

Risk Assessment Policy

Approved: Sept 2026

Approved by: Management Board

Next Review: Sept 2027

Table of Contents

POLICY STATEMENT	3
DEFINITIONS	3
THE STARTING POINT	3
CONDUCTING A RISK ASSESSMENT.....	4
RECORDING	6
ROLE OF THE EDUCATION VISITS COORDINATOR (EVC)	Error! Bookmark not defined.
LIBRARY OF RISK ASSESSMENTS	7
TRAINING	7
MONITORING.....	7
APPENDIX	8
Appendix 1 Classroom RA	8
CLASSROOM Checklist– GENERAL.....	10

POLICY STATEMENT

Risk assessments are carried out in the school to determine the risk associated with working operations. The assessment is required to identify risks both to employees, pupils and to any other persons who may be affected.

Classroom Risk assessments are updated annually or when changes to the learning environment changes and the responsibility for administering the completion of these lies with the Health and Safety Officer. Other process driven risk assessments are amended if there are changes to the process.

General assessments of risks are best carried out by the staff who are responsible for managing them. Other relevant policies are:

- Safeguarding policy
- Health and Safety Policy
- Recruitment Policy
- First Aid Policy
- Allergy Safety Policy
- Administration of Medicines Policy
- Medical Conditions Policy
- Teaching and Learning Policy
- Supervision Policy
- Educational Visits and Trips policy
- Lost Child procedure

DEFINITIONS

- A risk assessment is a tool for conducting a formal examination and estimation of the harm or hazard to people or property that could result from a particular activity or situation, and its severity.
- A hazard is something with the potential to cause harm.
- A risk is an evaluation of the likelihood of the hazard occurring.
- Risk control measures are the measures and procedures that are put in place in order to minimise the consequences of unfettered risk (e.g. staff training, clear work procedures, preliminary visits and insurance).

THE STARTING POINT

The starting point for conducting a risk assessment:

- Identify all of the potential hazards, such as a child getting lost, or run over, a traffic accident, a child falling over, sun burn, getting cold or wet on an outing.

- Who might be affected by the hazards? The children, staff, volunteers, school property, school reputation. Children with SEND/EAL will need to be considered separately.
- What safety measures reduce the potential impact of the hazard? Examples include: using a higher-than-normal staff ratio, ensuring that one member of the party is qualified in Paediatric First Aid; taking a first aid kit and water; frequent head counts; a clear missing child policy that is known to all; asking parents to send appropriate protective clothing to mitigate the impact of weather; sound preparation in advance, including briefing all of the adults (staff and volunteers) on their respective roles; taking a mobile phone. Emergency procedures should be rehearsed in advance with the accompanying staff.
- A risk assessment must be carried out for all outings. The Headteacher is available for advice.

CONDUCTING A RISK ASSESSMENT

There are several possible techniques. The model we use at Heathcote Preparatory School is outlined below:

1. What areas need to be considered?

- Activity and task to be undertaken.
- Levels of supervision: the nature and experience of the group and their medical conditions and the number of accompanying staff/ adults.
- Environment: the range of physical and weather conditions; any equipment to be used.
- Transport: drivers, vehicles; boarding and alighting trains, ferries, planes.
- Losing contact with pupils, staff or school: in transit and at location.
- Loss of passport.
- Medical emergencies: First Aid provision.
- Pupils with additional needs and access arrangements.
- Communication of new information to the group, its staff and the school.
- Sports and games, swimming, etc.

2. What are the hazards?

- Stand back from the activity - is there anything with the potential to cause harm?
- How severe is the hazard - what are the possible consequences?

3. Whom might they affect?

- The pupils, accompanying staff, members of the public.

4. What is the degree of risk?

- The estimated chance, great or small, that someone will be harmed. Use this table to identify the degree of risk:

Risk Rating: (LIKELIHOOD)	OUTCOME:			
	Insignificant Injury e.g. minor injury/cut/bruise	Significant Injury e.g. chemical burn/ temporary unconsciousness	Major Injury e.g. Broken bone	Serious injury/Fatality
Unlikely	Trivial Risk	Low risk	Low Risk	Medium Risk
Possible	Low Risk	Medium risk	Medium Risk	STOP
Probable	Low risk	Medium Risk	High Risk	STOP
Certain	Medium Risk	High Risk	High Risk	STOP

<u>Risk Level:</u>	<u>Action and Timescales:</u>
Trivial	No action required and no documentary records are required
Low	Consider if the risk can be reduced further. Monitoring is required to ensure that the controls are maintained.
Medium	Risk reduction measures should be implemented within a defined period.
High	Give priority to removing or reducing the risk urgent action should be taken.

5. What safety or control measures are needed to manage the risk?

- Include practical measures; regulations; specific group management; guidance to staff.

RECORDING

The person carrying out the risk assessment should record it, notify the Health and Safety Officer or EVC with details of the measures they should take to avoid or reduce the risks and then send a copy to the HS officer by email. This will then be saved on the server. Risk assessments are to be reviewed annually.

ROLE OF THE EDUCATION VISITS COORDINATOR (EVC)

At Heathcote Preparatory School the Educational Visits Coordinator (EVC) is Mrs. S. Scott, the Headteacher. Her role is to train and support staff who are involved in taking and leading educational visits of children. Every risk assessment is checked and approved by the EVC as part of the process of approving each outing.

DfE guidelines state that schools should ask tour operators/ venues (or any other provider of off-site activities) for a copy of their safety management system. The Group Leader should check the accreditation or verification of operators and providers, and that they have adequate procedures.

LIBRARY OF RISK ASSESSMENTS

All risk assessments are stored on the staff network. They are accessible by all staff.

TRAINING

Training on RA is provided by mentors to new staff, through whole school training and through induction. It is also provided through scrutiny and feedback on RAs.

MONITORING

All RAs are checked by relevant KS leaders, staff responsible and the health and safety officer. All Trip RAs are checked by the Headteacher. A Health and Safety report including information regarding RAs is made to the Board of Directors termly and is a standard item on SLT meeting agendas.

APPENDIX

Appendix 1 Classroom RA

CLASSROOM - GENERAL

Risk Assessment For	Assessment Undertaken	Assessment Reviewed (if you need to add extra information at a later date, enter the dates here)
Teacher:	Date:	Date:
Room No:	Checked by:	Date:

Use this table to identify the level of risk:

Risk Rating: (LIKELIHOOD)	OUTCOME:			
	Insignificant Injury e.g. minor injury/cut/bruise	Significant Injury e.g. chemical burn/ temporary unconsciousness	Major Injury e.g. Broken bone	Serious injury/Fatality
Unlikely	Trivial Risk	Low risk	Low Risk	Medium Risk
Possible	Low Risk	Medium risk	Medium Risk	STOP
Probable	Low risk	Medium Risk	High Risk	STOP
Certain	Medium Risk	High Risk	High Risk	STOP

Risk Level:	Action and Timescales:
Trivial	No action required and no documentary records are required
Low	Consider if the risk can be reduced further. Monitoring is required to ensure that the controls are maintained.
Medium	Risk reduction measures should be implemented within a defined period.
High	Give priority to removing or reducing the risk urgent action should be taken.
STOP	'Work' activity should NOT be started or continued until the risk has been removed or at least reduced.

Use this table to identify any hazards in your classroom, who might be hurt, the risk level and the measures you will take to reduce the risk:

Step 1	Step 2	Step 3		Step 4	Step 5	
What are the hazards?	Who is at risk from the hazards identified and how might they be harmed?	What steps have you taken/can you take to minimize the risk? (ACTION MUST BE TAKEN FOR ALL MED-HIGH RISKS)	Current Risk Level	Is anything further needed?	Date further action(s) was/were completed	New Risk Level
				By Whom and By When?	Date of next Review	

--	--	--	--	--	--	--

(add rows as needed)

SEVERITY

- 1 Minor injury/cut bruise
- 2 Minor injury/chemical burn/temporary unconsciousness
- 3 Broken bone

CLASSROOM Checklist– GENERAL

	<u>GUIDANCE AND CONTROL METHODS WHEN ACTIONING A RISK ASSESSMENT</u>	Tick when done	Responsibility of:
1	Read HS Policy and other related documents		
2	Carry out a risk assessment for your activity within the room,		
3	Ensure furniture/equipment layout follows safe working practices and are appropriate for the lesson to be taught.		
4	Read ICT Health and Safety guidance where applicable to promote safe use of ICT,		
5	Encourage good posture.		

6	Ensure correct lighting and adequate for activity undertaken.		
7	As far as possible ensure adequate ventilation and use the windows!		
8	Report any repairs/maintenance issues immediately, no matter how minor –		
9	Ensure storage measures of equipment is adequate and safe, e.g. not a fire hazard.		
10	Ensure all pupils/staff/visitors are aware of fire evacuation procedures		
11	Ensure you are aware of First Aid procedures/nearest First Aider		
12	Ensure there are no trailing cables in locations likely to cause trip		
13	Ensure that key health and safety notices are clearly visible		
14	Ensure that there are safe working procedures for moving and handling materials, furniture etc.		
15	Ensure safe and secure working hours, i.e., if lone working, take appropriate measures/conduct risk assessment.		
16	Ensure appropriate classroom behaviour and supervision.		
17	Ensure that adequate materials and work equipment are available to hand in accordance with the lesson plan.		
18	Ensure care is taken not to overstrain voice in day-to-day teaching by range of activities		
19	Ensure adequate supervision and/or assistance available for the projected work.		
20	Ensure that adequate materials, work equipment, chemicals and Personal Protective Equipment (PPE) are available to hand in accordance with the lesson plan.		
21	Ensure appropriate clothing and footwear are worn in accordance with the nature of the lesson		
22	Ensure correct use of IWB		