Saint Christina's
Pre-Prep and Prep School
for boys & girls aged 3-11

SAINT CHRISTINA'S SCHO0L: RISK ASSESSMENT POLICY

Distribution: Policy Library

Equal Opportunities

At Saint Christina's School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the School, irrespective of age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy / maternity or marriage / civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected with the School feel proud of their identity and able to participate fully in School life.

1.   Policy Scope

1.1   This guidance is applicable to all those with responsibility for undertaking risk assessments for activities which are under their control. It sets out how Saint Christina's Schools will identify and manage risks on and off site, or anything that may affect the health and safety of staff, pupils and others visitors who may be affected by our activities.

2.   Objectives

2.1.   The Management of Health and Safety at Work Regulations 1999 imposes a duty on employers to carry out suitable and sufficient assessments of all the significant risks to employees and those who may be affected arising out of or in connection with any work activity. 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 covers the general duties under the Health and Safety at Work Act 1974 and the more specific duties contained within associated health and safety regulations.

2.2.   To ensure that suitable and sufficient risk assessments are undertaken for activities where there is likely to be significant risk.

2.3.   That identified control measures are implemented to control risk so far as reasonably practicable.

2.4.   That those affected by school activities have received suitable information on what to do.

2.5.   That risk assessments are recorded and reviewed when appropriate.

3.   Definitions

3.1.   Risk assessment - an examination of the workplace and work activities to determine what could cause harm and what precautions are required to remove or reduce the possibility of harm.

3.2.   Hazard - Anything that may cause harm, such as chemicals, electricity, working from ladders, an open drawer etc.

3.3. Risk - The chance, high or low, that someone could be harmed by these and other hazards, together with an indication of how serious the harm could be.

3.4. Dynamic risk assessment - An assessment that takes into account unexpected or short temporary changes that require immediate amendments to be made to risk assessment control measures. Examples would include changes in weather conditions or breakdown of heating systems.

3.5. Suitable and sufficient risk assessment - 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 and takes account of existing control measures and identifies further measures as necessary.

3.6. Generic risk assessment - An individual assessment covering the common significant hazards that staff, pupils and others face on a day to day basis; these may include low risk activities such as general office activities or repeated activities that can be documented in another way such as safe systems of work or for example biology laboratory rules.

4. **Pupil Welfare**

4.1. The School recognises its responsibility to safeguard and promote the welfare of pupils in its care. This responsibility encompasses the following principles:

a) To support pupils' physical and mental health and emotional wellbeing (as well as their social and economic wellbeing);
b) To protect pupils from harm and neglect;
c) To recognise that corporal punishment can never be justified;
d) To provide pupils with appropriate education, training and recreation;
e) To encourage pupils to contribute to society;
f) To ensure that pupils are provided with a safe and healthy environment (and to improve the physical environment of the School in order to improve its provision for disabled pupils);
g) To manage welfare concerns effectively.

4.2. The School addresses its commitment to these principles through:
a) Prevention - ensuring that all reasonable measures are taken to minimise the risks of harm to pupils and their welfare by:
   i. Ensuring that all staff are aware of and committed to this policy and the values set out;
   ii. Establishing a positive, supportive and secure environment in which pupils can learn and develop;
   iii. Providing training for staff tasked with completing risk assessments;
   iv. Including in the curriculum, activities and opportunities for PSHEE which equip pupils with skills to enable them to protect their own welfare and that of others;
   v. Providing medical and pastoral support that is accessible and available to all pupils.

b) Protection - ensuring all appropriate actions are taken to address concerns about the welfare of a pupil, whether of a safeguarding nature or otherwise. This includes:
   (i) Sharing information about concerns with agencies who need to know and involving pupils and their parents appropriately;

(ii)   Monitoring pupils known or thought to be at risk of harm and formulating and/or contributing to support packages for those pupils.

4.3.   The School recognises that pupil welfare and well-being can be adversely affected by many matters whether in or away from school, including abuse, bullying, online bullying (including the sharing of nudes and peer-on-peer abuse), behavioural and health issues.

4.4.   The School recognises that risk assessment is a constant systematic process with a view to promoting children's welfare (see below).

4.5.   The School has developed this policy and the policies in the table below, which set out full details of its procedures to safeguard and promote pupil health, safety and welfare in accordance with its duties under Part 3 of the ISSRs.

Policy	Responsibility
Safeguarding and Child Protection	DSL, Head
Anti-bullying	Head, DSL, SLT
Behaviour	Head, DSL, SLT
Health and Safety	Bursar, Site Manager
First Aid Policy	Head, GD
Supervision Policy	Head, SLT
Trips and Expeditions Policy	Head, SLT

4.6.   The information obtained through the risk assessment process and the action agreed will then be shared, as appropriate, with other staff, parents and third parties in order to safeguard and promote the welfare of a particular pupil or of pupils generally.

4.7.   The Bursar, Site Manager and Deputy Head have the responsibility to manage and maintain risk assessments.

4.8.   This guidance is applicable to general risk assessment. Where specialist skills are required, e.g. asbestos, fire, water quality and hazardous substances, the School will engage professionals to complete the assessment. The Site Manager undertakes the day to day responsibility for such specialist areas, reporting to the Bursar and the Governors.

5.   Who is to carry out risk assessments

Action	Assessed by	Checked by
School Event	Member of Staff in charge	Head / DH
School Trip / Outing	Member of Staff in charge	Head / DH
Health and Safety Issue	Member of Staff in charge / Site Manager	Bursar
Safeguarding	Head – staff; DSL - children	Head / DSL

6.   Safeguarding/Child Protection

With regard to safeguarding risks, and in accordance with current statutory guidance, including Keeping Children Safe in Education (September 2024) and Working Together to Safeguard Children (2023) and Part 3 of the ISSRs, the School has systems in place to identify pupils who may be in need of extra help, or those who are suffering, or are likely to suffer significant harm, and will take appropriate action to address and mitigate those risks by working in

conjunction with social care, the Police, health services and other services, where necessary. Full details of the School's safeguarding procedures are set out in the Safeguarding Policy.

7. **Anti-Bullying**

   The School has a written Anti-bullying Policy which covers the School's approach to the management of bullying and cyber bullying.

8. **Behaviour**

   The School has a written Behaviour Policy which sets out how it promotes good behaviour amongst pupils and the sanctions to be adopted in the event of pupil misbehaviour. This policy contains further information about the School's performance of its duties under the Equality Act 2010 (and reasonable adjustments made to pupils with educational needs/disabilities), support systems for pupils and liaison between parents and other agencies.

   The School also has a written Staff Behaviour Policy which sets out how it promotes safe and professional behaviour. The Safeguarding and Child Protection, the Allegations Against Staff and the Disciplinary / Capability Policies all detail the mechanisms in place to manage a situation where a member of staff does not behave safely or professionally.

9. **Health and safety**

   In accordance with its obligations under the Health and Safety at Work etc. Act 1974 and with Part 3 of the ISSRs, the School has a duty to ensure the health, safety and welfare of employees and the health and safety of pupils and others affected by the School's operations, so far as is reasonably practicable.

   The School will do so by taking a sensible, proportionate and holistic approach to management of health and safety issues in accordance with the School's obligations set out in the Health & Safety Policy and Procedures and maintains a written Health and Safety Policy.

10. **First Aid**

    The School maintains a written First Aid Policy which details procedures and protocols including the administration of medicines, as well as the management of a number of medical conditions including asthma, epilepsy, diabetes, and anaphylaxis.

11. **Supervision, Pick Up and Drop-Off**

    School maintains a written **Supervision Policy** which details how children are cared for throughout the day. A **Drop-Off and Pick-up Policy** also details arrangements to around the safe drop-off and pick up off children at the start and end of the day.

12. **Recruitment**

    The risk of recruiting someone who has not been properly vetted should always be considered. Refer to the Recruitment, Selection and Disclosure Policy. A risk assessment should always be carried out by the Bursar in the event of a DBS check not being completed prior to commencing employment.

13. **Ongoing activities**

    PE and Science are examples of areas in which there may be inherent risk. Subject Co-ordinators are required to carry out and keep under review risk assessments for all such activities.

14. **Trips and Expeditions**

Trips and Expeditions need to be carefully thought through to ensure the safety and the welfare of all the pupils and staff involved. For this reason, there are specific forms that should be used to aid planning and manage risk in this area (Exped 1, Exped 2, Exped 3) and detailed guidance on how to assess risk within the Trips and Expeditions Policy.

15. **Guidance on Assessing Risk**

15.1 Refer to National Guidance document: "Risk Management".

15.2 The Management of Health and Safety at Work Regulations 1999, updated in July 2011 and February 2014 require employers to assess the risks of activities, introduce measure to control those risks and inform their employees of these measures. Employers must ensure that those carrying out risk assessments are competent to do so.

15.3 A "risk assessment" is simply a careful, methodical analysis of how an individual could be harmed while engaged either in:

- a particular activity; or
- while in a particular situation.

15.4 A risk assessment sets about this task by identifying the following:

- hazard (i.e. an object or action with the potential to cause harm);
- risk (i.e. how likely is hazard ABC to cause actual harm? How bad would the harm be?)
- whether a risk can be reduced to a reasonable level by putting in place control measures.

15.5 There are no fixed rules about how a risk assessment should be carried out; it will depend on the nature of the work or business and the types of hazards and risks. This policy sets out the general principles that should be followed.

15.6 The School has a number of templates that it maintains to help manage the process of risk assessment within the School. Staff should use the appropriate templates in order to complete a risk assessment. However, there will be occasions where it is appropriate to complete an assessment in a different format (e.g. managing the arrangements around a School event within a detailed plan of how the event will run).

15.7 A risk assessment in the pupil welfare context is a careful examination of what could cause harm to pupil welfare and appropriate control measures, so that you can weigh up whether the School has taken adequate precautions or should do more to prevent harm.

15.8 The purpose of a risk assessment is not to create huge amounts of paperwork, but rather to identify sensible measures to control real risks- those that are most likely to occur and/or will cause the most harm if they do. For this reason, the School has a number of templates (stored on the T drive) that it maintains to help manage the process of risk assessment within the School. Staff should use the appropriate templates in order to complete a risk assessment

15.9 When thinking about your risk assessment in this context, remember:

- a welfare issue is anything that may harm a pupil, to include cyber-bullying or abuse;
- the risk is the chance that a pupil could be harmed, together with an indication of how serious the harm could be if they are.

16.   **The five steps to risk assessment (see Appendix 1 for detailed guidance)**

Step 1: Identify the issue

First you need to work out how pupils could be harmed. This will generally be set out in the concern raised about a pupil's welfare.

Step 2: Decide who might be harmed and how

Identify individual pupils or groups who might be harmed and how they might be harmed by the concern raised.

Step 3: Evaluate the risks and decide on precautions

Decide what to do about the risks. Compare what you currently do with what is required by law, DfE guidance or is accepted good practice. If there is a difference, list what needs to be done to protect the pupil's welfare.

Step 4: Record your findings and implement them

Make a written record of your significant findings- the issue, how pupil(s) might be harmed and what arrangements the School has in place to control those risks.

Step 5: Review your risk assessment and update if necessary

Review what you are doing for the pupils identified and across the school generally and monitor the efficacy of the measures you have put in place on a regular basis, or as required.

17.   **Generic risk assessments**
The School has a number of "generic" risk assessments – that is, risk assessments that have already been carefully prepared, and deal with a particular activity (e.g. Visit to Primrose Hill). Staff should be aware that if their visit includes different activities or risks, then the risk assessment must be adapted to include the different areas of risk. Risk Assessment Templates are stored on the T drive and further advice on completing risk assessments can be obtained from the Headteacher, Senior Leaders and the Bursar.

18.   **Risk assessments must be reviewed:**
- when there are changes to the assessed activity
- after a near miss or accident
- when there are changes to the people involved in the activity
- when there are changes in good practice
- when there are legislative changes

19.   **On-going/dynamic risk assessments**
Risk assessment is a constant systematic process with a view to promoting children's welfare. Therefore, ongoing/dynamic risk assessment is an integral part of managing risk, whether on a trip or within a routine activity within School. Any risk assessment is as good as the situation it was intended for and in practice things can change.

On-going/dynamic risk assessment is being alert to a change and being prepared to adapt in order to accommodate the new factors. E.g. a child injured in a PE lesson may change the dynamic and force the teacher to reconsider how the lesson is being delivered. E.g. a member of staff becomes ill on a school trip and as forcing the trip leader to reconsider supervision and the trip itinerary.

All staff should be prepared for this eventuality, particularly when on a school trip where staff involved may not easily reach for the resources that exist within the School setting (please refer to the Trips and Expeditions Policy). Risks may need to be reassessed in the light of changing weather, new safety warnings, illnesses, behavioural problems or emergencies. On a school trip it is very important that a note is made of the decision and the reason for the decision to be made.

References:

A: Handbook for the Inspection of Schools - The Commentary on the Regulatory Requirements, Part 3 (www.isi.net)
B: Health & Safety Executive, Five steps to risk assessment (www.hse.gov.uk/risk/fivesteps.htm)
C: EYFS: Statutory Framework
D: Charities and Risk Management, The Charities Commission (www.charity-commission.gov.uk)

Appendix 1: Detailed Guidance around the 5 steps to undertaking a Risk Assessment

<u>Undertaking a risk assessment</u>

An assessment of risk is nothing more than a careful examination of what, in your work, could cause harm to people so that you can assess whether you have taken enough precautions or should do more to prevent harm. The aim is to make sure no one gets hurt or becomes ill through the activities at work.

Decide whether a hazard is significant, and whether you have it covered by satisfactory precautions or controls so that the risk is small. You need to check this when you assess the risks. For instance, electricity can kill but the risk of it doing so in an office environment is remote, provided that electrical equipment is suitable for the task, bought from a reputable supplier and is maintained.

<u>Step 1 – Look for the hazard</u>
Walk around your area of responsibility and look afresh at what could reasonably be expected to cause harm. Ignore the trivial and concentrate only on significant hazards that could result in serious harm or affect several people. Manufacturers' instructions or data sheets can help spot hazards and put risks in their true perspective. So can accidents and ill health records.   Look only for hazards that could reasonably expect to result in significant harm under the conditions in your workplace. Use the following examples as a guide:

• Slipping/tripping hazards (e.g. poorly maintained floors or stairs).
• Fire (e.g. from flammable materials).
• Chemicals (laboratories etc) and how they are used and in what quantities.
• Moving parts of machinery (Faculty workshops).
• Work at height (scaffolding around experiments etc.).
• Ejection of material (workshops, experiments etc.).
• Vehicles (e.g. minibuses).
• Electricity (e.g. poor wiring, portable appliances, electrical experiments).
• Dust (e.g. metal grinding, cement etc.).
• Fume (e.g. welding, chemicals etc.).
• Manual handling.
• Noise (noisy machinery or process).
• Poor lighting, low temperature etc.
• Biological hazards (lab work, gardening, contact with body fluids etc.).

<u>Step 2 – Decide who might be harmed, and how</u>
In addition to staff, think about people who may not be in the workplace all the time e.g. cleaners, visitors, contractors, maintenance personnel, etc. Include students, members of the public, or people that share your workplace, if there is a chance they could be hurt by your activities.   There is no need to list individuals by name – just think about groups of people doing similar work or who may be affected, e.g. teaching staff, pupils, parents, cleaners, contractors

Pay particular attention to the following as they may be more vulnerable; staff and pupils with disabilities, all pupils, inexperienced staff, visitors (including supply staff), lone workers, pregnant workers, young people undertaking work experience placements.

Staff have a responsibility to report to their line manager any personal circumstances that would change the risk assessment for example any temporary or permanent disability or health condition that would mean that they are at greater risk.

Step 3 – Evaluate the risks arising from the hazards and decide whether existing precautions are adequate or more should be done

Even after all precautions have been taken, usually some risk remains. Decide for each significant hazard whether this residual risk is high, medium or low. First, ask whether you have done all the things that the law says you have got to do. For example, there are legal requirements relating to fire safety, statutory inspection of plant and equipment, water systems to prevent legionella risks etc. Then, consider;

- Can the hazard be removed altogether?
- If not, can the risks be controlled to ensure that harm is unlikely?
- Only use personal protective equipment when there is nothing else that can be reasonably done.
- Are existing precautions adequate against the risks from the hazards listed? For example; adequate information, instruction or training? adequate systems or procedures?

Do the precautions:
- Meet the standards set by a legal requirement?
- Comply with the recognised industry standard?
- Represent good practice?
- Change existing precautions in place?
- Reduce risks as far as is reasonably practicable (a balance between the risk and the cost of preventative measures in time, money and effort i.e. it would not be reasonably practicable to invest substantial amounts of money and time where the risk and injury level are very low but it would be reasonably practicable to introduce all measures possible where the risk is high and the possible results are death or major injury).

Step 4 – Record your findings

This means (1) writing down the more significant hazards and (2) recording most important conclusions – for example, "Portable electrical equipment inspected and tested and found sound" or "Fume from welding: local exhaust ventilation provided and regularly checked". Staff must be informed about the risk assessment findings. It is good practice to get staff to sign that they have read and understood the findings of relevant risk assessments.

There is no need 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 risk is low.

Assessments need to be suitable and sufficient, not perfect. The real points are:

- Are the precautions reasonable?
- Is there something to show that a proper check was made?

Step 5 – Review your assessment and revise it if necessary

If there is any significant change a new risk assessment should be produced to take account of the new hazard. Generic risk assessments should be reviewed not less frequently than annually. If a new procedure / product is introduced that has significant new hazards of its own, they should be considered in their own right and risks kept as low as reasonably practicable. Staff are responsible for advising their line manager of any changes in activity which may affect the findings of the risk assessment.

Reviewed assessments must be initialled and dated and any alterations brought to the attention of all relevant members of staff and others who may be affected.