assess the risk – is it high, medium or low?

Severity of Risk	1) No risk	Likelihood	1) Improbable
	2) Minor injury/RIDDOR		2) Possible
	3) Major injury/death		3) Likely

Who might be harmed and how

Pupils, staff, cleaners, contractors, parents or members of the public visiting the school.

Existing controls

For the hazards listed, do the existing precautions represent good practice and reduce the risk as far as reasonably practicable.

Have you provided adequate information, instruction or training and adequate systems or procedures? If so, the risks are adequately controlled, but you need to indicate the precautions you have in place.

Action needed

If risks remain, write an 'action' list or what else you need to do, giving priority to higher risks or those which could affect most people. Try to either get rid of the risk or control it so that harm is unlikely.

If no further action is required, write 'maintain current controls'.

Record keeping

The Bursar will be responsible for the maintenance of risk assessment records;

Risk assessments will be reviewed:

- When there are changes to the activity;
- After a near miss or accident;
- When there are changes to the type of people involved in the activity;
- When there are changes in good practice;
- When there are legislative changes;
- Annually if for no other reason;

Staff are to save all risk assessments on Shared 'Teachers', 'Risk Assessments', in the correct folder:

- Class
- Trips
- Pre-Prep
- Other

Legal Requirements & Education Standards

References:

A: Handbook for the Inspection of Schools - The Regulatory Requirements,

S Witts August 2018
For Review August 2019

