Prior Park Schools

RISK ASSESSMENT AND MANAGEMENT POLICY

Policy Owner Estates Director and Head of Compliance	**Applies to** Prior Park Schools (Trust Wide)	**Superseded documents** Risk Assessment and Management policy v3
Associated documents All Trust Wide and specific school policies	**Review frequency** Every two years (unless the legislation/regulations update before this time) **Implementation date** 11 June 2026	**Legal Framework** HSE Department for Education Health & Safety at Work Act 1974 Management of H&S at Work Regulations 1999 KCSIE

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

Last reviewed by:	Estates Director and Chair of PPC H&S Committee (PPC) (Mr T Tootill) Deputy Head & Chair of TP H&S Committee (TP) (Mr J Ryan), Assistant Head Welfare and Chair of the H&S Committee (PPSG) (Miss M Porro), Facilities and Resource Manager (Ms B Navarro), and Head of Compliance (Miss E Wickham)
Date last reviewed:	May 2026
Approved by Trustees:	Approved by FAIR Committee
Date last approved:	10 June 2026
Date for next approval:	June 2028

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. Scope

This policy 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, National Minimum Standards for Boarding and Early Years Foundations Stage.

3. Aims and Objectives

Prior Park Schools is committed to a systematic approach to risk assessment, with a view to ensuring that we always safeguard the welfare of students, 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. 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.

Overarching 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.

4. Policy

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

Educational

- Sports/games and PE activity
- Duke of Edinburgh award
- Art, photography and textiles
- CCF
- Music
- Drama & dance
- General classroom

- Outdoor education
- Off-site lessons
- EYFS
- Boarding
- Events taking place on site with students in attendance
- First aid, medical and health related, allergies and physical needs

Business Educational Support and Estates

- Catering and cleaning
- Caretaking and security
- Legionella
- Asbestos
- Radon gas
- Maintenance
- Grounds
- Traffic management
- Office
- Site visitors and site security
- Fire & emergencies
- Risks arising from communicable diseases
- Events taking place on site with students on site but not in attendance
- Lettings and external hires

Student Safeguarding and Welfare

- Dangers posed by students to themselves and each other
- Risks to students with disabilities, mental health issues or medical conditions
- Site security issues, such as public access to the school and its students
- Safeguarding risks on educational visits either from staff or members of the public
- Safeguarding risks from the presence of non-staff
- Risks from access to roofs and poorly secured windows
- Inadequate staffing at weekends in boarding
- Dangers from traffic
- The Prevent Duty risk assessment
- Online safety- annual review and risk assessment
- Recruitment issues such as vetting and recruitment of individuals who have lived or worked overseas, approach to vetting of volunteers, recruitment of offenders, staff starting work before their DBS certificate is available
- In the context of allegations against staff – decisions about suspension etc
- Restrictive interventions, including the use of reasonable force
- Sexual violence between students
- Sexual Harassment

Other

Risk areas which are not directly related to health and safety, including but not limited to:

- financial
- recruitment procedures including governing body oversight

- reputational
- terrorism, including the prevention of fundamentalism and extremism
- student self-harming
- security, specifically in boarding or EYFS areas, as appropriate

Departmental/office area assessment of risk checklists are also in place.

All staff will receive guidance on risk assessment as part of their induction. This will be refreshed on a biennial basis. Risk assessment training will be provided on specific areas where identified.

Risk Assessment Templates:
PPS uses three specific risk assessment templates. These can be found in appendix A, B and C

1. **Risk Assessment A** is for student-based activities, on site student events, and individual health/medical needs, behavioural and safeguarding management.

2. **Risk Assessment B** is for non-student-based risk management such as maintenance, generic site wide risks (Fire, Estates and Facilities, First Aid, Allergies etc)

3. **Risk Assessment C** is the recommended CLEAPSS risk assessment for science, DT

Risk assessments for day trips and residential trips are completed via Evolve and use the STAGED risk assessment proforma. Templates can be found in the applicable Educational Visits Handbook.

Risk assessments will take into account:

(a) hazard - something with the potential to cause harm
(b) risk - an evaluation of the likelihood of the hazard causing harm
(c) risk rating - assessment of the severity of the outcome of an event
(d) control measures - physical measures and procedures put in place to mitigate the risk

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

(a) what could go wrong
(b) who might be harmed
(c) how likely is it to go wrong
(d) how serious would it be if it did
(e) what are you going to do to stop it
(f) how are you going to check that your plans are working

All staff are responsible for the maintenance of risk assessment records in their own department/ area or activity.

Risk assessments will be reviewed:

(a) when there are changes to the activity
(b) after a near miss or accident
(c) when there are changes to the type of people involved in the activity
(d) when there are changes in good practice
(e) when there are legislative changes
(f) annually if for no other reason

The completed Risk Assessment must then be kept as a secure record of correct operating procedure in the Risk Assessment store (LINK). This record should be stored for 7 years, in accordance with the Data Retention and Destruction Handbook Policy.

For student specific risk assessments, relating to health, medical and/or SEND, these should be stored in iSAMS Medical Module. Risk assessments relating specifically to individual student safeguarding issues must be stored in CPOMs.

5. How to carry out a risk assessment

Risk Assessment considerations

(a) what could go wrong (Hazard)
(b) who might be harmed
(c) how likely is it to go wrong
(d) how serious would it be if it did
(e) what are you going to do to stop it
(f) how are you going to check that your plans are working

Step 1 – What could go wrong?

- 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.
- On a trip or visit away from school, think about the students and staff attending, what are the safeguarding considerations, medical needs, first aid considerations, health and welfare needs.

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.
- Other considerations: safeguarding risks, people coming onto site, on visits and trip members of the public, differing cultures.

Step 3 – How likely is it to go wrong?

- Think practically about what is already in place to mitigate the risk, therefore, in practice is it likely to go wrong? Are there other risks involved which might impact the likelihood e.g. an unfamiliar activity or environment, new students, general public.

Step 4- How serious would it be if it did go wrong?

- Consider the following:
    - No harm or illness
    - First Aid Injury
    - Over 3-day injury
    - Major injury / illness (emergency services and hospitalisation)
    - Fatality

Step 5- What are you going to do to stop it?

Having spotted the hazards, consider what is already in place to control them. Compare your list to good practice, what 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, locking doors, restricting access)
- 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 6- How are you going to check that your plans are working

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

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. [Where applicable e.g. fire risk assessments, an external company may be used].

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, Chief Operating Officer, Estates Director, Head of Compliance, Deputy Head(s)/Assistant Head(s), Health and Safety Committee Chairs, Maintenance and Housekeeping teams, 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.

7. Approval and Storage

It is the responsibility of those proposing and organising activities for each school, to carry out a risk assessment, before submitting it to their Head of Department, EVC, Deputy Head, the Estates Director or Facilities and Resource Manager for review and sign off, before it is stored in the Risk Assessment area of the Staff Portal (LINK).

8. Risk Assessments for non-school organised events

When the school is used for external events, such as those organised by the Parent Association Groups or private lettings, it is the responsibility of the external group organiser to submit a completed Risk Assessment to the member of staff they made the booking through.

Prior Park Schools

APPENDIX A- PPS RISK ASSESSMENT TEMPLATE- *STUDENT BASED ACTIVITIES*

ACTIVITY/VENUE/DATES/DETAILS:			**ON SITE: Y / N** **OFF SITE: Y / N** **OVERNIGHT: Y / N**
Date written:	**Number of staff involved:**	**Number of students involved:**	**Written by:**

HAZARD	WHO MIGHT BE HARMED AND HOW?	WHAT ARE YOU DOING ALREADY?	DO YOU NEED TO DO ANYTHING ELSE TO CONTROL THIS RISK?	ACTION: WHO?	ACTION: WHEN?	DONE Y/N
Safeguarding considerations						
Student considerations • Risk perception • Physical maturity • Emotional maturity • Behaviour • Group dynamics • Age considerations						
Supervision considerations • Staffing ratios • Competencies • Contingencies • Special considerations						
Accident, incident and near miss						

Illness/ Injury						
Medical						
Missing/lost student						
Cultural considerations						
Student/ getting detached from the group whilst in transit (e.g. bus station, airport, hotel).						
Strikes/delays at the transport hub						
Student/staff getting detached from the group						

Transport- by foot						
Transport- by coach						
Transport- by public transport (bus, train, underground, tram, taxi)						
Members of the public • Misbehaviour • Antisocial behaviour • Animals • Theft						
Accommodation • Fire • Members of public • Accident • Supervision- day and night • Bedroom sharing						
Mealtimes						
Security alert/threats						
Weather						

Dynamic Risk Assessment						
[Add any specific risk hazards here]						
[Add any specific risk hazards here]						
[Add any specific risk hazards here]						
[Add any specific risk hazards here]						

Signed by the person writing the risk assessment:

Approved by:

Date written:

Review date:

APPENDIX B- PPS RISK ASSESSMENT TEMPLATE- *NON-STUDENT BASED ACTIVITIES*

1. Activity/Area to be risk assessed **2. Persons exposed**

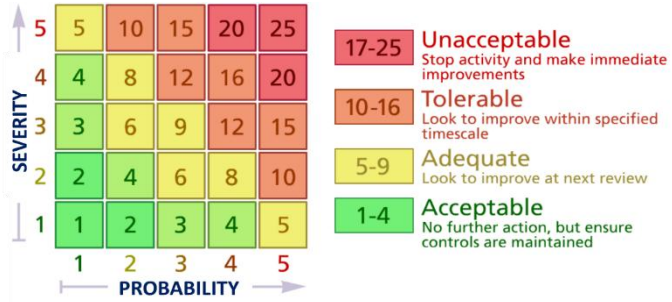
Activity		**Employees**		**Visitors**		**Contractors**	
Dept/Area		**Students**		**Public**		**Other**	

Task Specific	YES/NO	Initial Assessment	YES/NO	One-Off Event Assessment	YES/NO	Assessment No:		Review date	

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.

PROBABILITY	***SEVERITY / CONSEQUENCE***
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

RISK MATRIX: - PROBABILITY X SEVERITY = RISK FACTOR



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:	

3.Hazards Identified

Hazards Identified	Risks Identified	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**			

1. If possible, avoid the risk altogether.
2. Where possible combat risk at source.
3. Give priority to measures which protect the whole workplace.

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.

Assessor Signature:	

4. Wherever possible, adapt work to the individual. 5. Take advantage of technological & technical progress.	

Assessor Name:	
Date of Assessment:	

APPENDIX C: CLEAPSS Risk Assessment

To be found vis the CLEAPSS Portal for all Science and DT based activities.

APPENDIX D: Trips and residentials

To be found in the School specific Educational Visits Handbook