

SHS C12 - RISK ASSESSMENT POLICY

Appendix 1: Risk Assessment Template (including guidance)

Appendix 2: Areas requiring risk assessment (non-exhaustive)

1 Scope

This guidance is applicable to all those with responsibility for undertaking risk assessments for activities which are under their control. This includes the requirements of the Independent Schools Inspectorate, the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools and the Early Years Foundation Stage statutory framework.

Consideration is made with the broader understanding of how risk assessments support matters related to pupil welfare, recruitment-related issues, safeguarding, lessons, activities, boarding, EYFS provision, supervision, premises, trips, events and any other issues of relevance to St Hugh's School and community.

Risk assessments are not just for physical hazards. They should be used to reduce, so far as is reasonably practicable, the risk of harm to children, staff, visitors, volunteers, contractors and others affected by school activities. Examples include safer recruitment arrangements where a DBS disclosure is delayed, supervision and safeguarding of children, medical needs, boarding arrangements, EYFS provision, external lettings and school events.

The school's approach is intended to support a strategic and proportionate approach to risk assessment, with appropriate action taken to reduce risks that are identified.

2 Objectives

- To ensure that suitable and sufficient risk assessments are undertaken for activities where there is likely to be significant risk, including risks to pupil welfare, safeguarding, health and safety, supervision and boarding.
- To make clear that staff who organise, lead or supervise an activity own the risk assessment for that activity and are responsible for ensuring it is implemented in practice.
- To ensure that identified control measures are implemented, monitored and reviewed to control risk as far as is reasonably practicable.
- To ensure that those affected by school activities receive suitable information, instruction and guidance on what to do.
- To ensure that risk assessments are recorded, retained and reviewed when appropriate, including after an accident, incident, near miss, safeguarding concern,

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change in activity, change in pupil need, change in staffing or change in legislation or good practice.

- To support the school's wider duty to safeguard and promote the welfare and wellbeing of pupils, including those in EYFS and boarding.

3 Guidance

- The Bursar, Headmaster and Heads of Department are responsible for the implementation of this policy within their respective areas of responsibility.
- Governors retain overall oversight of the school's arrangements for safeguarding, welfare, health and safety and risk management.
- This guidance is applicable to general risk assessment. Where specialist skills are required, for example asbestos, fire, water quality, legionella, hazardous substances, play equipment, educational visits, medical needs or specialist curriculum activities, separate policy guidance, professional advice or competent external assessment should be used as appropriate.
- Teaching area risk assessment checklists are also in place for guidance.
- The school refers to the CLEAPSS Advisory Service for assessments in Science.
- All staff receive guidance on risk assessment as part of their induction and additional training is provided on specific areas identified by the Bursar, Headmaster and Heads of Department.
- Risk assessments are owned by the staff who are managing the risk. This includes any activities that they are supervising, organising, leading or authorising, including activities involving children, staff, visitors, volunteers, contractors or members of the public.
- Risk assessments must be suitable, sufficient, proportionate and practical. They should focus on significant risks and the control measures needed to reduce the likelihood or impact of harm.
- Risk assessments should consider those who may be at increased risk, including younger pupils, EYFS children, boarders, pupils with SEND, pupils with medical needs, pregnant staff, new or inexperienced staff, visitors, contractors and any person whose individual circumstances require reasonable adjustment or additional control measures.
- Staff must treat risk assessments as live documents and adjust them as and when additional hazards, pupil needs, staffing changes, environmental factors or control measures are identified.
- Where a safeguarding, welfare or medical concern gives rise to particular risk, the risk assessment should be linked to the relevant school policy or plan, such as the

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Safeguarding Policy, Medical Policy, SEND procedures, Attendance Policy, Missing Pupil Policy, Educational Visits procedures or Recruitment Policy.

- Where a DBS disclosure or other safer recruitment check is delayed, any permitted interim working arrangements must be subject to a specific written risk assessment, appropriate supervision and regular review, in line with the school's Recruitment Policy.
- Detailed guidance is provided in Appendix 1.
- Risk assessment training is provided on specific areas identified by the Bursar, Headmaster and Heads of Department

A template risk assessment form is included at Appendix 1 to this guidance.

Risk assessments take into account:

- hazard - something with the potential to cause harm
- risk - an evaluation of the likelihood of the hazard causing harm and the seriousness of the possible outcome
- control measures - physical measures, supervision, procedures, training, information, equipment or other arrangements put in place to mitigate the risk
- risk rating - an assessment of the likelihood and impact of an event, before and after control measures have been applied
- residual risk - the level of risk remaining after control measures have been implemented
- responsibility - the person or role responsible for ensuring that controls are implemented and reviewed

The risk assessment process consists of the following:

- what could go wrong?
- who might be harmed and how?
- are any individuals or groups more vulnerable or in need of additional controls?
- how likely is it to go wrong?
- how serious would it be if it did?
- what controls are already in place?
- what further controls are needed to reduce the risk so far as is reasonably practicable?
- who is responsible for implementing the controls?
- how will the controls be communicated?
- how will you check that the controls are working?
- when will the assessment be reviewed?

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The Bursar is responsible for the maintenance of central risk assessment records, although individual risk owners remain responsible for ensuring that their risk assessments are current, implemented and reviewed.

Risk assessments are reviewed:

- when there are changes to the activity
- after an accident, incident or near miss
- following a safeguarding, welfare, medical or behavioural concern where risk controls may need to be revised
- when there are changes to the type, age, needs or number of people involved in the activity
- when staffing, supervision, premises, equipment or environmental conditions change
- when there are changes in good practice
- when there are legislative or regulatory changes
- following relevant inspection, audit, professional advice or external review
- annually if for no other reason

An example of a risk assessment, including additional guidance, is included at Appendix 1.

A list of areas (non-exhaustive) that require risk assessment is included at Appendix 2.

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Appendix 1: Risk Assessment Template (including guidance)

USING THIS DOCUMENT

Page 1-2 gives guidance on the considerations on producing and using a risk assessment. These pages are to remain with the risk assessment, Page 3, so that it can be understood as a complete document.

RISK ASSESSMENT

As part of managing health, safety and welfare in school, you must control the risks arising from school activities. To do this you need to think about what might cause harm to people and decide whether you are taking reasonable steps to prevent that harm. This is known as risk assessment and it is something the school is required to carry out. Risk assessment should be proportionate and should focus on the significant risks that could cause real harm. The law does not expect all risk to be eliminated, but control measures must reduce risk so far as is reasonably practicable. Please see HSE for more information here;

<http://www.hse.gov.uk/pubns/indg163.pdf>

DEFINITIONS

Hazard is anything with the potential to cause harm. This may include an object, area, activity, behaviour, omission, environmental condition or safeguarding/welfare concern.

Risk is the chance, high or low, that somebody could be harmed by hazards, together with an indication of how serious the harm could be.

Control measures are positive actions taken to reduce the risk associated with a hazard to an acceptable level. They may include physical controls, supervision, training, rules, procedures, equipment, communication, information sharing or additional staffing.

Residual risk is the level of risk that remains after control measures have been applied.

Risk Assessment is a formal record of the hazards, risks, control measures, residual risk and person or role responsible for managing and reviewing the activity.

PROCEDURE

Step 1: Identify hazards, i.e. anything that may cause harm.

For each activity or task, identify and list the hazards associated with the task or activity. Consider physical, welfare, safeguarding, medical, behavioural, supervision and environmental risks where relevant.

Step 2: Decide who may be harmed, and how.

Different people will behave in different ways and may face different risks, for example children, EYFS pupils, boarders, staff, visitors, volunteers, contractors, pupils with SEND, pupils with medical needs, pregnant staff or inexperienced staff.

Step 3: Assess the risks and take action.

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Calculate the risk rating and apply control measures. Consider whether existing controls are adequate and what further action is needed to reduce the risk so far as is reasonably practicable.

Step 4: Record the findings and implement the controls.

The completed risk assessment must record the significant findings, the controls required, the person or role responsible and any timescale for action. Control measures must be communicated to those who need to know and implemented before the activity takes place.

Step 5: Review and update.

The risk assessment is a living document and must be reviewed and updated when circumstances change, after an incident or near miss, following a safeguarding or welfare concern, following professional advice, or at least annually.

Risk Rating Matrix			Likelihood				
			Highly unlikely	Unlikely	Possible	Likely	Almost certain
Risk = Likelihood X Impact			1	2	3	4	5
Impact	Bumps and bruises	1	1	2	3	4	5
	Requires first aid	2	2	4	6	8	10
	Moderate injury with medium term effects	3	3	6	9	12	15
	Serious injury with long term effects	4	4	8	12	16	20
	Catastrophic injury or death	5	5	10	15	20	25
	Monitor	Acceptable risk					
	Action	Take positive action to reduce risk					
	Urgent action	Comprehensive control measures required					
	Stop	This activity is not allowed to proceed					

RISK RATING

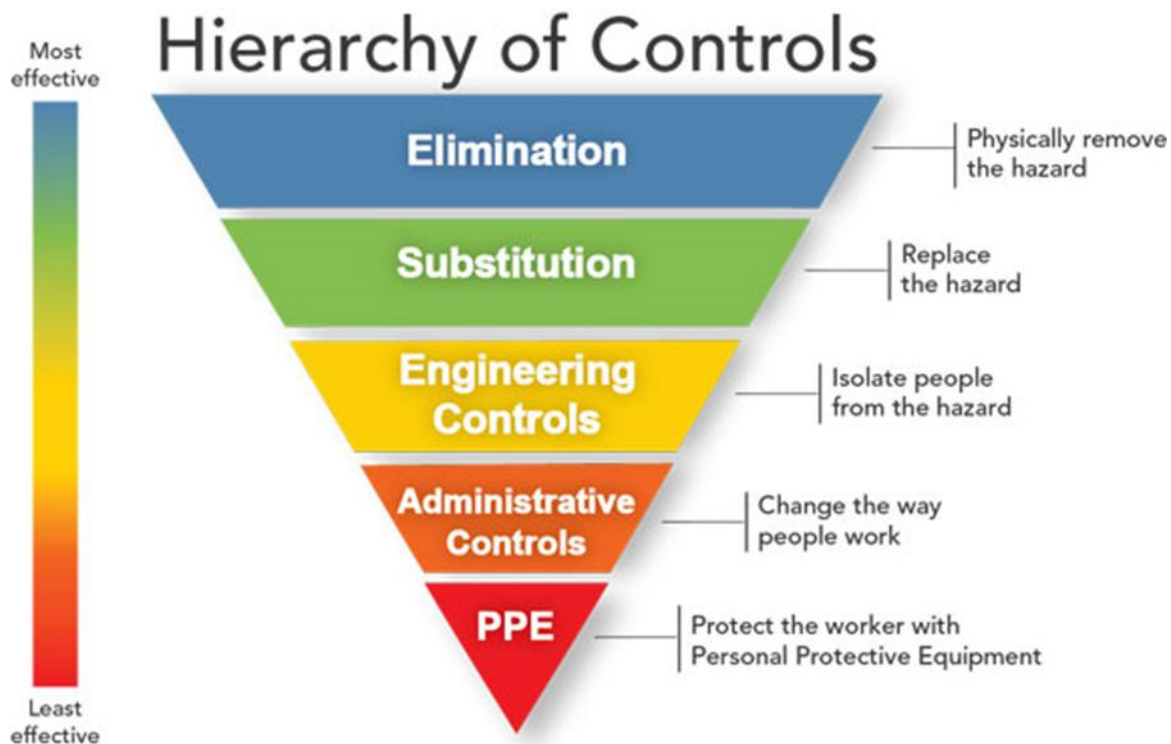
Once you have identified the hazards and those who may be harmed, the risk rating matrix can be used to determine the level of risk. The risk rating is calculated by multiplying the likelihood score by the impact score. All significant hazards identified must be scored before and after control measures have been applied, so that the residual risk can be assessed and a decision made as to whether the activity may proceed. Where the residual risk remains high, further controls must be put in place or the activity must not proceed unless authorised by an appropriate senior member of staff.

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CONTROL MEASURES

Control measures must be applied to all significant hazards that are identified. You may need multiple control measures for a hazard in order to minimise the risk to an acceptable level. Control measures should be proportionate, practical and communicated clearly to those responsible for implementing them.



Elimination Physically removing the hazard is the most effective control. For example, if employees are working at height, the hazard may be eliminated by moving the item they are working on to ground level to remove the need to work at height.

Substitution The second most effective hazard control involves replacing something that produces a hazard with something that does not produce the same hazard. For example, replacing a solvent-based glue with an alternative that is not harmful to children.

Engineering controls do not eliminate hazards, but isolate people from hazards. Enclosure and isolation create a physical barrier between people and hazards, for example fume cupboards and hand guards.

Administrative controls are changes to the way people work. Examples of administrative controls include procedure changes, staff training, supervision arrangements, signs, warning labels and rules for children.

Personal protective equipment (PPE) includes gloves, aprons, respirators, hard hats, safety glasses, high-visibility clothing and safety footwear. PPE is usually the least effective means of controlling hazards because it relies on correct use, maintenance and supervision.

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Risk Assessment Adventure Playground.

The below is an example and is for the current Adventure Playground at St Hugh's School

Potential Hazard	Risk Rating (Mitigated)	Control measures	Responsible
Faulty equipment (School)	12 (3)	1. Estate Manager to arrange annual assessment from RoSPA. 2. Estate Manager to visually inspect equipment each holiday/half term.	Estate manager
Faulty equipment (Staff)	12 (3)	1. Supervising staff to visually inspect equipment and monitor play. 2. Supervising staff to place equipment temporarily 'out of bounds' to children at time of fault identification. 3. Supervising staff to report damage or faults to Estate Manager at earliest opportunity. 4. Estate Manager to assess/repair/mark 'out of bounds.'	Supervising Staff Estate Manager
Slip/Trip/Fall	9 (2)	1. Pupils to be supervised at all times. 2. Equipment 'out of bounds' when unsupervised 3. Pupil familiarisation process to take place in preparation of use, in order to highlight hazards, rules and restrictions of use. 4. Pupils to use equipment in manner intended by design. <u>Rules</u> • No climbing over barriers/sitting on barriers (including rope bridge) • No climbing in trees above equipment • Feet not to touch red paint (limits climbing height) • No running on platforms • No descent of rope or rope bridge. Up only. • No jumping off equipment • Descent of ladders to be facing ladders, using both hands (ie not to descend ladders facing outwards) 5. Sensible numbers of pupils allowed on any part of the playground at any one time.	Supervising Staff
Unauthorised access	9 (3)	1. Parents to be informed of rules and need for adult supervision outside of school hours. 2. 10 year old age limit outside of staff supervision. 3. Appropriate signs in place warning of risks and displaying rules.	School Office Estate Manager

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Appendix 2: Areas requiring risk assessment (non-exhaustive)

Educational

- science experiments
- design & technology
- food technology
- sport and PE activity
- art
- drama & dance
- general classroom
- Playtimes (places, pupils, etc)
- Bullying (where appropriate and needed because of peer-on-peer abuse, etc)
- Supervision (both within school grounds and on trips, particularly EYFS)

Support

- catering and cleaning
- caretaking and security
- maintenance
- grounds
- office
- Medical needs, including pupils who are risk assessed for self-medication, such as asthma sufferers
- Safeguarding, including Prevent duty, peer-on-peer abuse, online safety and low-level concerns where a risk assessment is required
- Boarding, including accommodation, supervision, overnight arrangements and induction of boarders
- Recruitment of staff, including controlled arrangements where a DBS disclosure or other check is delayed
- EYFS provision, including supervision, staffing, ratios, intimate care, medicines, allergies, sleeping arrangements, toileting, collection arrangements and use of mobile phones or smart devices
- Educational visits, trips, fixtures and off-site activities
- External lettings, events and visitors on site
- Contractors and works taking place during term time
- Transport, including minibuses and school journeys
- Fire, lockdown and emergency evacuation arrangements
- Individual pupil risk assessments where required for welfare, medical, SEND, behavioural or safeguarding reasons

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