



Risk Assessment Policy (Whole School including EYFS)

Independent Day School

Our Lady of Sion School

Last Reviewed: March 2025
Frequency of Review: 2 years
Next Review Due: March 2027

Definition and objective

This Policy is applicable to all those with responsibility for undertaking risk assessments for activities which are under their control. This includes the requirements of the Independent Schools Inspectorate, National Minimum Standards and Early Years Foundations Stage standards

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

- 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 risk assessments are recorded and reviewed when appropriate;
- 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;
- To meet the ISSR requirement for a written risk assessment policy to be in place and to meet the requirement for leadership in and management of schools.

For the purpose of this policy:

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

“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.

Guidance

The Headteacher and Trustees will be responsible for the overarching risk management policy of the school. The overall strategy will be formally reviewed on an annual basis. Schools should note that the responsibilities of governors and/or senior managers may be delegated.

The Bursar will be responsible for the implementation of this policy.

It is for each individual school to decide which its key risk areas are, but it is suggested that the following are included:

- pupil supervision (including safeguarding and welfare requirements). This will include implementation of the School Designated Safeguarding Lead ("DSL") but will also cover a range of responsibilities outside safeguarding
- critical incidents
- security
- school trips
- management of visitors on school premises

- fire and emergencies
- traffic and pedestrian interaction on site
- management of hazardous substances
- use of hazardous equipment, eg, in DT, Art etc.
- the suitability of staff to undertake designated roles and checks to ensure that they are suitable including staff not employed by the school who work with pupils on another site.
- Risk areas which are not directly related to health and safety, including but not limited to:
 - financial;
 - recruitment procedures including governing body oversight;
 - reputational;
 - terrorism, including the prevention of fundamentalism and extremism;
 - pupil self-harming;
 - security, specifically in boarding or EYFS areas, as appropriate.

Part 3, para 16 of the ISSRs identify that a dedicated risk assessment policy is required of schools but can consist of an existing policy suitably updated and identified. The policy must be in place to control major risks and identify sufficiently detailed procedures for risk assessment. It is not suitable for the information to be woven amongst several documents. The detail required (non-exhaustive) should include:

- when to complete risk assessments
- who is responsible for drafting and checking
- records to be kept
- training requirements for staff

The risk management strategy will include the assignment of roles to competent persons (either internal or external) and associated training will be provided.

The Assistant Heads / Bursar / Head of Department will be responsible for the implementation of the risk assessment policy.

This guidance is applicable to general risk assessment. Where specialist skills are required, eg, asbestos, fire, water quality and hazardous substances, there is separate policy guidance in place. Teaching area risk assessment checklists are also in place for guidance.

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 by the Bursar.

A template risk assessment form is included at Appendix 1 to this guidance. The school adopts the CLEAPSS Advisory Service model risk assessments for lessons in Science and Design & Technology.

Principles of effective risk management and assessment

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 individuals
- Consult with the health and safety lead
- 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

The school will use a five-stage process to undertake a risk assessment:

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

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.

Hazard identification

When identifying hazards, staff members will:

- Consider 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.

To identify hazards, staff members will have regard to factors including, but not limited 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
- Moving parts of machinery, e.g. within faculty workshops
- On-site vehicle movements
- 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

- 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
- 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 and verbal abuse

Individuals at risk of harm

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

Staff will have regard to the following groups of people:

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

Staff will also have due regard to the following groups:

- Staff and pupils with disabilities
- Pupils with SEND
- Inexperienced staff
- Lone workers
- Pregnant workers
- Staff and pupils with mental health needs
- Pupils with safeguarding needs
- Other groups which could be particularly at risk depending on the nature of the hazard

Evaluating Risks

Staff will evaluate the risks arising from the hazards and decide whether existing precautions are adequate, or more should be done in line with the '[Risk rating](#)' section of this policy.

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

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

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

Staff will ensure that the following are in place:

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

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.

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.

Recording findings

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.

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.

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.

All findings will be reported to the bursar/assistant heads. Where the impact or likelihood of major risks cannot be minimised, the bursar/ assistant heads will decide whether the activity will still take place.

Reviewing

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.

The Deputy Head / Bursar will be responsible for the maintenance of risk assessment records. Where the policy is reviewed schools should identify how the review is recorded and considered, eg, by an H&S committee or similar.

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
- Reviews of risk assessments will be dynamic, as necessary.
- A new risk assessment will not be conducted unless there are significant changes relevant to the activity in question.

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

All reviews will be recorded on the Risk Assessment Review Tracker. Changes will be communicated to all relevant stakeholders immediately.

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

A list of areas (non-exhaustive) which will require risk assessment are included in the appendices.

Approved by Chair of Governors

OUR LADY OF SION SCHOOL CLASSROOM RISK ASSESSMENT

Room Name/Number:..... Member of Staff:.....

Questions you should ask:		YES	NO	ACTION REQD
Movement around the classroom (slips and trips)	Is the internal flooring in a good condition?			
	Are there any changes in floor level or type of flooring that need to be highlighted?			
	Are gangways between desks kept clear?			
	Are trailing electrical leads/cables prevented wherever possible?			
	Is lighting bright enough to allow safe access and exit?			
	Are procedures in place to deal spillages, eg, water?			
Work at height (falls)	Do you have an 'elephant-foot' step stool or stepladder available for use where necessary?			
	Is a window opener provided for opening high-level windows?			
Furniture and fixtures	Are permanent fixtures in good condition and securely fastened, eg, cupboards, display boards, shelving?			
	Is furniture in good repair and suitable for the size of the user, whether adult or child?			
	Is portable equipment stable, eg, a TV set on a suitable trolley?			
	Where window restrictors are fitted to the upper-floor windows, are they in good working order?			
	Are hot surfaces of radiators, etc, protected where necessary to prevent the risk of burns to vulnerable young people?			
Manual handling	Have trolleys been provided for moving heavy objects and caretakers consulted, eg, computers?			
Computers and similar equipment	If you use a computer for long periods, has a workstation assessment been completed? (The assessment can be found on the Learning Platform)			
	Have pupils been advised about good practice when using computers?			
Electrical equipment and services	Are fixed electrical switches and plug sockets in good repair?			
	Are all plugs and cables in good repair?			
	Has portable electrical equipment, eg, laminators, been visually checked and, where necessary, tested at suitable intervals to ensure that it's safe to use? (There should be a sticker to show it has been tested.)			
	Has any damaged electrical equipment been taken out of service or replaced?			
Asbestos	Parts of the school contain asbestos and we have an asbestos register. Have you read the policy on Asbestos Management that is stored on the Learning Platform?			
	Do you require any further guidance in relation to asbestos, ie, securing pieces of work to walls/ceilings that may contain asbestos?			
Fire	If there are fire exit doors in the classroom, are they:			
	* Unobstructed;			
	* Kept unlocked; and			
	* Easy to open from the inside?			
	Is fire-fighting equipment in place in the classroom?			
	Are fire evacuation procedures clearly displayed and up to date?			
	Are you aware of the fire evacuation drill, including arrangements for any vulnerable adults or children?			
Workplace (ventilation and heating)	Does the room have natural ventilation?			
	Can a reasonable room temperature be maintained during use of the classroom?			
	Are measures in place, for example blinds, to protect from glare and heat from the sun?			

OUR LADY OF SION SCHOOL CLASSROOM RISK ASSESSMENT

This is not an exhaustive list and you should identify any other hazards associated with the daily use of the classroom in the space overleaf, including any further actions needed. If necessary, discuss this with the Bursar.

Additional issues	

Further Action needed

Hazards noted:	Action taken and when:

Name (and position):	Signature:	Date:

Appendix 2: Risk Assessment Template – Subject or Activity Specific

Activity or Department:

What are the hazards?	Who might be harmed and how?	What are you already doing?	Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done when?

You should review your risk assessment if you think it might no longer be valid, eg, following an accident in the workplace, or if there are any significant changes to the hazards in your workplace, such as new equipment or work activities.

RISK ASSESSMENT

DEFINITIONS

HAZARDS

Anything which has the potential to cause harm.

RISKS

The likelihood that someone will be harmed by the hazard.

RISKS ASSESSMENT

The conscious process applied to the *identification of hazards*, the subsequent *evaluation of the associated risks* and the *implementation of a series of control measures* to minimise the risks highlighted.

In other words....

- What, in theory, could be dangerous?
- What are the actual chances of an accident/incident and how severe might the outcome be?
- What can be done to lessen the chance of harm?

The assessment is then *recorded* and *reviewed* at appropriate intervals.

FIVE STEPS TO RISK ASSESSMENT

- | | |
|----------------------|--|
| <u>STEP 1</u> | Identify the hazards caused by the activity/location/participants |
| <u>STEP 2</u> | Decide who might be harmed and how. |
| <u>STEP 3</u> | Evaluate the risk and decide whether existing control measures are adequate or whether more should be done. |
| <u>STEP 4</u> | Record your findings. |
| <u>STEP 5</u> | Review your assessment from time to time (eg, if the activity is ongoing over a period of time or if it is to be repeated) and revise if necessary. |

RISK LEVELS

Potential Outcome

L I K E L I H O O D		Minor Cuts, sprains, bruises Minor Burns Property damage	Major Non-life threatening Fractures, dislocations Muscle strains Cuts, burns needing medical treatment	Severe Life-threatening Loss of limb, major fracture, exposure Hypothermia Penetrating eye injury Death
	UNLIKELY	TRIVIAL	SLIGHT	MODERATE
	POSSIBLE	SLIGHT	MODERATE	SIGNIFICANT
	LIKELY	MODERATE	SIGNIFICANT	UNACCEPTABLE

For example, spraining a thumb on a dry ski slope is pretty common, but it is not a serious injury.

From this table it would work out as:-

Minor (slight hand injury) x Possible = A risk factor of Slight

If on the other hand you are one of Sir Ernest Shackleton's "Safe Return Doubtful" team setting off for Antarctica, your calculations would look like this:-

Severe (Probably Death) x Likely = A risk factor of Unacceptable

DESTINATION AND DATE OF TRIP: _____ LEADER'S SIGNATURE: _____
 PLEASE AMEND THIS SHEET AS NECESSARY AND INCLUDE WITH YOUR RISK ASSESSMENTS

HAZARD	POTENTIAL HARM	WHO	PREVENTION/CONTROL MEASURES	ACTION
MINIBUS / COACH TRIP IN UK Embarking/disembarking coach	Getting run over – injury Child left behind – mental distress Medication/paperwork forgotten– ill health exacerbated due to incorrect treatment	ALL ALL ALL	<ul style="list-style-type: none"> • Assemble before joining coach. • Take own First Aid and Travel Sickness kit • Staff to supervise pupils from assembly point to coach at all times, ensuring sensible and safe behaviour. <ul style="list-style-type: none"> • Register pupils on coach, checking any relevant paperwork/ medication • Check seat belts being worn. • Safety briefing to be given by driver or member of staff to include: <ul style="list-style-type: none"> - Emergency exits (staff to sit by them, check they are operational if possible) - Location of first aid kit - Location and operation of fire extinguishers - Seatbelts to be worn at all times, staff/pupils - Luggage safely stowed and secured - No standing in aisle whilst underway - Do not disturb the driver - Collect rubbish in separate bag • Staff to supervise disembarkation of coach and assembly of pupils in a safe place away from the coach. • At stops, give clear information about meeting time and place – remind about traffic direction. • Register check/head count on coach before leaving each stop by two separate members of staff. • Establish emergency plan before travelling – whereabouts of contact details, who to contact at school etc. 	
	Accident whilst underway	ALL		

DESTINATION AND DATE OF TRIP: _____ LEADER'S SIGNATURE: _____
 PLEASE AMEND THIS SHEET AS NECESSARY AND INCLUDE WITH YOUR RISK ASSESSMENTS

HAZARD	POTENTIAL HARM	WHO	PREVENTION/CONTROL MEASURES	ACTION
THEATRE TRIP				
Arriving	Injury / Non arrival	PUPILS	<ul style="list-style-type: none"> • Give strict instructions to parents re meeting time and venue. • Take mobile phone. • Give relevant mobile phone number so contact can be made for any delay to pupil arriving. • Contingency plan if pupil doesn't turn up. • Register check before entering theatre. • Carry emergency contact details. 	
Accident or fire in the theatre	Injury	ALL	<ul style="list-style-type: none"> • Ensure participants aware of emergency exits and muster areas within the theatre. • Ensure supervising members of staff are spread amongst the pupils seating areas. • Register check once seated and after interval 	
Leaving	Injury	PUPILS	<ul style="list-style-type: none"> • Give clear instructions to parents re collection times and venue. • Carry emergency contact details. • Ensure all pupils leave auditorium together at end of performance. • Group leader to ensure pupils leave with responsible adult. • Pupils to inform group leader when leaving to go home 	

DESTINATION AND DATE OF TRIP: _____ LEADER'S SIGNATURE: _____

PLEASE AMEND THIS SHEET AS NECESSARY AND INCLUDE WITH YOUR RISK ASSESSMENTS

HAZARD	POTENTIAL HARM	WHO	PREVENTION/CONTROL MEASURES	ACTION
TRAIN JOURNEY IN UK Embarking/disembarking train	Falling on line – injury	ALL	<input type="checkbox"/> When booking trip, ensure that seats are grouped as close together as possible.	
	Child left behind – mental distress	ALL	<ul style="list-style-type: none"> • Assemble before joining train. 	
Accident whilst underway	Medication/paperwork forgotten – ill health exacerbated due to incorrect treatment	ALL	<ul style="list-style-type: none"> • Staff to supervise pupils from assembly point to train at all times, ensuring sensible and safe behavior. • Register pupils on train, checking any relevant paperwork/medication. • Safety briefing to be given by member of staff to include: <ul style="list-style-type: none"> - Emergency exits (staff to sit by them, check they are operational if possible) - Luggage safely stowed and secured - No standing in aisle whilst underway - Collect rubbish in separate bag • Staff to supervise disembarkation of train, and assembly of pupils in a safe place away from the train. • Register check/head count after disembarking train by 2 separate members of staff. • REVERSE ON RETURN JOURNEY 	
	Injuries	ALL	Establish emergency plan before travelling – whereabouts of contact details, who to contact at school etc. etc.	

DESTINATION AND DATE OF TRIP: _____ LEADER'S SIGNATURE: _____

PLEASE AMEND THIS SHEET AS NECESSARY AND INCLUDE WITH YOUR RISK ASSESSMENTS

HAZARD	POTENTIAL HARM	WHO	PREVENTION/ CONTROL MEASURES	ACTION
WALKING				
Getting run over	Injury	ALL	<ul style="list-style-type: none"> • Safety talk before trip, use of Green Cross Code. • If abroad, ensure clear explanation of local custom and traffic regulations. Stress traffic drives on the right. 	
Mishap whilst walking	Injury	ALL	<ul style="list-style-type: none"> • Suitable kit to be worn for local terrain. • Food and water to be carried. • Sun block to be used. • First Aid kit to be carried. 	
Getting lost	Hypothermia, dehydration, mental distress	ALL	<ul style="list-style-type: none"> • All participants to be given information card, providing details of contact numbers and addresses. • Pupils to remain in groups of • Pupils to be given amount of emergency money. • Pupils to be given maps, plans and other relevant information. • Pupils to be told how to summon help. • Pupils to be told out of bounds areas. • Arrange a rendezvous point and time. 	

Appendix 4: Dynamic Risk Assessment – Cookers

Risk area:	COOKERS
-------------------	----------------

Assessment performed by:	Headteacher / School Safety Officer / other (delete as appropriate; if 'other' please specify)
Workplace:	(enter name of school)

Some Potential Hazards in this Risk Area	Estimated Risk Level			Some Useful Controls in this Risk Area	Action Dated
	High	Med.	Low		
1. Electrical shocks 2. Burns and scalds 3. Fire 4. Lack of first aid kit				1. Health & Safety Policy 2. Maintenance of all electrical equipment 3. Fire precautions 4. Staff qualified in first aid 5. First aid kits in place	
If one of these hazards is identified in your school, please tick the level of risk, and indicate the date when any consequent controls were put in place. For additional hazards and/or control measures, please use the table below.					

People at risk (1)	Pupils		Staff		Parents		Parent helpers		Visitors		Contractors	
---------------------------	---------------	--	--------------	--	----------------	--	-----------------------	--	-----------------	--	--------------------	--

Employees informed of risk assessment via all of the following means:	1. Urgent announcement (if deemed necessary) to pupils and/or staff 2. Copy of this RA to all staff for insertion in their RA Handbooks 3. Copy of RA on notice boards and wherever else appropriate
Employees to report newly-identified hazards via:	Written notification to the Headteacher / School Safety Officer / other (delete as appropriate; if 'other' please specify)
Date of next assessment:	
Assessment frequency:	
Date:	Signed: