



Solefield School

RISK MANAGEMENT AND RISK ASSESSMENT POLICY *To Support Child Protection and Safeguarding*

1 Scope

This guidance is applicable to all those with responsibility for developing / implementing risk management strategy and undertaking risk assessments for activities which are under their control. This includes the requirements of the Education (Independent Schools Standards) Regulations 2019, the Independent Schools Inspectorate, National Minimum Standards and Early Years Foundations Stage.

2 Objectives

Carrying out Risk Assessment is a means by which Solefield School can demonstrate that it has control over its activities. The objectives are:

- To ensure that major risks are identified and managed as part of an overarching policy with a view to promoting children's welfare.
- To meet the requirement for a written risk assessment policy to be in place and to meet the requirement for leadership in and management of schools.
- To ensure that suitable and sufficient risk assessments are undertaken for activities where there is likely to be significant risk including school trips
- That identified control measures are implemented to control risk so far as reasonably practicable.
- That those affected by school activities have received suitable information on what to do.
- That the risk management strategy and risk assessments are recorded and reviewed when appropriate.
- To identify those in the school responsible for conducting risk assessment and monitoring its implementation.

3 Responsibility for policy and its implementation

The Headmistress and Governors will be responsible for the overarching risk management policy of the school. The overall strategy will be formally reviewed on an annual basis. The responsibilities of the Governors and/or senior managers may be delegated and staff must carry out risk assessments if requested to do so.

This guidance is applicable to general risk assessment. Where specialist skills are required, e.g. asbestos, fire, water quality and hazardous substances, separate, independent guidance is sought

from our independent Health & Safety consultants, Ellis Whittam (Work Nest). The school refers to the CLEAPSS Advisory Service for assessments in Science.

All staff will receive guidance on risk assessment as part of their induction. This will be refreshed on an annual basis. Risk assessment training will be provided on specific areas where identified as necessary. All new staff can and should request guidance from their mentors on risk assessment the first time that they carry out a risk assessment.

Further risk assessment training will be provided on specific areas where need is identified by the Leadership Team and/or Heads of Department.

The Leadership Team and Heads of Department will be responsible for the implementation of the risk assessment policy and maintenance of risk assessment records. The Risk Assessment procedure is reviewed annually by Ellis Whittam (Work Nest) consultants, reporting to the Headmistress and the Governors' Health & Safety Committee.

Teaching area risk assessment checklists are also in place for guidance and are available on SharePoint.

4 Guidance

4.1 When to carry out a risk assessment

A list of areas (non-exhaustive) which will require risk assessment is included at Appendix 2.

4.2 When to review a risk assessment

Risk assessments will be reviewed:

- when there are changes to the activity
- after a near miss or accident
- when there are changes to the type of people involved in the activity
- when there are changes in good practice
- when there are legislative changes
- annually if for no other reason

4.3 How to carry out a risk assessment

A risk assessment is simply a careful examination of what could cause harm to people, so that staff can weigh up whether they have enough precautions or whether more should be done. The School expects staff to use a common sense approach to risk as recommended by the Health and Safety Executive (HSE) who have set out a step-by-step approach to risk assessment, as follows.

- what could go wrong
- who might be harmed
- how likely is it to go wrong
- how serious would it be if it did
- what are you going to do to stop it
- how are you going to check that your plans are working

4.4 How to record a risk assessment

The findings regarding potential risks that might affect an activity should be recorded and then the manner in which they can be controlled to prevent harm set out. This should be done on the form set out in Appendix 1. Most importantly, other staff must be informed about the outcome of the risk assessment, as they will be the ones who will need to take action. The risk assessment should be shared with other staff e.g. on SharePoint and with other staff accompanying a trip.

5 How to make sure risk assessments are 'suitable and sufficient'

The Management of Health and Safety at Work Regulations require that all risk assessments are 'suitable and sufficient'. This means they should:

- provide sufficient information to enable the employer to decide upon appropriate control measures, taking into account the latest scientific developments and advances;
- enable the employer to prioritise remedial measures;
- remain valid for a reasonable period of time.

By following the steps set out above it is likely that a risk assessment will be suitable and sufficient. The school adopts the CLEAPSS Advisory Service model risk assessments for lessons in Science which will assist with this. Staff might find it helpful to use the table below in assessing the risks once they have been identified.

Most activities will not need to use risk matrices. However, they can be used to help work out the level of risk associated with a particular issue. They do this by categorising the likelihood of harm and the potential severity of the harm. This is then plotted in a matrix (please see below for an example). The risk level determines which risks should be tackled first.

Using a matrix can be helpful for prioritising your actions to control a risk. It is suitable for many assessments but, in particular, to more complex situations. However, it does require experience to judge the likelihood of harm accurately. Getting this wrong could result in applying unnecessary control measures or failing to take important ones. Please ask the Headmistress for help if you are struggling to assess any sort of risk.

		Potential severity of harm		
		Slightly Harmful 1	Harmful 2	Extremely Harmful 3
Likelihood of harm occurring	Highly unlikely 1	Trivial 1	Tolerable 2	Moderate 3
	Unlikely 2	Tolerable 2	Moderate 4	Substantial 6
	Likely 3	Moderate 3	Substantial 6	Intolerable 9

6 Trips and Educational Visits

6.1 Trips and Educational Visits: written assessments

A written risk assessment is not required for every visit, and staff should make the decision about when to carry out a risk assessment and when to commit a risk assessment to writing. Staff must complete the trips questionnaire in order to review the need for a written risk assessment.

Remembering that circumstances when a written visit risk assessment is appropriate would include when activities need a higher level of risk management than is normal during routine activities; for example, high-risk activities such as mountaineering, canoeing, sailing and residential visits. Trips abroad also need careful attention to duties under health and safety law.

6.2 Trips and Educational Visits: consent

Written consent from parents is not required for pupils to take part in the majority of off-site activities organised by the school if these take place during school hours and are a normal part of the child's education at the school although the school asks parents to sign a consent form on an annual basis for all such activities. However, parents should be told where their child will be when not on school premises and of any extra safety measures required. This should be done via a note in the school's weekly bulletin or the school calendar.

Written individual consent is usually only requested for activities that need a higher level of risk management, those that take place outside school hours or high-risk activities and residential visits. Parents should be told of each visit and of any extra safety measures required and given the opportunity to withdraw their child from any particular visit or activity. This is likely to be a proportionate and appropriate control measure. This is done on a case by case basis and advice can be sought from the Educational Visits Coordinator.

6.3 Trips and Educational Visits: Adventure Activities Licensing Regulations 2004

When planning an activity involving caving, climbing, trekking, skiing or water sports (other than rowing), schools must currently check that the provider holds a licence as required by the Adventure Activities Licensing Regulations 2004 (for England, Scotland and Wales) and this should be taken into account in the Risk Assessment process.

6.4 Trips and Educational Visits: Driving school vehicles

The school follows the guidance on the requirements for driving minibuses provided by the DfE and staff can only drive school vehicles if they have received confirmation from the Premises Manager that they meet these requirements.

Helen McClure
Headmistress
Updated 01.09.23
Review 01.09.24

7 Appendix 1: Risk Assessment Template



Solefield School

RISK ASSESSMENT FORM.

Department/Area:

Teacher carrying out assessment:

Assessment Date:

1st January, 2020

Review Date if applicable:

What are the hazards?	Who might be harmed and how?	What are you already doing to reduce the risk?	Risk Calculation, if required	Do you need to do anything else to control this risk? Action by who & when?	#Was the assessment of risks adequate? If not indicate why not and report to the Headmistress.

Signed:

Teacher i/c (print name)

Headmistress

Helen McClure

#You should review your risk assessment if you think it might no longer be valid e.g. following an incident on a trip, or if there are any significant changes to the hazards in the activity you have risk assessed, such as new equipment or way of working.

Appendix 2: Areas requiring risk assessment (non-exhaustive)

Pupil Safeguarding and Welfare	<ul style="list-style-type: none"> • Recruitment and suitability of staff • terrorism, including the prevention of fundamentalism and extremism • pupil self-harming
Academic	<ul style="list-style-type: none"> • science experiments • technology • sport and PE activity • art • music • drama • general classroom • school trips
Support	<ul style="list-style-type: none"> • catering and cleaning • caretaking and security • maintenance • grounds / traffic management • office • site visitors • fire & emergencies • management of hazardous substances
Strategic Considerations <i>Risk areas which are not directly related to health and safety, including but not limited to:</i>	<ul style="list-style-type: none"> • financial • recruitment procedures including governing body oversight • reputational • security, specifically in EYFS areas

Legal Requirements & Education Standards, References:

A: Handbook for the Inspection of Schools - The Regulatory Requirements, Part 3 (<http://www.isi.net/>)

B: Health & Safety Executive, Five steps to risk assessment (<http://www.hse.gov.uk/risk/fivesteps.htm>)

C: Health and Safety Advice on Legal Duties and Powers for Local Authorities, Head Teachers, Staff and Governing Bodies (2013), DfE website.

D: Health and Safety at Work Section H of the ISBA Model Staff Handbook,

E: "Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide

F: "Insurance" Chapter K of the Bursar's Guide by HSBC Insurance Brokers Ltd

G: Early Years Foundation Stage: Statutory Framework

H: Charities and Risk Management, The Charities Commission (www.charity-commission.gov.uk)

I: Risk Management framework: A Ten Point plan and What is Risk Management by the NCVO (www.ncvo-vol.org.uk)

J: Home Office guidance on duties under the Counter Terrorism Act 2015 (www.gov.uk/government/publications/prevent-duty-guidance)