



NETWORK
INTERNATIONAL
SCHOOL

Risk Assessment Policy

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1. Purpose and Aim

Network International School fully recognises its responsibility to safeguard, promote and protect the safety of all pupils in its care. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development at Network International School. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. Network International School has an attitude of 'it could happen here'. Network International School expects all Staff to share this commitment.

Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children.

Safeguarding and promoting the welfare of children is **everyone's responsibility**. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interest** of the child.

Keeping Children Safe in Education – 2022

The purpose of this Policy is to provide staff, governors, volunteers and the wider school community with the framework needed in order to keep children safe and secure in Network International School.

The Policy forms part of the safeguarding arrangements for our school and should be read in conjunction with the following:

- Keeping Children Safe in Education, 2022
- Working Together to Safeguard Children, 2018
- Inspecting Safeguarding in Early Years
- The role of the designated safeguarding lead (Annex B of KCSIE)
- The safeguarding response to children missing from education
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Staff Code of Conduct
- Whistleblowing Policy

- Low Level Concerns Policy

Risk assessments are important tools in helping protect against and avoid harm and hazard for people, places and 'things' connected to an organisation and/or an organisation's activity. By identifying known and foreseeable risks and analysing the extent of possible harm and hazard presented by that risk you can then plan and implement risk mitigation to reduce or avoid the identified risks. It is a regulatory requirement to do everything that is "reasonably practicable" to protect people from harm.

To effectively manage risk you must identify, analyse and then decide what steps can be taken to mitigate against the risk. It is important to grade the risks in terms of potential to cause real harm and factor in likelihood of that risk occurring to ensure that the weight of attention and resources are given to risks that could cause the most harm and/or are more likely to occur than other less potentially harmful risks and/or much less likely to occur risks. The grading and decision of how to respond to identified risks should be owned and undertaken at the senior level within an organisation.

This Policy aims to ensure that all staff understand the processes of risk assessment, their part in identifying, analysing and mitigating risks and for staff to be able to implement the risk assessment process as appropriate for their role.

All staff will have read this Policy. All staff will have understood this Policy and sought guidance if needed to fully understand their part in the processes ascribed by this Policy.

All staff will demonstrate their awareness, understanding and competence with regards to this policy and the processes set out within it and will record this no less than once every year.

The Policy owner will ensure that regular training and audits with regards to this Policy are conducted. This can form part of a wider programme of training and assurance.

Network International School will have a Policy implementation plan with regards to this policy to ensure that they will and will know how they meet the requirements and guidance within this Policy.

2. Definitions

Hazard: Something with the potential to cause harm;

Hazardous Outcome: A description of how someone could be hurt, or damage could occur as a result of interacting with the hazard;

Risk Rating: The overall judgement of the level of risk which may arise from the hazard, based upon the likelihood of the event occurring and the potential severity of the consequence;

Control Measures: Method used to reduce or control risks arising from identified hazards;

Residual Risk: The level of risk remaining once control measures have been applied to reduce risks so far as is reasonably practicable.

3. Implementing this Policy

The Policy owner will ensure that appropriate risk assessments are carried out for all activities and locations that present the potential for significant risks in their area of responsibility.

The Policy owner will ensure that staff plan, coordinate and monitor the process and implementation of risk assessments and that they are carried out to a suitable and satisfactory standard as well as within an appropriate time frame.

4. Organisation risk assessment process:

Establishing the risk assessment process;

- Establish what activities are being undertaken by your organisation and
- where these can and do occur;

- Establish the required level of competence for a person to carry out a risk assessment;
- Establish a consistent, appropriate and accessible system to track and manage the risk assessment process including the identification, analysis and mitigation of risks;
- Establish how and by who the risk assessment process will be communicated, managed, tracked and recorded;
- Identify all roles and individuals involved in the risk assessment process and ensure they are aware and able to undertake their required part;
- Identify and establish the necessary communication and information sharing processes and outcomes for all persons who could be affected by the risk;
- Ensure that the senior leadership team or equivalent are aware and involved in the management and mitigation of the risks.

Implementing the risk assessment process:

- Identify known or foreseeable risks from the established list of activities and locations. Involve staff at all levels to ensure that the list of activities and locations, as well as the known or foreseeable risks are as accurate as possible;
- Record and grade the identified risks in terms of the potential for actual harm to individuals, property or organisations;
- Analyse steps that could be undertaken to avoid or if not possible to avoid mitigate the risk by making it less likely and/or less harmful if it did occur. This can include substitution or modification of the activity;
- Assess the steps identified to avoid or mitigate the risks and the feasibility of implementing them and if it is reasonable for the organisation to do so. This should be undertaken by our school senior leadership;
- Record the steps to be implemented to avoid or mitigate the risks and a timeframe in which this should be achieved and checked. This should also record or refer to the recording elsewhere of the potential avoidance and/or mitigation steps that were not implemented and the reasoning as to why;
- Implement the risk avoidance/mitigation steps in an appropriate timeframe, ensuring that any changes are clearly communicated and understood by all staff and relevant parties. This should then be checked to ensure it has been properly implemented.

Maintaining an effective risk assessment process:

- Ensure all staff have read and understand this policy and how it relates to them in their role;
- Ensure that the policy, its processes and systems are regularly reviewed by senior leadership in the organisation at least annually and/or following a

significant change or relevant event. This includes ensuring that all relevant legislative and regulatory frameworks are complied with and specialist advice is sought if required;

- Ensure that staff conducting the risk assessments and engaging in the risk assessment, avoidance/mitigation process, do so to the required standard and with appropriate engagement with the process;
- Ensure that suitable support and training are available and provided as required to all staff;
- Encourage a culture of risk identification and mitigation at all levels.

- Ensure that Dynamic Risk Assessments are understood and undertaken appropriately and feedback into the overall risk assessment process, its recording and mitigation/avoidance steps effectively.

5. Evaluating risk

It is important as part of the risk assessment process to evaluate the level of risk. To do this Network International School will operate the following model:

- High Risk;
- Moderate;
- Marginal;
- Low.

	HIGH RISK	MODERATE	MARIGNAL	LOW
RISK FACTOR	On the basis of the available information there are major concerns about one or more risk indicators which significantly threaten the safety the child or young person, integrity of the staff, regulatory approval criteria, regulatory conditions, or the reputation of the institution. Urgent action is required. Sanctions may be imposed.	On the basis of the available information there are concerns about a specific risk indicator or indicators and customised action is required to ensure the safety of the child or young person, integrity of the staff, regulatory approval criteria, regulatory conditions, or the reputation of the institution. Sanctions may be imposed.	On the basis of the available information any risk to the child or young person, integrity of the staff, regulatory approval criteria, regulatory conditions, reputation of the institution is marginal, and safeguarding compliance is satisfactory.	On the basis of the available information there is little or no risk to the child or young person, integrity of the staff, regulatory approval criteria, regulatory conditions, the reputation of the institution and safeguarding compliance is good.
ACTION	Immediate Actions Required	Actions Required	Modifications Suggested	No action required or suggestions towards improvements/ best practice

6. Dynamic risk assessments

Dynamic Risk Assessments are tools to help ensure that risks continue to be managed in all circumstances. This is because situations will arise that are unique and/or unforeseen and the risks inherent in them will be as yet unidentified.

In this context staff must work within their competency and in conjunction, where possible with other appropriate individuals. When an unidentified risk or potential risk becomes apparent a Dynamic Risk Assessment should be undertaken. This can include new location specific risks, including in the context of a normal activity in a new location and/or new activity in an existing location.

Dynamic Risk Assessments follow all the general principles of the normal risk assessment process:

- Identifying known or foreseeable risks;
- assessing and analysing them;
- implementing avoidance or mitigating steps to lessen or remove the risk.

They should be recorded, logged, tracked and managed and feedback into the overall risk assessment process and systems. Dynamic Risk Assessments can be undertaken using their own forms or by utilising the same form/recording method as the normal risk assessment process.

7. Managing risk

To effectively manage risk, you must understand what you are doing and the risks inherent in doing it, including where you do it and in context of any changes that effect it.

Some risks are near constants and will be ever present in the activities you undertake while other risks are not static and will change in time or with outside factors such as weather or with frequency of the activity etc.

Therefore, you must review your risk management processes and review the risks you have identified regularly and as needed when something has changed, even if you are

not sure if this will present a new risk or increase an already identified risk. By reviewing a risk after a relevant change, you may find that it has decreased or increased in its potential harm or a different risk is now part of the activity or that there has been no change to the risk factors within that activity. In any case you will have a better understanding of what if anything needs to change in your assessment and you will have helped managed your risks effectively.

Reviewing a risk includes all the steps involved in the risk assessment process, you review the identification, the grading, the assessment and analysis and the avoidance/mitigation decisions and implementation and you amend or add as appropriate. You also review the system and processes and find out if they are being followed properly and if they need any improvements or changes.

A key part of effectively managing risk is reviewing the implementation of the mitigation and/or avoidance measures and the decision making behind those choices because without a risk being mitigated or avoided or understanding why the steps to mitigate it or avoid it have not been undertaken then you cannot manage the risk. Identification of risk alone is not managing it. It is merely reporting it. You must identify, analyse and act (or understand why you have not acted) to effectively assess and manage your risks.

Appendix A: Template risk assessment

A copy of this document is available through the following link - [Trip Plan & Risk Assessment: Blank - Google Docs](#)
Trip Plan & Risk Assessment

Staff on Trip: _

Student Group on Trip (List to be attached): _

Trip Phone Number: _

Destination Address:

-

Schedule:

RISK ASSESSMENT:		
Event / Activity / Location: -	Date of trip: -	Approved by: -
Leader/Activity Leader: -	Number of Staff: -	Signed: -
Department/House: -	Number of Pupils: -	Dated: _

Hazards	Who might be harmed?	Risk Level? Low, Medium, High?	What are you doing to control or avoid the risk?	Action to be taken in event of accident or alternative procedures for differing circumstances. Plan B What further action is necessary?
<u>TRANSPORT & TRAVEL</u>				
Road accident	Pupils & staff	Medium - 6	Trip Leader will : <ul style="list-style-type: none"> • Use coach booked through school office to and from venue • Check vehicles are safe, roadworthy and do visual checks. • Ensure all passenger are wearing seat belts where possible • Ensure pupils do not move around or kneel on seats • First Aid Kit is available. • Appropriate adult supervision 1:5 	Call for replacement vehicle if necessary Ensure all staff have mobile phone that works in Myanmar Ensure all staff have emergency contact numbers
Accident in car park/drop off	Pupils & staff	Low - 2	Staff will make sure that: <ul style="list-style-type: none"> • Pupils dropped off as close to location as possible • Pupils briefed about standards of behaviour around traffic • Pupils are supervised and head counts carried out 	Ensure staff have mobile phone / First Aid to assist with any incident.
Absconding / getting lost, late for transport	Pupils & staff	Low - 2	Trip Leader will take steps to: <ul style="list-style-type: none"> • Ensure pupils know which areas are out of bounds. • Appoint duty staff, especially if pupils are to move away from main area. • Do a head count, as pupils go out and come in – ensure all present. • Know where all groups are going, and make sure they know directions. • Ensure all pupils know when and where to meet again. 	Staff vigilance throughout the trip. Only leave venue once all accounted for.

			<ul style="list-style-type: none"> • Ensure all pupils stay together in small groups with a group leader, and each group has a mobile phone (that works in the area). • Have a register, including all student mobile phone numbers. 	
Emergency on road	Pupils & staff	Serious - 9	<p>Trip Leader will take steps to:</p> <ul style="list-style-type: none"> • Ensure all necessary paperwork is in place to show any officials • All routes carefully planned. • All prior necessary permissions obtained • Current events carefully monitored to adjust routes or revert to Plan B (not to go) if this becomes necessary. • All trips have a Burmese speaker to help communicate in case of emergency. 	<p>All staff on trip have emergency contact numbers and a copy of the phone numbers and medical information for all students.</p> <p>Staff to contact Site emergency contact as soon as possible to arrange for any additional support needed.</p> <p>If situation/ changes to supervision levels mean trip is no longer safe to continue - return to Inya Lake Hotel.</p> <p>See below for specific notes on explosions, shootings, arrests</p>
<u>FORCE MAJEURE & COUNTRY SPECIFIC CONSIDERATIONS</u>				
<u>Location</u> Emergency at location e.g. fire alarm	Pupils & staff	Medium - 6	<p>Trip Leader will have emergency arrangements in place for the location visit by :</p> <ul style="list-style-type: none"> • Checking building emergency arrangements. • Ensuring all pupils know the rendezvous point. • Ensuring all pupils know where staff are during visit. • Ensuring correct pupil list is available to do roll call at rendezvous point. <p>Trip Leader will take steps to:</p> <ul style="list-style-type: none"> • Ensure all necessary paperwork is in place to show any officials 	<p>Follow instructions from designated marshall for visit location.</p> <p>Plan B if supervision levels now prevent the original activities from taking place - return to Inya Lake Hotel.</p> <p>If an explosion happens or shots are fired in an area nearby but distant enough from the group so as not to injure anyone, we will follow the school emergency protocol, inform the Principal (09 881 309 977) before making the way back to the original</p>

			<ul style="list-style-type: none"> • All routes carefully planned. • All prior necessary permissions obtained • Current events carefully monitored to adjust routes or revert to Plan B (not to go) if this becomes necessary. • All trips have a Burmese speaker to help communicate in case of emergency 	<p>location (the school) using the safest means available.</p> <p>If groups are separated when this happens, coordinate and return to Network Secondary School/ Inya Lake Hotel either together if possible, separately if not. No group should be without staff.</p> <p>If a blast occurs next to the group, and this leads to casualties, emergency procedures will be followed. Ambulance service contacted Principal contacted - 09 881 309 977 First aid will be applied by staff who are able to. If light wounds, evacuation to a safe distance from blast before considering first aid treatment, in case there is a secondary device. Cases of severe wounds – stay where they are and wait for emergency services. Emergency first aid given by staff to the best of their knowledge/ability and if able. If unsure, they wait for emergency services.</p> <p>Staff to accompany any casualties to hospital and stay with them until their parents/senior staff arrive to relieve them</p> <p>In the event of an arrest or detention or kidnap- the same procedure is followed</p> <ul style="list-style-type: none"> - Principal & Home base contact notified - Group return to base - Plan is developed to support affected students/staff
<p><u>Extreme Weather</u> Floods, lightning, gales</p>	Pupils & staff	Low - 3	<p>Trip Leader will take note of forecasts and make appropriate alternative plans if necessary(Plan B)</p> <ul style="list-style-type: none"> • Ensure all are wearing appropriate clothing and footwear. 	<p>Plan B: Not to go if unsafe</p> <p>If lightning or other extreme weather happens during trip- find immediate shelter- use registers to account for all students.</p>

			<ul style="list-style-type: none"> • Trip Phones have monitoring app (e.g. Weatherbug) to check for lightning proximity at relevant points during the trip. • Implement Plan B if ongoing risk assessment indicates that original activity is no longer safe 	If weather or impact of sudden weather means trip can no longer go continue- return to school.
<u>Animal Contact</u> Snake bites, wild dogs...	Pupils & staff	Medium - 4	Staff will make sure that: <ul style="list-style-type: none"> • Students are reminded to stay away from any wild animals and alert staff to their presence. • All areas/ venues are monitored for risk level. • Students are reminded to use mosquito repellent. 	If a snake bite occurs: <ul style="list-style-type: none"> • Reassurance • First Aid ----- <ul style="list-style-type: none"> ○ 1. Compress bandage (Local) ○ 2. Immobilisation • Seek an available transport (No ambulance required) • Get the patient to: Yangon General Hospital ER or Yangon Children's Hospital ER If dog bite occurs: <ul style="list-style-type: none"> • Reassurance • First Aid ----- <ul style="list-style-type: none"> ○ 1. Compress bandage (Local) ○ 2. Immobilisation • Seek an available transport (No ambulance required) • Get the patient to nearest hospital.
<u>Illness (including Covid 19 & Allergic reactions)</u>	Pupils & staff	Medium - 4	Trip Leader will ensure that: <ul style="list-style-type: none"> • Appropriate medical information is collected in advance of the trip. • Conduct a double check at the start of the trip for necessary medication including asthma inhalers/ epipens • Ensure all staff are aware of particular student health risks and allergies • Students encouraged and reminded to use sunscreen, hats and drink enough water. As of mid-October 2022, face masks are no longer compulsory in outside or indoor areas; this	If someone is injured during the activity: Comfort/first aid provided If serious, student sent to hospital- base contact informed: 0945 4545433 If not serious sent back to school for check up from school doctor and for assessment as to whether collection by parents is necessary

			is optional but advisable in crowded places. Students advised to bring masks. Spare masks to be brought on trip for those wishing to use them but forgetting their own.	
Activity-specific				
			•	
			•	
			•	
			•	
			•	

All participating staff to add name and date when read and understood:

-	Date:	-	Date:
-	Date:	-	Date:
-	Date:	-	Date:

