

RISK ASSESSMENT AND MANAGEMENT POLICY

Policy Owner Estates Director	Applies to Prior Park Schools (Trust Wide)	Superseded documents Risk Assessment and Management policy v2
Associated documents See section 2 below	Review frequency Every three years (unless the legislation/regulations update before this time) Implementation date 9 December 2022	Legal Framework HSE Department for Education Health & Safety at Work Act 1974 Management of H&S at Work Regulations 1999 KCSIE

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This policy is reviewed triennially, or more regularly as required, prior to approval by Trustees, where applicable.

Last reviewed by:	Estates Director (Mr T Tootill) Deputy Head (Mr J Ryan) Facilities and Resource Manager (Ms B Navarro) and Head of Compliance (Miss E Wickham)
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1. Introduction

Prior Park Schools (PPS) is a family of Christian schools based in Bath and Gibraltar. Prior Park College (PPC) and The Paragon School (TP) are incorporated in England as Prior Park Educational Trust Ltd. Prior Park School Gibraltar (PPSG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

The Prior Park Schools mission, underpinned by shared values, is to steward a thriving family of communities with love for the young people they serve at their heart. These vibrant communities cultivate creativity, foster integrity, and transform lives.

Prior Park Schools Values:
Curiosity - Generosity - Courage

2. Statement of Intent

Supported by Trustees, each school is committed to ensuring that they comply with all relevant health and safety legislation which includes Risk Assessments and minimising risks when identified, and where it is reasonably practicable to do so, each school will strive to go beyond the requirements of legislation. To achieve this, each school will provide the necessary resources and will seek the cooperation of all its employees for the purposes of implementing this policy.

Each school will ensure all employees are adequately trained and experienced to allow them to carry out their work safely and without risk.

Each school understands it's duty to safeguard and protect the 'whole student' and not just that of the physical risks identified through the property and grounds, for example. With *supporting the whole student* at the core of our schools' values, risk assessments are also in place to support them in all areas, including but not limited to:

- Mental Health and Emotional Wellbeing
- Safeguarding (Safer recruitment, Sexual Harassment, Child-on-Child Abuse, External lettings etc)
- Equality, Diversity and Inclusivity
- Gender Identity
- Different abilities

A full list of all areas can be found in our Risk Assessment Register.

Our Policies and Procedures also support this process. More information can be found in specific school policies:

Safeguarding Policy
Safer Recruitment Policy
Equality, Diversity and Inclusivity Policy for Students
Gender Identity Policy for Students
Child-on-Child Abuse Policy
SEND Policy
Student Mental Health and Wellbeing Policy
Anti-Bullying Policy
Visiting Speakers Policy
Visitors and Contractors Access and Supervision Policy
Health and Safety Policy

3. Aims and Objectives

Prior Park Schools is committed to a systematic approach to risk assessment, with a view to ensuring that we safeguard the welfare of students at all times, as well as our staff, contractors, and visitors to our site, through the identification and management of risks.

The purpose of this overarching risk assessment and management policy is to ensure that suitable and sufficient assessments are undertaken for a whole range of activities where there is likely to be risk. Particular attention is paid to key areas of risk such as supervision of students, access to the school sites by unchecked people, access to dangerous areas of the school site, and school trips. For PPC specifically this also covers all aspects of Boarding; risk assessing staffing ratios, non-employees living on site and weekend activities for example.

Such assessments will allow for appropriate action to be taken to reduce the risks identified and for the development and implementation of control measures to minimise and manage risks as far as is reasonably possible and practicable.

This policy will therefore provide those affected by school activities, particularly the organisers and supervisors, with the necessary guidance and suitable information on what to do when planning and carrying out activities.

This guidance is applicable to general risk assessment. Where specialist skills are required (for instance, in cases involving asbestos, fire, water quality, and hazardous substances) legislative requirements will be met and expert guidance sought where applicable.

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, EYFS, NMS and COBIS 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.

4. Risk Assessment Process

Risk assessments will take into account:

- a) Hazards - the identification of something which has the potential to cause harm
- b) Risks - an evaluation of the likelihood of the hazard/s causing harm
- c) Risk rating - an assessment of the severity of the outcome of an event
- d) Preventative controls /Control measures - the identification of physical measures and procedures, which could be put into place to mitigate the risk/s

Bearing the above format in mind, the risk assessment process will consist of the following five steps, determining:

- a) What are the hazards?
- b) Who might be harmed and how?
- c) What are you already doing??
- d) How will you put the assessment into action
- e) Monitor and review?

This process should be completed through the filling out and recording of a risk assessment form (shown in Appendix A), by the member of staff organising the activity.

This Risk Assessment form must be submitted for approval to the relevant coordinator e.g. Head of Department, Educational Visits Coordinator (EVC), Estates Director or Facilities and Resource Manager. A final version will be sent to the Head of Compliance (HOC) for saving in the risk assessment store. This form must then be kept as a secure record of correct operating procedure in the Risk Assessment store. This record should be stored for 7 years, in accordance with the Data Retention and Destruction Handbook Policy.

HOW TO CARRY OUT A RISK ASSESSMENT

This guidance follows the Health & Safety Executives guidance of **5 Steps to Risk Assessment**.

<https://www.hse.gov.uk/simple-health-safety/risk/steps-needed-to-manage-risk.htm>

- **Step 1 - What are the hazards?**

- Consider how someone may be harmed; this will help to identify the hazards. Disregard the inconsequential or the trivial.
- Consider the age of the children; does their age impact on the hazard, does their age affect the hazard.
- Walk around your classroom or office; think through your task or activity; ask the staff doing the task; consider the location, duration, purpose of your visit; are there long-term health hazards associated with the task? Consult the manufacturer's instructions, safety data sheets, trade associations, associated websites etc.

- **Step 2 - Who may be harmed and how?**

- Consider each hazard and who may be harmed and how they may be harmed.
- Who may be? Students, teaching, office, cleaning, maintenance, and/or security staff, visitors etc. Identify groups, which are more vulnerable such as young persons, the disabled, lone working staff, contractors, members of the public, etc.
- How? May be from tripping on a bag left on the floor, accessing a box from a high shelf, putting up displays from a step ladder, sports activity, noise, machinery, offsite trip etc.

- **Step 3 - What are you already doing?**

Having spotted the hazards, consider what is already in place to control them. Compare your list to good practice, is there more that could be done?

When controlling risks, apply the following principles, if possible, in the following order:

- Can I remove the hazard altogether?
- If not, how can I control the risks so that harm is unlikely?
- Try a less risky option (e.g. switch to using a less hazardous chemical)
- Prevent access to the hazard (e.g. by guarding)
- Organise work to reduce exposure to the hazard (e.g. put barriers between students/staff and the works)
- Issue personal protective equipment (e.g. clothing, footwear, goggles, etc.)
- Provide welfare facilities (e.g. first aid, removal of contamination).

Within this step there is a heading of **“What further action is needed?”** Have the risks been reduced as far as possible or is there a need for more? For instance, you may consider that staff require refresher training on the machinery/task/activity. You may feel that before the trip goes ahead the ratio of staff to students should be increased. Without the increase in staff, you could not go ahead with the trip.

There may have been a change of legislation or best practice and therefore new equipment or additional equipment is required.

- **Step 4 - How will you put the assessment into action?**

The completed risk assessment must be shared with the appropriate staff and, where necessary, students.

You may have outstanding issues. If so, prioritise; say what needs to be done, by when and by whom.

Remember the assessment demonstrates how the event, task, activity etc. is to be managed.

- **Step 5 - Monitor and Review**

Monitor - There are a number of occasions, such as offsite activities, an event, a project etc. where it is recommended that a “wash up” be carried out. Once the wash up has occurred, use this section to make comments/action points for when the situation is carried out again. This will assist staff to improve the situation in the future.

Review - Few activities, classrooms etc. stay the same. Sooner or later, a piece of new equipment, substance, procedure etc. is brought in; this can lead to new hazards and therefore the assessment will need to be reviewed.

Should no changes occur that you are aware of, there will still be a need to review the assessment on an **annual basis**.

Auditing- The Estates Director, Health and Safety Committee Chairs and the Head of Compliance conduct annual risk assessment audits across all departments of the trust on a rolling schedule.

5. Risk areas requiring action

Risk assessments should be carried out/be in place in line with the Risk Assessment Register.

6. Responsibility and Training

The Heads and the Trustees will be responsible for the over-arching risk assessment and management policy of the schools, and its implementation across all departments, via the SLT. This policy will be reviewed by them on a triennial basis.

The Heads, Deputy Head(s), Director of Operations and Finance, Health and Safety Committee Chairs, EVCs, HsMs/HoH, House Parents and Head of Departments (Faculty and Support) will be responsible for the maintenance, review and implementation of the various risk assessment and management requirements contained within this over-arching Risk Assessment and Management policy.

It is the responsibility of those proposing and organising activities for each school, to carry out a risk assessment (as outlined in Section 3, and using the format given in Appendix A), before submitting it to their Head of Department, EVC, Estates Director or Facilities and Resource Manager for review.

All staff will receive guidance on risk assessment and management as part of their induction training. This will be refreshed on a regular basis, as required, but at least annually for staff directly involved in risk management, this training may be by an external presenter, the H&S Committee Chair, Estates Director or via online learning (EduCare Modules: Risk Assessments in Educational Settings and Risk Assessments for School Trips).

Risk assessment and management training will be provided on specific areas where identified by:

- Deputy Heads (Academic and Pastoral)
- Director of Operations and Finance
- Chairs of Health and Safety Committees
- Estates Director
- Educational Visits Coordinator
- Head of Compliance
- All Heads of Department (Faculty and Support, HsMs/HoH, House Parents)

APPENDIX A- PPS RISK ASSESSMENT TEMPLATE


Risk Assessment

A. Activity and Area to be Assessed

Activity	
Dept / Area	

2. Persons Exposed

Employees		Visitors		Young Persons	
Other		Public		Contractors	

Task Specific	YES / NO	Initial Assessment	YES / NO	One-Off Event Assessment	YES / NO	Assessment No:		Review date/...../20.....
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4 STEP PROCESS			
Step 1 - Identify the hazards and decide who might be harmed and how.	Step 2 - Identify the risks, calculate risk factor and consider possible preventative controls.	Step 3 - Evaluate the risk factor after all controls, record your significant findings and consider further measures as necessary.	Step 4 - Review and update your risk assessment as necessary.

<u>PROBABILITY</u>	<u>SEVERITY / CONSEQUENCE</u>
1 Very unlikely	1 No harm or illness
2 Possible	2 First Aid Injury
3 50/50 chance	3 Over 3 day injury
4 Very likely	4 Major injury / illness
5 Almost certain	5 Fatality



Any Specific Personal Protection Required						
Safety helmet		Eye protection - Class 1		Hand protection	Hi-Vis. clothing	Respiratory protection - specify type:
Safety footwear		Hearing protection		Protective Clothing	Safety harness	Other specify:

B. Hazard Identification and Risk Evaluation

Step 1 Hazards Identified	Step 2 Risks Identified	Step 3 Preventative Controls	Risk After Controls		
			Probability	Severity	Risk Rating

List Any Further Controls Required or In Place?			
Is a Safe System of Work Required?	YES / NO	Details	

Notes

<ol style="list-style-type: none"> 1. If possible avoid the risk altogether. 2. Where possible combat risk at source. 3. Give priority to measures which protect the whole workplace. 4. Wherever possible, adapt work to the individual. 5. Take advantage of technological & technical progress. 	<p>Having reviewed the hazards and risks, I believe that if the control measures identified are applied Prior Park Schools will, so far as is reasonably practicable, have met the requirements of this assessment.</p>
Assessor Signature:	
Assessor Name:	
Date of Assessment:	

Step 2 Guidance On Assessment of Risk

Example Hazards

Electricity
Manual handling
Special effects
Lighting
Noise
Poor Housekeeping
Adverse Weather
Use of Chemicals
Lone Working
Suffocation
Public contact
Slips, trips, falls
Working at height

Example Risks

Electrocution, burns (chemical or heat)
Poisoning
Cuts or abrasions
Fractures
Eye injury
Head injury (concussion)
Contagious diseases
Skin Complaints
Verbal abuse
Assault
Epileptic fits
Asthma
Physical injury (back etc)

Severity of Risk

Fatality 5
Major injury 4
Over 3 Day Injury 3
Routine First Aid 2
No Harm/illness 1

Probability/Likelihood of Risk

Almost Certain 5
Very Likely 4
50/50 Chance 3
Possible 2
Very unlikely 1

Risk Factor = Probability x Severity

Unacceptable/Significant = 17 - 25
Tolerable = 10 - 16
Adequate = 5-9
Acceptable = 1-4

Categories of Severity

Score

- | | |
|-----------------------------|---|
| 1. No Harm or illness | No risk of injury or disease |
| 2. Routine First Aid injury | Causing minor injury, allowing the person to continue work after first aid treatment on site or at a local surgery. Normal flow of work is not seriously interrupted. |
| 3. Over 3 Day Injury | Causing injury or disease capable of keeping a person off work for more than 3 days which is reportable under R.I.D.D.O.R. |
| 4. Major Injury/illness | Causing a major injury reportable under R.I.D.D.O.R. |
| 5. Fatality | Causing death to one or more people. |

Levels of Probability

Score

- | | |
|-------------------|--|
| 1. Very Unlikely | There is not really any risk present. Only under freak conditions could there be any probability of an accident or illness. All reasonable precautions have been taken, so far as is reasonably practicable. |
| 2. Possible | If other factors were present the incident or illness might occur, but the probability is slow, and risk is minimal. |
| 3. 50/50 Chance | The accident may happen if additional factors precipitate it, but unlikely to happen without them; e.g. obstructing fire exits. |
| 4. Very Likely | The effects of humans or other factors could cause an accident but is unlikely to happen without this additional factor; e.g. ladder not secured properly. |
| 5. Almost Certain | If the work continues as it is, there is almost a 100% certainty that an accident will happen; e.g. broken rung on a ladder, defective brakes on a vehicle etc. |