



GIGGLESWICK SCHOOL

Risk Assessment Policy

Lead Author(s)	Bursar and Chief Operating Officer
Reviewed by	Headmaster
Approval Committee	Internal (SLT)
Last review	December 2025
Review frequency	Annually
Next review	December 2026
Policy Type	Statutory

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This Risk Assessment Policy ('the Policy') sets out the strategy, management responsibilities and implementation procedures for undertaking risk assessments at Giggleswick School ('the School'). When reading this policy it may also be relevant to make reference to the Health & Safety Policy.

The Headmaster, the Head of the Preparatory School and the Governors are responsible for the assessment and the management of risks in the School. The major risks affecting the School are identified in the risk register, which is reviewed regularly by SET and reported to each meeting of the Governors' Finance & Strategy Committee.

1. OBJECTIVES OF THE RISK ASSESSMENT POLICY

The objective of this Risk Assessment Policy is to ensure that major risks are identified and managed at Giggleswick School with a view to pupil's welfare, and the welfare of staff, volunteers, governors and visitors.

This Policy requires that:

- There is early recognition and assessment of the risk to pupils, employees and others affected by Giggleswick School's undertaking.
- There is effective communication between management and their staff to raise awareness of the findings from risk assessments.
- There is effective risk assessment and, the process and assessment results are incorporated into management activities i.e. supervision, performance management, meeting agendas and other procedures/ management systems.
- Where risks are identified, suitable control measures to reduce those risks are put in place and effective monitoring of control measures are established.
- Effective assessment and monitoring tools are set up to evaluate the effectiveness of arrangements put in place to minimise the risks.
- Individual responsibility is encouraged to recognise and inform management of hazards and risks.

2. REQUIREMENT FOR A RISK ASSESSMENT

A basic Risk Assessment is a careful examination of what, in your work, could harm people, so that you can weigh up whether you have taken enough precautions or should do more to prevent harm to yourself, pupils, your colleagues, contractors, visitors or anyone else who may be affected by your work. There may be times when the risk cannot be mitigated to a safe level, so a different course of action may be required.

Risk assessment helps Giggleswick School focus on the risks that really matter in the School, the significant ones with real potential to cause harm. The *Management of Health and Safety at Work Regulations* requires employers to undertake suitable and sufficient risk assessments. The regulations do not necessarily require the elimination of all risk, but employers are required to protect people so far as reasonably practicable. Part of this protection involves an informed, rational and structured evaluation of the risks presented by working practices and or the working environment.

Within this policy and associated procedures Hazard, Risk and Harm have the following meaning:

- **Hazard** - Potential to cause harm
- **Risk** - Likelihood that harm will occur and its consequences

- **Harm** – Injury to people, damage to products, equipment, plant and buildings; pollution of the environment.

3. RESPONSIBILITY FOR ASSESSING AND MANAGING RISK

All employees are responsible for:

- Understanding and complying with this Policy.
- Protecting the health of themselves and others at work.
- Ensuring that they comply with any control measures that are in place.
- Informing their line manager when a process or task changes or it is felt the risk assessment fails to identify appropriate control measures.

4. TYPES OF RISK ASSESSMENT

There are three recognised methods of assessment:

- **Dynamic** - A mental assessment of risk for use when any delay would increase the risk of harm. Dynamic assessment can also be used as the initial step in formal risk assessment.
- **Formal** - A written method of evaluating the risk of harm.
- **Generic** - An evaluation of risk that can be applied to common tasks.

Dynamic risk assessment allows for immediate mental safety assessments to be made without implementing the formal risk assessment process e.g. the decision to tackle a small fire, a task with obvious safety risks which would increase if delayed by formal assessment. Dynamic risk assessment can be effectively used in emergencies where any delay increases the risk of harm, it is not to be used purely to save time or avoid additional work. Dynamic risk assessment can be used as an initial step in establishing which risks are significant and require further assessment. It can also be used prior to the use of generic assessments to identify if the assessment is suitable and sufficient for the task in hand.

Formal risk assessment is a documented process of assessing risks and involves a process of measuring the likelihood of an event occurring with its likely consequences.

Some common tasks, tasks that share the same hazards and controls e.g. routine maintenance or cleaning activities, can be assessed and a generic risk assessment produced.

5. CARRYING OUT A RISK ASSESSMENT

Risk assessment is a subjective but logical process which can be broken down into five steps:

- Step 1 Identify the hazard
- Step 2 Decide who might be harmed and how
- Step 3 Evaluate the risks and decide on precautions
- Step 4 Record your findings and implement them
- Step 5 Review your assessment and update if necessary.

5.1 IDENTIFY THE HAZARDS

Review the activity and or work area, talk with the persons involved and identify any hazards. Focus on the reasonably foreseeable (that is an event that can logically be predicted to occur and which could result in harm) not remote possibilities. Tasks/activities that pose trivial

safety consequences should not be subject to risk assessment. It is helpful to record the hazards; the Hazard Checklist found at Annex A will help ensure hazards are not missed during the risk assessment process.

An effective risk assessment looks at the whole activity not individual hazards. This avoids the need for unnecessary paperwork and subsequent additional review and will in the end show a complete picture of how the hazards and associated risk are to be managed.

5.2 DECIDE WHO MIGHT BE HARMED AND HOW

For each hazard establish who might be harmed, identify the best way to manage the risk. This does not mean listing everyone by name, but rather identifying groups of people, e.g. pupils, employees, visitors, members of the public etc.

In each case decide how they might be harmed, i.e. what type of injury or ill health might occur. For example, employees may suffer back injury from repeated lifting of boxes. Some workers have particular requirements, e.g. new and young workers, women of child-bearing age, new or expectant mothers and people with disabilities may be at particular risk.

5.3 EVALUATE THE RISKS AND DECIDE ON PRECAUTIONS

Evaluating the risk is a subjective process which becomes easier with experience. To help assessors a 'Risk Rating' calculation matrix is shown below.

Table 1 Risk Matrix

		Severity					
		0	1	2	3	4	5
Likelihood	0						
	1	1	2	3	4	5	
	2	2	4	6	8	10	
	3	3	6	9	12	15	
	4	4	8	12	16	20	
	5	5	10	15	20	25	

The table shows three bands (low, medium and high risk)

The following numerical values are put against factors, in order to quantify the risk. Each of the numbers allocated should be multiplied, to identify the risk.

- Likelihood:**
- 0 = Impossible for the event to happen.
 - 1 = Highly improbable, only likely in exceptional circumstances.
 - 2 = Might happen, but on balance this is unlikely.
 - 3 = There is a 50/50 chance that the event will happen.
 - 4 = More likely to happen than not to happen.
 - 5 = Virtually certain to happen.

- Severity:**
- 0 = No injury would arise.
 - 1 = A trivial injury would arise.
 - 2 = The resultant injury would require first-aid treatment.
 - 3 = Someone would be incapacitated from normal work.
 - 4 = One person would suffer a major injury
 - 5 = Death or multiple major injuries would result.

The legal requirement for most Health and Safety Regulations is to reduce the risk of harm so far as is reasonably practicable. The level of acceptable risk is dependent on circumstances;

the perceived risks of working in an office environment are different to those of working in a science laboratory.

Some Regulations, such as the Electricity at Work Regulations, require a higher degree of compliance and therefore do not allow the use of 'so far as is reasonably practicable'. This Policy is applicable to general risk assessment. Where specialist skills are required, e.g. asbestos, fire, water quality and hazardous substances, there is separate policy guidance in place.

The first step in evaluating the risk is to establish what controls are currently in place. It is important that this is based on what is actually being done not what is thought to be done. The second step is to decide whether anything else can and needs to be done, this could involve the introduction of additional control measures or better implementation of existing control measures.

If the need for additional control measures is identified then their implementation needs to be managed. This will require identification of ownership and the setting of implementation dates. Once additional controls have been identified the risk rating is to be recalculated and recorded. If existing controls are considered adequate the "Additional Controls" section should be marked "Controls Adequate".

When assessing risks the following points should be considered:

- Can the hazards be eliminated altogether?
- Can the risks be controlled so that harm is 'most unlikely'?
- Is there a less risky option?
- Can access to the hazard be eliminated or reduced e.g. barriers, guards etc.?
- Can the activity be reorganised to eliminate or reduce the risks?
- Are additional welfare facilities required e.g. first aid or washing facilities for removal of contaminants?
- Is Personal Protective Equipment (PPE) required?

5.4 RECORD AND IMPLEMENT FINDINGS

On completion of the risk assessment the details shall be recorded and the assessment brought to the attention of all those who are at risk or are responsible for implementing the control measures.

It is the responsibility of each area and department to store the risk assessment electronically to allow for easy access. A link to the folder where the risk assessments are stored should be sent to the Health & Safety Advisor.

A template for carrying out risk assessments is available in the Staff Handbook (section 3 – Health & Safety).

It is best practice to record dynamic risk assessments retrospectively and at the earliest opportunity. By recording these assessments, it may be possible to use the findings as a starting point for future similar tasks, thus improving the control of risks and reducing workloads. It also provides an auditable record of decisions allowing for more effective accident investigation.

The most important part of any risk assessment is effective implementation of the control measures.

5.5 REVIEW AND UPDATE

Risk assessments are to be regularly reviewed to ensure they remain suitable and sufficient. A review is to be conducted:

- Annually.
- If there is reason to doubt the effectiveness of the assessment.

- Following an accident or near miss.
- Following significant changes to the activity, process, procedure or Line Management.
- Following the introduction of more vulnerable personnel, e.g. persons who are not familiar with the process, task or environment, persons who may have special needs.

6. KEY RISK AREAS

The Governors and senior management have determined that the following are key risk areas for the School's day to day operations:

- a) pupil supervision, including safeguarding and welfare requirements
- b) school trips
- c) management of visitors on school premises
- d) fire and emergencies
- e) traffic and pedestrian interaction on site
- f) management of hazardous substances
- g) physical activities such as sport, CCF and outdoor pursuits
- h) use of hazardous equipment e.g. in Design, Art etc
- i) the suitability of staff to undertake designated roles and checks to ensure that they are suitable, including staff not employed by the School who work with pupils off-site.
- j) grounds machinery and estates workshops.
- k) risk areas which are not directly related to health and safety, including but not limited to:
 - a. financial
 - b. recruitment procedures including governing body oversight
 - c. reputational
 - d. terrorism, including the prevention of fundamentalism and extremism
 - e. pupil self-harming
 - f. security, specifically in boarding areas.

7. AREAS WHICH REQUIRE RISK ASSESSING

A list of areas (non-exhaustive) which will require risk assessment is set out below, along with responsibility for those risk assessments.

	Area for risk assessment	Responsibility for risk assessment – Senior School	Responsibility for risk assessment – Prep School
1	Science	Head of STEM	(Prep Science Lead)
2	Design	Head of Design	N/a
3	Art	Head of Art	(Deputy Head GPS)
4	Food technology	Head of Curriculum	N/a
5	Sport	Director of Sports	Director of Sports
6	Fitness centre and sports halls	Director of Sports	
7	Swimming pool	Director of Sports	
8	Outdoor Pursuits	Head of Outdoor Pursuits	Head of Outdoor Pursuits
9	Climbing wall	Head of Outdoor Pursuits	
10	Duke of Edinburgh's Award	Head of Outdoor Pursuits	N/a
11	CCF	Contingent Commander	N/a
12	Clay pigeon shooting	Head of Co-Curriculum	N/a

	Area for risk assessment	Responsibility for risk assessment – Senior School	Responsibility for risk assessment – Prep School
13	Drama and theatre productions	Theatre Manager	
14	School trips	Hed of Co-Curriculum	
15	Commercial activities and lettings	Events and Letting Manager	
16	Open days	Director Marketing and Admissions	
17	Catering	Catering Director	
18	Cleaning	Estates Bursar	
19	Maintenance and building works	Estates Bursar	
20	Grounds and traffic management	Estates Bursar	
21	Site visitors (See Visitors Policy)	DSL	Head of GPS
22	Early Years setting and visits/activities outside school	N/A	Deputy Head GPS/Pre-school Manager
23	Fire safety	Estates Bursar	
24	Boarding Houses	Senior House Staff	N/a

ANNEX A – RISK ASSESSMENT HAZARD CHECKLIST

Equipment / Mechanical

Entanglement
Friction / Abrasion
Cutting
Shearing
Stabbing / Puncturing
Impact
Crushing
Drawing In
Air or high-pressure fluid injection
Ejection of parts
Pressure / Vacuum
Display Screen Equipment
Hand Tools

Transport

Work Vehicles
Mechanical Handling
People / Vehicle interface

Access

Slips, trips & falls
Falling or moving objects
Obstruction or projection
Working at height
Confined spaces
Excavations

Manual Handling / Lifting

Manual Handling
Mechanical Handling

Electricity

Fixed Installation
Portable tools and equipment

Chemicals

Dust / Fumes / Gas
Toxic
Irritant
Sensitizing
Corrosive
Carcinogenic
Nuisance

Fire and Explosion

Flammable materials / gases / liquids
Explosion
Means of escape / alarms / detection

Particles and Dust

Inhalation
Ingestion
Abrasion of skin / eye

The individual

Individuals not suited to work
Long hours
Lone Working

High Work Rate
Violence to staff
Unsafe behaviour of individual
Stress
Pregnant / Nursing Women
Young People

Other factors to consider

Poor maintenance
Lack of supervision
Lack of training
Lack of information
Inadequate Instructions
Unsafe Systems

Radiation

Ionising
Non-Ionising

Biological

Bacterial
Viral
Fungal

Environmental

Noise
Vibration
Light
Humidity
Ventilation
Temperature
Overcrowding