



ST WINEFRIDE'S SCHOOL
Founded 1868

St. Winefride's

Risk Assessment Policy

Mission Statement

Our aims are:

- **To educate the whole child in a caring and Christian atmosphere.**
- **To encourage our children to reach their full potential, mentally, physically, socially and morally.**
- **To emphasise kindness, care and mutual respect.**
- **To promote an awareness of the need and religious beliefs of others. This will enable them to become responsible citizens and an asset in any community.**

Statement of intent

At St. Winefride's School, we are committed to providing a safe and healthy working environment that inspires and supports academic achievement. This policy sets out the procedures the school will follow in order to identify and manage the health and safety of staff members, pupils and visitors who may be affected by the school's activities.

The purpose of a risk assessment is to enable the school to determine what measures should be taken to comply with the duties under the relevant statutory provisions.

This policy will be adhered to by all staff members and the Board of Trustees at all times.

1. Legal framework

1.1. This policy has due regard to statutory legislation and guidance including, but not limited to, the following:

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Counter-Terrorism and Security Act 2015
- Education Act 2002
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2021) 'Keeping Children Safe in Education 2021'

1.2. This policy has been developed in accordance with, and will be implemented alongside, the following school policies and documents:

- Health and Safety Policy
- Child Protection and Safeguarding Policy
- Fire Safety Policy
- Educational Visits and School Trips Policy
- Fire Safety Risk Assessment
- Code of Conduct and Volunteer Policy
- Risk Assessment Review Tracker
- Anti-Bullying Policy
- Whistleblowing Policy
- Behavioural Policy
- Relationships Education Policy

2. Definitions

For the purpose of this policy:

2.1. **Risk assessment** is defined as a careful examination of what, in the school, could cause harm to people, so that the school can determine whether the necessary precautions are in place or whether more should be done to prevent harm.

2.2. **Hazard** is defined as anything that may cause harm, such as chemicals, electricity, working from ladders, an open drawer, etc.

- 2.3. **Risk** is defined as the chance, low to high, that someone could be harmed by a hazard, together with an indication of how serious the harm could be.
- 2.4. **Dynamic risk assessment** is defined as an assessment that takes into account unexpected or short, temporary changes that require immediate amendments to be made to control measures.
- 2.5. **Generic risk assessment** is defined as an individual assessment covering the common, significant hazards that staff and others face on a daily basis, such as low-risk activities or repeated activities that can be documented in another way.
- 2.6. **Suitable and sufficient risk** is defined as an assessment that is proportionate to the risk and ensures that all relevant hazards are addressed, complies with statutory requirements, ensures all groups who are affected are considered, takes account of existing control measures and identifies further measures as necessary.

3. Roles and responsibilities

3.1. The board is responsible for:

- The overall responsibility of risk management at the school.
- Overseeing the management of risk and health and safety.
- Delegating strategic decisions for operational management of risk and health and safety to the headteacher.
- Recording and reporting incidents involving:
 - Injuries and ill health of employees.
 - Injuries involving pupils and other people not employed by the school.
 - Dangerous occurrences.

3.2. The headteacher is responsible for:

- Ensuring potential hazards are identified and risk assessments are carried out as appropriate.
- Ensuring day-to-day risks are managed effectively, including health and safety matters.
- Ensuring that any individual tasked to carry out a risk assessment is suitably trained to do so.
- Allocating resources in response to risk assessments and determining a course of action, if it has been identified that a risk cannot be suitably controlled so far as is reasonably practicable.
- Implementing frameworks for decision-making and corporate strategies which consider risk assessment principles.
- Implementing appropriate mechanisms to communicate safe systems of work identified as part of the risk assessment process.
- Communicating elements of risk and health and safety management to the board.
- Developing a Health and Safety Policy, that should be subject to reviews based on thorough risk assessment to reflect on and reduce occurrences of newly established risks.
- Recording any significant findings from risk assessments.

3.3. Staff members are responsible for:

- Taking reasonable care of their own safety, as well as that of pupils, visitors and other staff members.
- Being aware of any established risks and understanding the measures the school has put in place to manage these.
- Undertaking their work in accordance with training and instructions.
- Cooperating with the school on health and safety matters.
- Carrying out assigned risk assessments effectively, ensuring all risks are identified as well as suitable control measures.
- Reporting any risks or defects to the headteacher in order to create new, or update, risk assessments.
- Participating in risk management training delivered by the school.

4. Health and safety

- 4.1. In accordance with the school's Health and Safety Policy and requirements under The Management of Health and Safety at Work Regulations 1999, the school will assess the risks to the health and safety of staff, pupils and others affected by the school's activities.
- 4.2. The school will ensure that a common-sense and proportionate approach is applied to risk assessment management – the school understands that a separate written risk assessment is not required for every activity.
- 4.3. The headteacher will be responsible for ensuring potential hazards are identified and risk assessments are completed for all areas of risk in the school.
- 4.4. Risk assessments of high-risk areas, e.g. laboratories, will be conducted termly.
- 4.5. Risk assessments will be conducted annually for all other areas of the school.
- 4.6. The headteacher will ensure that any individual assigned to carry out a risk assessment understands the risks and is familiar with the planned activity that is undergoing an assessment.
- 4.7. The headteacher will ensure risk assessments for educational visits are completed by staff leading the visit in question.
- 4.8. Where an activity of higher risk takes place more than once, but infrequently, e.g. annually, a review of an existing risk assessment will take place, rather than a newly written risk assessment.
- 4.9. Where a new activity is taking place that requires a specific risk assessment, a new specific risk assessment of significant risks will be conducted prior to the activity taking place.
- 4.10. Where an activity is a regular part of school operations, e.g. pupils regularly undertaking school swimming lessons off the school site, the school will not conduct separate risk assessments for each visit – termly checks will be conducted to ensure the precautions implemented remain suitable and any changes will be made as necessary.
- 4.11. Risk assessments will identify all defects and potential risks along with necessary solutions or control measures.

4.12. The school has developed and will maintain a number of different risk assessments, which include the following:

NB. The below are also covered in the school's Health and Safety Policy.

- Training of staff in health and safety, including risk assessment
- Consultation arrangements with employees
- Recording and reporting accidents to staff, pupils and visitors – including those reportable under RIDDOR
- Procedures for off-site visits, including residential visits and any school-led adventure activities
- Responding to health and safety emergencies, including procedures and contacts
- First aid and supporting those with medical needs
- Occupational health services and managing work-related stress
- Workplace safety for teachers, pupils and visitors
- School security
- Violence to staff
- Manual handling
- Slips and trips
- On-site vehicle movements
- Management of asbestos
- COSHH
- Selecting and managing contractors
- Maintaining plant and equipment, such as electrical equipment, local exhaust ventilation, pressure systems, gas appliances, lifting equipment and glazing safety
- Fire safety, including test of alarms and evacuation procedures

5. Safeguarding

5.1. In accordance with 'Keeping Children Safe in Education' (KCSIE), the school recognises its specific safeguarding duties with regards to risk assessments.

5.2. The headteacher will undertake a risk assessment when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. The following will be considered:

- The nature of the volunteer's work with pupils
- What the school knows about the volunteer, including formal or informal information provided by staff, parents and other volunteers
- Whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability
- Whether the role is eligible for an enhanced DBS check

5.3. All details of the risk assessment conducted in line with the above point will be recorded.

5.4. When conducting pre-appointment checks on staff who have lived or worked outside the UK, the school will consider conducting a risk assessment to inform the decision-making process, where

necessary, e.g. where the school cannot obtain all suitable evidence as is detailed in the school's Child Protection and Safeguarding Policy.

6. School security and emergency preparation

- 6.1. The school will maintain up-to-date plans that detail how the school will manage and respond to risks related to school security.
- 6.2. The school will also maintain up-to-date procedures for controlling access and barring individuals from the premises.
- 6.3. The school will consider emergency procedures including:
 - Serious injury to a pupil or staff member, e.g. a transport accident.
 - Significant damage to school property, e.g. a fire.
 - Criminal activity, e.g. a bomb threat.
 - Severe weather, e.g. flooding.
 - Public health incidents, e.g. a flu pandemic.
 - The effects of a disaster in the local community.

7. Assessing pupils' welfare

- 7.1. Where any of the following criteria are met, the school will conduct a risk assessment regarding pupils' welfare.
 - A pupil with a clinical tendency towards behavioural, social and emotional difficulties, e.g. a pupil with an autistic spectrum disorder
 - A pupil with a historical tendency towards behavioural, social or emotional difficulties
 - A pupil either returning to the school after a fixed-term exclusion or joining from another school after a permanent exclusion
 - A pupil with either a clinical tendency or historical tendency towards behavioural, social or emotional difficulties who is participating in any off-site educational visits
- 7.2. All risk assessments regarding pupils' welfare will take into account previous behaviour, and outline specific measures, including both punitive sanctions and pastoral support, to ensure the risk of behaviour being repeated is minimised and managed.
- 7.3. Care will be taken to ensure that pupils with SEND are not excluded from school activities as a result of behavioural difficulties, unless it is sufficiently severe as to directly interfere with the education of other pupils.
- 7.4. Any assessment of risks to pupils' welfare will be drawn up in conjunction with the school's behaviour lead and the SENCO as necessary.

8. Areas of risk

- 8.1. The school identifies key areas of school management that present risks to the school community – these include, but are not limited to, the following:
 - Safeguarding

- Pupil welfare
- Health and safety
- Security
- Fire safety
- Critical incidents
- School trips
- Lessons and activities
- Boarding
- Pupils with onerous demands
- Staff recruitment

8.2. Specific risk assessments by industry professionals with relevant professional qualifications and knowledge are also conducted under the following categories:

- Asbestos
- Legionella
- Gas safety
- Electrical safety
- Fire safety

9. Risk ratings

9.1. The school adopts the following risk ratings to determine the impact and severity of different hazards [Hazard is something with the potential to cause harm]:

↑ Increasing consequence or severity	5	5 LOW	10 MED	15 MED	20 HIGH	25 HIGH
	4	4 VERY LOW	8 LOW	12 MED	16 MED	20 HIGH
	3	3 VERY LOW	6 LOW	9 LOW	12 MED	15 MED
	2	2 VERY LOW	4 VERY LOW	6 LOW	8 LOW	10 MED
	1	1 VERY LOW	2 VERY LOW	3 VERY LOW	4 VERY LOW	5 LOW
		1	2	3	4	5
		→ Increasing likelihood or probability				

Score	Likelihood/Probability	Description
5	Very likely/Almost Certain	The event is expected to occur in most circumstances
4	Likely	The event will probably occur in most circumstances
3	Fairly likely/Possible	The event could occur at some time
2	Unlikely	The event is not likely to occur in normal circumstances
1	Very Unlikely	The event may occur only in exceptional circumstances

Score	Consequence/Severity	Description
5	Catastrophic/Severe/Fatality	Death or permanent disability to one or more persons
4	Major injury/ill health	Hospital admission required e.g. broken arm or leg
3	Moderate (over 3 day injury/ill health)	Medical treatment required, over three day injury
2	Minor injury/ill health	First Aid is required
1	Insignificant/no injury	Injuries not requiring first aid treatment

9.2. In line with the above point, the school has identified the following risk actions depending on the determined risk rating [Risk is the likelihood of someone being hurt multiplied by the severity of the occurrence]:

Level of risk = likelihood x severity

Priority of Action

Degree of risk	Risk treatment
High	<ul style="list-style-type: none"> • 17 – 25 • Unacceptable – stop work or activity until immediate improvements can be made.
Medium	<ul style="list-style-type: none"> • 10 -16 • Tolerable but need to improve within a reasonable timescale, e/g/ 1 – 3 months depending on the situation.
Low	<ul style="list-style-type: none"> • 5 – 9 • Adequate but look to improve by next review.
Very Low	<ul style="list-style-type: none"> • 1 – 4 • Residual risk acceptable and no further action will be required all the time the control measures are maintained.

9.3. When completing risk assessments, staff members will grade likelihood and severity using the above scale systems and respond appropriately in line with the above rating.

10.Principles of effective risk management and assessment

10.1. The school follows the following key principles of risk prevention:

- If possible, avoid a risk altogether
- Avoid introducing new hazards
- Evaluate unavoidable risks via a risk assessment
- Combat risks at the source

- Consult with those affected to adapt work to the requirements of the individual(s)
- Consult with the health and safety representative among staff, as selected by a recognised trade union, or otherwise by the staff, in line with the school's legal duty as an employer
- Take advantage of technological and technical progress where appropriate
- Implement risk prevention measures within policies
- Give priority to protection measures that safeguard the whole school
- Ensure that staff and pupils understand what they must do to minimise risk
- Develop a positive approach to health and safety within school

10.2. The school identifies a five-stage process to undertaking a risk assessment:

- Identify the hazards
- Decide who might be harmed and how
- Evaluate the risks
- Record the findings
- Review

10.3. Hazards that are already covered under other risk assessments will be ticked as 'checked' in the general risk assessment. There will then be no need to conduct a separate risk assessment unless the risk changes.

11.Step 1 – identify the hazards

11.1. When identifying hazards, staff members will:

- Walk around the area and assess what could reasonably be expected to cause harm – this could include anything related to the school premises or the delivery of its curriculum, whether on- or off-site.
- Consider potential risks from the perspective of other staff, visitors and pupils, including consulting these groups where necessary.
- Give priority focus to significant hazards that could result in serious harm or affect several people.

11.2. To identify hazards, staff members will have regard to the following:

- The environment, e.g. poor lighting or low/high temperature
- Slipping and tripping hazards, e.g. poorly maintained floors or stairs
- Fire, e.g. from flammable materials
- Chemicals and how they are used, and in what quantities, e.g. cleaning chemicals
- Asbestos on school premises
- Selection and management of contractors
- Work at height, e.g. scaffolding around buildings
- Ejection of materials, e.g. workshops and experiments
- Electricity, e.g. poor wiring, portable appliances, electrical experiments
- Dust, e.g. metal grinding and cement
- Fumes, e.g. welding and chemicals
- Manual handling

- Noise
- Building design and maintenance
- Biological hazards, e.g. gardening or contact with bodily fluids
- Management of work-related stress
- Behaviour management, e.g. kicking, hitting, verbal abuse, running away, vandalism, bullying or stealing
- Prior exclusion

12.Step 2 – decide who might be harmed and how

12.1. In addition to staff, those conducting a risk assessment will also consider individuals and groups who may not be in the workplace consistently.

12.2. Staff will have regard to the following groups of people:

- Staff members
- Operators
- Maintenance personnel
- Cleaners
- Contractors
- Parents
- Pupils
- Visitors

12.3. Staff will also have due regard to the following vulnerable groups:

- Staff and pupils with SEND
- Inexperienced staff
- Lone workers
- Pregnant workers
- Staff and pupils with mental health needs
- Pupils with safeguarding needs

13.Step 3 – evaluate the risks

13.1. Staff will evaluate the risks arising from the hazards and decide whether existing precautions are adequate, or more should be done in line with section 9 of this policy.

13.2. For each significant hazard, staff will decide whether the residual risk is high, moderate or low.

13.3. Staff will consider whether industry standards are in place and whether all has been done that is reasonably practicable to keep the workplace safe.

13.4. Staff will ensure that managing additional hazards does not interfere with other control measures, such as fire safety.

13.5. Staff will ensure that the following are in place:

- Adequate information, instruction or training
- Adequate systems or procedures

13.6. When implementing control measures, staff will have due regard to whether the precautions:

- Meet the standards set by a legal requirement.
- Comply with the recognised industry standard.
- Represent good practice.
- Change existing precautions in place.

13.7. To reduce risks as far as reasonably practicable, staff will aim to eradicate the hazard completely, or control the risk significantly to ensure that harm can be deemed unlikely, or the likelihood of harm occurring is sufficiently minimised.

14.Step 4 – record the findings

14.1. Staff will ensure that significant hazards are recorded, as well as the control measures in place to mitigate those hazards, and the expected outcomes following the implementation of the control measures.

14.2. Where a risk assessment includes personal details about an individual, e.g. personal health information, the school will ensure that the risk assessment maintains that individual's confidentiality, and will therefore only share the details of the assessment where necessary.

14.3. Staff will not be required to show how the assessment was carried out, provided that:

- A proper check was made.
- The assessment details who might be affected.
- All the obvious, significant hazards are considered, taking into account the number of people who could be involved.
- The precautions are reasonable and the remaining risks are low.

14.4. All findings will be reported to the headteacher.

14.5. Where the impact or likelihood of major risks cannot be minimised, the headteacher will decide whether the activity will still take place.

15.Step 5 – review

15.1. Any concerns from staff regarding the control measures implemented following a risk assessment will be discussed with line managers and trade union representatives in the first instance, in order to try and reach a collaborative solution. Concerns will be taken to HSE if further escalation is needed.

15.2. The school implements the following requirements for when risk assessments will be reviewed:

- When there are changes to an activity
- After a near-miss or accident
- When there are changes to the type of people involved in the activity

- When there are changes to good practice
- When there are changes to related legislation
- Annually, if for no other reason

15.3. Reviews of risk assessments will be dynamic, as necessary.

15.4. A new risk assessment will not be conducted unless there are significant changes relevant to the activity in question, such as more than one of the criteria outlined in 14.3.

15.5. Risk assessments developed for high-risk activities will be reviewed on a termly basis by the individual who created the risk assessment and the headteacher.

15.6. Risk assessments will be stored for the duration of the risk assessment, plus three years.

15.7. Staff members will use the HSE Risk Assessment Template.

16. Training

16.1. All staff members will receive annual training on basic risk management procedures [last training delivered 06.09.2021].

16.2. Staff members with a responsibility for creating and completing risk assessments will receive in-depth training on risk management on an annual basis, in addition to the basic risk management training offered.

16.3. All new staff members will receive training on risk management and will be required to familiarise themselves with this policy as part of their induction training.

16.4. Staff whose work involves a greater element of risk will have extra or specific training, including:

- Using industrial machinery.
- Managing asbestos.
- Having responsibility for the storage of, and accountability for, potentially hazardous materials in their buildings.

17. Monitoring and review

17.1. This policy will be reviewed on an annual basis by the headteacher.

17.2. The next scheduled review date for this policy is September 2022.

17.3. Any changes made to this policy will be communicated to all relevant stakeholders.