Risk Assessment Policy

Approved by:	M W Clack, Principal	**Last reviewed on:**	September 2026
Date:	September 2026	**Next review due by:**	August 2027

1. Rationale

The purpose of this policy is to enable the School to meet its duty of care to pupils and staff (and others) by creating a culture of undertaking risk assessments to reduce the risks of all School business operations, as far as is reasonably practical. The aim is to protect the health, safety and wellbeing of pupils, staff, visitors, and others affected by our operations. This policy and associated procedures provide a framework for staff to follow in the completion of risk assessments.

2. What is risk assessment?

The school and its staff need to think about the risks that may arise in the course of the school day. This includes anything related to the school premises or delivery of its curriculum, whether on or off site.
A risk assessment is a tool for conducting a formal examination of the hazards or potential harm to people, particularly in the School's case to staff and pupils that could result from a school activity or situation and to identify action needed to reduce the level of risk.

- A hazard is anything with the potential to cause harm e.g. chemicals, electricity, working from ladders.
- The risk is the chance, high or low, that somebody could be harmed by these and other hazards, together with an indication of how serious the harm could be.

3. The purpose of risk assessment

The purpose of school risk assessment is to identify, analyse, and manage potential risks and hazards within the school environment and trips to ensure the safety and well-being of students, staff, and visitors. By conducting risk assessments, the school can create a safer and more secure learning environment, thereby fostering an atmosphere conducive to the overall well-being and academic success of students.
Risk assessment in school is a systematic process that helps school administrators and staff. The risk assessment process allows us to identify hazards, evaluate risk, develop strategies to reduce risk, comply with regulations, protect students and staff, improve emergency preparations, promote a culture of safety, and continuously improve.
Once a risk assessment has been completed the significant risks must be communicated to staff and others, to enable their co-operation and inform decisions.

4. Responsibility for Risk Assessments

The School's responsibility:

- It is the School's responsibility, through its management, to ensure risk assessments are completed and implemented. The work involved to meet this responsibility is delegated to key roles within the

school; namely Heads of Departments, the Senior Leadership Team (SLT) and the administration department (Health and Safety Lead)

- The School will provide suitable and sufficient training for staff required to complete risk assessments to ensure staff have the knowledge and understanding to fulfil this responsibility and undertake effective risk assessments.
- Risk assessments for trips will be completed by either the lead teacher for the trip (one day trip), or the holder(s) of a responsibility allowance for whole school trips organization (residential trip of adventure days). Risk assessments for MEPI activities will be completed by the MEPI leader.
- Risk assessments for on-site activities, which include, but are not limited to, activities such as use of equipment in Science and PE activities (both on site and at Ludus) will be completed by the relevant Heads of Department.

Responsibilities of all staff:

- All staff are responsible for taking reasonable care of their own safety, together with that of pupils and visitors. They are responsible for cooperating with the health and safety policy and arrangements (including risk assessments) and members of the SLT in order to ensure both their own safety and that of others.
- All staff are expected to participate in the completion of risk assessments when requested to do, follow safety-related instructions and safe systems of work identified in risk assessments.
- Finally, all members of staff are responsible for reporting any risks/defects or concerns to their line manager

5. General Assessments

Each department is responsible for ensuring risk assessments are in place for all work activities, the Health and Safety Manager will work with all departments to provide advice and support.
Risk assessments should consider the following general hazards/situations:

- Safeguarding of pupils
- Supervision of students
- Behaviour of Students
- Manual handling
- Slips and trips
- Hazards from equipment/machinery used
- Substances hazardous to health (COSHH)
- Access to and from the building – including pick up and drop off
- Expectant mothers

Risk assessments should be conducted as written in Appendix 1, using the school risk assessment template, see Appendix 2 and 3.
Risk assessments are not valid until signed off by the Principal, or in their absence, a relevant member of SLT. Once complete, they should be made available in the risk assessment folder of the Shared Area.
A number of generic risk assessments have been created covering some of the above generic risks, these are available in the Shared Area. Generic risk assessments should not be used for annual offsite trips but should be updated for every trip.

Student welfare and supervision

When completing risk assessments, staff should ensure safeguarding risks to students are considered and documented. One of the controls used to protect pupils will be adequate competent supervision. Staff ratios and availability play a key part of ensuring appropriate supervision of pupils.

6. Training

All staff responsible for completing risk assessments will be provided with training to provide them with the knowledge and understanding of the risk assessment process and the skills required to undertake a suitable and sufficient risk assessment.
Line Managers and Heads of Departments are responsible for ensuring their staff are briefed on risks specific to their department and the control measures to be used to protect the health and safety of students and staff. Schemes of work and lesson plans for areas covered by a risk assessment should include details of the hazards and risks associated with the activity, and ensure students are aware of the risks involved and general health and safety arrangements.

7. Generic Risk Assessments

The following areas should be covered by a generic risk assessment (Appendix 2) which is updated annually or more regularly if changes are deemed necessary:

- Generic risk assessment for use of building
- Fire risk assessment
- Drop off and pick up risk assessment
- Use of LUDUS by the PE Department – including walking to and from the site.
- Risk assessment for Laboratories and Science Department
- Playground Equipment and Breaktime supervision risk assessment
- Generic risk assessment for use of Nutrition room for school activities
- Early years risk assessment for outside playtime on the playground and wooden area

8. Risk Assessments for Off-Site Activities and Trips

Risk assessment is fundamental part of the approval process for any school trip. The purpose of the Risk Assessment is to identify the arrangements that will need to be in place to ensure nobody gets hurt or becomes ill during the course of, or as a result of, the trip. The Trip Leader will need to identify known hazards and potential risks and put forward a plan for minimising these using the Risk Assessment Template for trips (Appendix 3) before submitting the final, detailed Trip Proposal Form to the Principal.
In addition, the policy also covers other hazards that can be incurred by students, staff, and visitors to the school.
There is a basic framework to be followed for all Risk Assessments for trips. As many of the arrangements for minimising risks will be standard and can then supplemented for trips involving greater risk, a *single Risk Assessment* can cover recurrent or regular trips, e.g. for off-site P.E. lessons or inter-school activities, whilst an *individual Risk Assessment* will be required for any residential trip.
At the outset, the Trip Leader must consider the level of risk likely for the trip:

- High risk – e.g., trips abroad and/or involving adventurous activities;
- Medium Risk – e.g., other residential trips or local trips involving mild activities;
- Low Risk – e.g., short duration trips in the local area or regular trips.

This is a useful means of identifying the extent of the planning required and should inform judgements made relating to timescales. For example, a High risk trip, involving outdoor activities in a foreign country, may require a year's preparation, whilst a trip to a local museum may only require two weeks. In all cases, though, planning is essential.
The completed Risk Assessment Template gives the Trip Leader and the Senior leadership a brief outline of the trip and its aims, identifies the hazards that need to be addressed and demonstrates how these risks will be minimized.

Specific, careful consideration should be given to potential hazards involved in or as a result of:

- the number, age and experience of the students involved;
- the means of transport and route to be followed to and from the trip destination (including the traffic, physical environment, and other hazards en route);
- the trip destination;
- the activities or potential activities (including both formal activities [e.g. swimming or overnight security] and informal ones (e.g. students organizing a game of football or being allowed to go shopping in a town);
- the time of day and weather or other conditions which may be anticipated.
- security (including accommodation on residential trips, loss of personal property or personal safety).

The Risk Assessment does not need to be complex, but it should be comprehensive. In completing the Risk Assessment Template, the Trip Leader should:

- identify potential hazards and who might be harmed – conduct a walk around the area to be visited. Look at what could reasonably be anticipated to cause harm. Concentrate on significant hazards, or those that could cause harm to several people, such as crossing streets, type of transportation, suitability of accommodation.
- evaluate the "*initial*" risks – consider how likely it is that harm will be done ("*chance*") and the "*severity*" of the likely outcome; decide for each significant hazard whether the risk is High, Moderate or Low, as defined below.
- decide what control measures need to be in place. Control measures to manage the risk so harm is unlikely should be practical and able to be understood by all those involved;
- evaluate the remaining ("*residual*") risks – some risk will always remain, even after control measures have been put in place. However, as long as either the "*chance*" or "*severity*" are deemed low, then it may be considered a "safe" activity;
- record her/his findings and control measures – all significant findings from the assessment must be recorded, to demonstrate that the proper check was made, all significant hazards are identified, the precautions to be put in place are reasonable and the remaining risk deems the activity safe;
- prepare to review and revise the assessment after the trip – point out revisions that may be necessary for future trips, including any previously unforeseen hazards that arose.

High (an accident is very likely to occur, with the possibility of serious injury requiring hospital treatment or loss)
Moderate (there is a possibility of an accident occurring causing minor injury requiring first aid or medical treatment, but not hospitalisation)
Low (an accident is unlikely to occur and/or require first aid or medical treatment);
Ariston has a separate policy for trips and off-site activities involving pupils. For full details please see the "Educational Visits policy."

9. Other

Access by students to areas of risk

Students should not have unsupervised access to potentially hazardous areas, such as cleaners' cupboards, boiler-heating rooms, storage areas, the science laboratory and chemical storeroom, the Nutrition room and the Resource room. Doors to these areas are kept locked when not in use. Students are only allowed access if risks are suitably controlled or accompanied by a member of staff.
Neither students nor staff (except maintenance) are allowed to access roof in the new building. Doors to the roof must be locked at all time.

Requirements for contractors engaged on behalf of the School

Contractors are responsible for undertaking their own risk assessment, in order to protect the health and safety of their staff, students and staff and visitors to the site. The contractor "owns" the risk involved with their work activities. However, the School has an obligation to ensure competent contractors are used, sufficient time for planning is allowed and risk assessment forms part of the planning and work processes.
If a contractor is employed to undertake work on behalf of the School the person engaging the contractor must ensure suitable and sufficient risk assessments are in place to cover the work, prior to work starting. The School will need to review and discuss the contractor's risk assessments and provide supervision of the contractor to ensure risk assessments are being adhered to.

First Aid risk assessment

The School annually trains sufficient numbers of staff in First Aid, this is a requirement under local law. All staff are trained in basic first aid through Educare, and through Health and Safety face-to-face training provided by the local authorities if offered. All PE teachers are also first aid trained and the school employs a school nurse. Basic first aid kits are taken on off-site trips.
First-aid kits are kept well stocked in accordance with the local authority guideline. The school maintains a Defibrillator in accordance with the manufacturer's instructions.

10. Monitoring and Review of Risk Assessments

All risk assessments must be reviewed at least annually and:

- If there is significant change in the circumstances, e.g. new equipment/ways of working
- After an accident or incident
- If the original assessment is no longer valid, e.g. change in legislation or changes in technology/science.

Risk assessments should also be reviewed and recorded, when major structural work is planned, if work practices change or in the event of an accident. As each department (teaching and support), review and develop their risk assessments it will be possible to maintain a "library" of risk assessments on our shared drive for staff to refer to and adapt for their own use.

Appendix 1 – How to conduct a Risk Assessment

To do a risk assessment, consider what, in the activities, might cause harm to people and decide whether you are doing enough to prevent that harm. Once you have decided that, you need to identify and prioritise putting in place, appropriate and sensible control measures.

It's crucial that the risk assessment contents, particularly the control measures actually reflect activities and arrangements that are in place. If a control measure is identified as being required in the recorded risk assessment this must be implemented. Staff involved in the activities/operations should be consulted and involved with the risk assessment process and the written document must be effectively communicated to staff and students.

When completing a risk assessment the focus should be on significant risks associated with the activity, you do not need to include insignificant risks. In other words, you do not need to include risks from everyday life unless school/work activities increase the risk.

Risks should be reduced to the lowest reasonably practicable level by taking preventative measures, in order of priority. The list below sets out the order to follow when planning to reduce identified risks. Consider the headings in the order shown, do not simply jump to the easiest control measure to implement.

1. Elimination - Redesign the job or substitute a substance so that the hazard is removed or eliminated.
2. Substitution - Replace the material or process with a less hazardous one.
3. Engineering controls - for example use work equipment or other measures to prevent falls where you cannot avoid working at height, install or use additional machinery to control risks from dust or fume or separate the hazard from operators by methods such as enclosing or guarding dangerous items of machinery/equipment. Give priority to measures which protect collectively over individual measures.
4. Administrative Controls - These are all about identifying and implementing the procedures you need to work safely. For example: reducing the time workers are exposed to hazards (eg by job rotation); prohibiting use of mobile phones in hazardous areas; increasing safety signage, and performing risk assessments.

Appendix 2: Risk Assessment Template

Risk Assessment For:	
Staff Member Responsible:	
Risk Assessment by:	**Risk Assessment Date:**
Risk assessment approved by:	**Risk assessment approval date:**
1st Review Date Due:	

Assessment of Specific Hazards:

Hazard	Initial Risk Rating (Low/Moderate/High) – Chance / Severity	Persons at Risk	Measures/procedures to be in place to reduce the risk	Residual Risk Rating (Low/Moderate/High)

Appendix 3: Risk Assessment Template for trips

Risk Assessment For:	
For Trips – Mode(s) of transport: (If travelling by hired coach or public transport, check relevant separate Risk Assessment and attach with this document. Do not include details here.)	
Staff Member Responsible – Member of staff on trip who is first aid trained – Name:	
Is other adult supervision required? Name:	**Contact Phone Number:**
Risk Assessment by:	**Risk Assessment Date:**
Number and ages of students:	**FOR TRIPS – Trip Date:**
	FOR TRIPS – Departure and Return Times:

Assessment of Specific Hazards:

Hazard	Initial Risk Rating (Low/Moderate/High) – Chance / Severity	Persons at Risk	Measures/procedures to be in place to reduce the risk	Residual Risk Rating (Low/Moderate/High)

Alternative Plan (e.g. in case of bad weather):

Emergency Planning (in case of incident or accident):

Nearest medical facility	Location	Contact number

All staff attending the trip should be briefed on the trip and the risk assessment by the Trip Leader/risk assessor. They confirm this by signing the form below, which they forward to the Trip Leader before the trip.

The following staff members confirm to have been briefed about the trip and have read the risk assessment.	
Signed: (full name and signature)	**Date:**
Signed: (full name and signature)	**Date:**
Signed: (full name and signature)	**Date:**
Signed: (full name and signature)	**Date:**
Signed: (full name and signature)	**Date:**
Approved by the Principal YES/NO	
Signed: (Full name and signature)	**Date:**