



Risk Assessment Policy

This policy was approved and ratified by the Finance and Resources Committee
on 23rd February 2021

Version	Authorisation	Approval Date	Effective Date	Next Review
1	Full Governing Body	7/7/15	1/9/15	July 2018
1.1	Finance & Resources Committee	24/4/18	24/4/18	April 2021
1.2	Finance & Resources Committee	23/2/21	23/2/21	Feb 2024



Statement of Intent

At Cox Green 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, students 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 (2020) 'Keeping children safe in education'.

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;
- Educational Visits and School Trips Policy;
- Fire Safety Risk Assessment;
- Code of Conduct;
- Anti-Bullying Policy;
- Whistleblowing Policy;
- Behaviour and Exclusions Policy;
- Relationships and Sex 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 it and other hazards, 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 of Trustees is responsible for:

- The overall responsibility of risk management at the school;
- Overseeing the management of risk and health and safety to the Finance & Resources Committee;
- 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 students 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 Finance & Resources Committee of the Board of Trustees;



- 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 students, visitors and other staff members;
- Being aware of any established risks and understand 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 risk assessments according to their area of responsibility 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, students 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 is responsible for ensuring potential hazards are identified and risk assessments are completed for all areas of risk in the school.
- 4.4 Termly inspections and reviews of risk assessments of high-risk areas, such as laboratories, will be conducted.
- 4.5 Annual risk assessments will be conducted for all other areas of the school.
- 4.6 In accordance with 4.4 and 4.5, the Headteacher will ensure that any individual assigned to carrying out a risk assessment understands the risks and is familiar with the activity that is planned.
- 4.7 The Headteacher will ensure risk assessments are completed by staff leading day trips or residential stays.
- 4.8 For activities that are higher risk, if these are annual or infrequent activities, 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, a specific risk assessment of significant risks will be conducted.



- 4.10 Where an activity usually forms part of a school day, e.g. students regularly undertaking swimming lessons at an alternative location, the school will not conduct separate risk assessments for each visit. However, Heads of departments will ensure risk assessments are still relevant, up to date and suitable and make any changes as necessary.
- 4.11 Risk assessments will be updated in line with section 15 of this policy.
- 4.12 Risk assessments will identify all defects and potential risks along with necessary solutions or control measures.
- 4.13 The school has developed a number of different risk assessments, which include but not limited to, the following:
- Building Services;
 - Snow & Ice;
 - Dealing with Body fluids;
 - Vehicle movement;
 - Work Experience;
 - Pregnancy;
 - Wellbeing & Stress Management;
 - Displays;
 - Windows;
 - Lone working;
 - Positive DBS;
 - Manual Handling;
 - Manual Handling – Musical equipment;
 - Cleaning;
 - Operation and Use of the Dome;
 - Events – specific;
 - School productions;
 - Allergies;
 - VDU users;
 - Security;
 - Procedures for off-site visits, including residential visits and any school-led adventure activities;
 - Responding to health and safety emergencies and critical incidents including procedures and contacts;
 - First aid and supporting those with medical needs;
 - Management of asbestos;
 - COSHH;
 - Working at height;
 - Legionella;
 - Fire safety, including test of alarms and evacuation procedures;
 - Evacuation and containment;
 - Slips, Trips and falls.



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 students;
 - 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 5.2 will be recorded.
- 5.4 Where there is a possible suspension of a staff member, the school will conduct a risk assessment to determine their decision.
- 5.5 Where there has been a report of sexual violence, the DSL will undertake an immediate risk assessment. If there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis by the DSL.
- 5.6 In line with 5.5, the risk assessment will address the following:
- The victim – particularly their protection and support;
 - The alleged perpetrator;
 - All other students (and adult students or staff if appropriate) at the school, especially any actions required to protect them.
- 5.7 The risk assessment conducted under provisions 5.5 and 5.6 will be recorded and kept under review by the DSL.
- 5.8 Any risk assessments conducted by professionals following an incident in line with 5.5 will be used by the DSL to inform the school's risk assessment. The school's risk assessment does not act as a replacement to risk assessments conducted by professionals.
- 5.9 Where a student is convicted or receives a caution for a sexual offence, the DSL will update the risk assessment to ensure relevant protections are in place for all students at the school and consider any suitable action in light of the school's Behavioural Policy.
- 5.10 The DSL will engage with children's social care services and specialist services as required. In cases of reports of sexual violence, it is likely that professional risk assessments by social workers or sexual violence specialists will be required. Any such assessments will be used to inform the school's approach to supporting and protecting students and updating risk assessments.



- 5.11 The school will not wait for the outcome of investigations by children's social care services or the police before protecting the victim, alleged perpetrator and other students, as outlined within risk assessments.
- 5.12 As required by section 26 of the Counter-Terrorism and Security Act 2015, the school will conduct a risk assessment to determine the appropriateness of any filters and monitoring systems needed to control the risk of students being drawn into terrorism.

6 School Security and Emergency Preparation

- 6.1 The school has plans in place to manage and respond to risks related to school security.
- 6.2 The school also has procedures for controlling access and barring individuals from the premises.
- 6.3 The school considers emergency procedures including:
- Serious injury to a student 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 students' welfare

- 7.1 Where any of the following criteria are met, the school will conduct a risk assessment regarding students' welfare by following steps 1-5 identified in 10.2:
- A student with a clinical tendency towards behavioural, social and emotional difficulties, e.g. a student with autistic spectrum disorder;
 - A student with a historical tendency towards behavioural, social or emotional difficulties;
 - A student either returning to the school after a fixed-term exclusion or joining from another school after a permanent exclusion;
 - A student with either a clinical tendency or historical tendency towards behavioural, social or emotional difficulties and participating in any off-site school visits/trips.
- 7.2 All risk assessments regarding students' 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 students 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 students.



7.4 The school will liaise with the school's SENCO when undertaking an assessment of risks to students' welfare.

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 (as outlined in section 5);
- Student welfare;
- Health and safety (as outlined in section 4);
- Security (as outlined in section 6);
- Fire safety;
- Critical incidents;
- School trips;
- Lessons and activities;
- Students with specific needs;
- Staff recruitment.

8.2 Specific risk assessments by professionals 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:

Likelihood	Impact					
	1 – Minor	2 – Moderate	3 – Major	4 – Catastrophic (fatality)	5 – Multiple fatalities	6 – catastrophic fatalities
1 – Highly improbable	1	2	3	4	5	6
2 – remotely possible	2	4	6	8	10	12
3 – Occasionally	3	6	9	12	15	18



4 – Fairly frequent	4	8	12	16	20	24
5 - Frequent or Regular	5	10	15	20	25	30
6 - Certainly	6	12	18	24	30	36

Likelihood Rating (1 = Highly improbable, 2 = Remotely possible, 3 = Occasionally, 4 = Fairly frequent, 5 = Frequent or regular, 6 = Certainty)

Severity /impact Rating (1 = Minor/Negligible injury, 2 = Moderate injury (singular or repetitive), 3 = Major injury, 4 = Catastrophic /Fatality, 5 = multiple fatalities, 6 = catastrophic fatalities)

Likelihood x Severity = Risk Rating Low = 1 – 5 Medium = 6 – 10 High = 10+

9.2 In line with 9.1, the school has identified the following risk actions depending on the determined risk rating:

Degree of risk	Risk treatment
Low	<ul style="list-style-type: none"> • Acceptable level of risk. • Risks should be monitored and reassessed at appropriate intervals. • No further action or additional controls should be necessary.
Moderate	<ul style="list-style-type: none"> • Unacceptable level of risk. • Efforts should be made to reduce risk. • Establish more precisely the likelihood of harm as a basis for determining the need for improved control measures. • Resources may need to be allocated to reduce the risk. • Where the risk involves work in progress, immediate action should be taken.
High	<ul style="list-style-type: none"> • Unacceptable level of risk. • Immediate action must be taken to manage the risk. • Control measures must be put into place which significantly reduce the impact of the event or the likelihood of it occurring. • A significant number of control measures are required. • Resources will need to be allocated to reduce the risk.

9.3 When completing risk assessments, staff members will grade impact and likelihood using the above scale systems and respond appropriately in line with 9.2.

10 Principles of Effective Risk Management and Assessment

10.1 The school adopts 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;
- Take advantage of technological and technical progress;
- Implement risk prevention measures within policies;
- Give priority to protection measures that safeguard the whole school;
- Ensure that staff and students 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 The school understands that most hazards are easy to recognise, e.g. in the science department, the use of toxic or dangerous chemicals should already have an assessment under the COSHH/CLEAPPS.

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;
- Put themselves in the place of non-specialist staff and students to find the risks;
- Assess hazards proportionally and concentrate on 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 classroom environment;
- 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;
- Moving parts of machinery, e.g. within faculty workshops;
- On-site vehicle movements;
- Asbestos on school premises;
- Work at height, e.g. scaffolding around buildings;
- Ejection of materials, e.g. workshops and experiments;
- Pressure systems, e.g. within laboratories;



- 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;
- General environment, e.g. poor lighting or low/high temperature;
- School 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;
- Pastoral concerns.

12 Step 2 – Decide Who Might Be Harmed and How

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

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

- Staff members;
- Maintenance personnel;
- Cleaners;
- Contractors;
- Members of the public;
- Parents;
- Students.

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

- Staff and students with SEND;
- Visitors;
- Lone workers;
- Pregnant workers.

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 is unlikely or the likelihood of it occurring is minimised.

14 Step 4 – Record the Findings

14.1 Staff will ensure that the most significant hazards are recorded, as well as the control measures in place to mitigate those hazards.

14.2 Copies of risk assessments will be stored as follows:

- Teaching and Learning risk assessments to be stored in each department by the Learning Leader;
- Building and site related risk assessments to be stored by the Business Manager and the Site Manager;
- Student Pastoral and behavioural risk assessments to be stored by the Inclusion Manager, Safe Team and Leadership Team.

14.3 Staff do not 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 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 There are no set statutory guidelines for the review of risk assessments. 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.

15.2 Reviews of risk assessments will be dynamic – changes will be made immediately to the existing risk assessment. A new risk assessment will not be conducted unless there are significant changes.

15.3 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.

15.4 Risk assessments will be stored for the duration of the risk assessment, plus three years, in line with the school's Records Management Policy.

15.5 Staff members will use the Risk Assessment Template in the appendices of this policy.

16 Training

16.1 All staff members will receive training on basic risk management procedures.

16.2 Staff members with a responsibility for creating and completing risk assessments for school trip leaders, will receive in-depth specific training.

16.3 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;
- Legionella.

17. Communication of Policy

17.1 This policy is published on the staff intranet.

18. Evidence of Implementation

18.1 The lead Trustee for Health and Safety reports back to the Finance and Resources committee.

19. Review of Policy

19.1 This policy will be reviewed every 3 years by the Finance and Resources Committee of the Full Board of Trustees.



RISK ASSESSMENT FORM

Location _____ Activity _____

Hazard	Who is at risk	What is done now	Risk Rating	What needs to be done	Target date
			(Likelihood x Severity = risk rating low, medium or high see below)		

Name of the assessor _____ Date of assessment _____

Risk Calculation:

Likelihood Rating (1 = Highly improbable, 2 = Remotely possible, 3 = Occasionally, 4 = Fairly frequent, 5 = Frequent or regular, 6 = Certainty)

Severity Rating (1 = Negligible injury, 2 = Minor injury (singular or repetitive), 3 = Major injury, 4 = Fatality, 5 = multiple fatalities, 6 = catastrophic fatalities)

Likelihood x Severity = Risk Rating

Low = 1 – 5

Medium = 6 – 10

High = 10+