



Risk Assessment Policy

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ATLP

Risk Assessment Policy

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Statement of Intent

The Arthur Terry Learning Partnership (ATLP) is 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 Trust Board 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 (2019) '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**
- **Safeguarding and Child Protection Policy**
- **Fire Safety Policy**
- **Schools Sports Fixtures, Trips and Educational Visits Policy**
- **Fire Safety Risk Assessment**
- **Code of Conduct and Volunteer Policy**
- **Records Management Policy**
- **Behavioural 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. Areas of Risk

3.1. 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 6](#))
- Pupil welfare
- Health and safety (as outlined in [section 5](#))
- Security (as outlined in [section 7](#))
- Fire safety
- Critical incidents
- School trips
- Lessons and activities
- Pupils with onerous demands
- Staff recruitment

3.2. Specific risk assessments by professionals are also conducted under the following categories:

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

4. Roles and Responsibilities

4.1. The **Trust Board** is responsible for:

- The overall responsibility of risk management at the school.
- 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.
- Overseeing the management of risk and health and safety to the **Operations and Estates Team**.
- Recording and reporting incidents involving:
 - Injuries and ill health of employees
 - Injuries involving pupils and other people not employed by the school
 - Dangerous occurrences

4.2. The **ATLP Operations and Estates Team** are 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 **Headteacher**.
- Recording any significant findings from risk assessments.

4.3. **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 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 assigned risk assessments effectively, ensuring all risks are identified as well as suitable control measures.
- Reporting any risks or defects to the **Operations and Estates Team** in order to create new, or update, risk assessments.
- Participating in risk management training delivered by the school.

5. Health and Safety

5.1. 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.

5.2. The ATLP 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.

5.3. The **Operations and Estates Team** are responsible for ensuring potential hazards are identified and risk assessments are completed for all areas of risk in the school.

- 5.4. Risk assessments of high-risk areas, such as laboratories, will be reviewed **termly**.
- 5.5. **Annual** risk assessments will be conducted for all other areas of the school.
- 5.6. 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.
- 5.7. The **headteacher** will ensure risk assessments are completed by staff leading day trips or residential stays.
- 5.8. Where a new activity is taking place, a specific risk assessment of significant risks will be conducted.
- 5.9. Where an activity usually forms part of a school day, e.g. pupils regularly undertaking swimming lessons at an alternative location, 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.
- 5.10. Risk assessments will be updated in line with [section 15](#) of this policy.
- 5.11. Risk assessments will identify all defects and potential risks along with necessary solutions or control measures.
- 5.12. **T**he school must develop a number of different risk assessments, to include the following (NB: this list is not exhaustive):
The below are also covered in the school's **Health and Safety Policy**.
- Classrooms and curriculum including PE & Forest Schools
 - Adventurous activities or events
 - Lettings
 - Contract work/maintenance
 - Fire risk assessment
 - Hazardous substances (COSHH)
 - Maintenance equipment
 - Manual handling
 - Lone working
 - Working at height
 - Health and wellbeing
 - Severe weather

6. Safeguarding

- 6.1. In accordance with 'Keeping children safe in education' (KCSIE), the school will recognise its specific safeguarding duties with regards to risk assessments and follow the guidance detailed within the ATLP Safeguarding and Child Protection Policy.

6.2. 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

6.3. All details of the risk assessment conducted in line with 5.2 will be recorded.

7. School Security and Critical Incident Management

7.1. All ATLP schools will have plans in place to manage and respond to risks related to school security.

7.2. The school also has procedures for controlling access and barring individuals from the premises.

7.3. All schools will follow the ATLP Critical Incident Policy, which considers emergency procedures for events such as the following:

- 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.

8. Assessing Pupils' Welfare

8.1. Where any of the following criteria are met, the school will conduct a risk assessment (EHCP) regarding pupils' welfare by following steps 1-5 identified in [10.2](#):

- A pupil with a clinical tendency towards behavioural, social and emotional difficulties, e.g. a pupil with 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 and participating in any off-site school visits/trips.

8.2. All risk assessments (EHCPS) 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.

8.3. 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.

8.4. The school will liaise with the school's **pastoral care team** and the **SENCO** when undertaking an assessment of risks to pupils' welfare.

9. Risk Ratings

9.1. ATLP schools will adopt the following risk ratings to determine the impact and severity of different hazards:

Likelihood	Impact			
	1 – Minor	2 – Moderate	3 – Major	4 – Catastrophic
1 – Rare	1	2	3	4
2 – Unlikely	2	4	6	8
3 – Possible	3	6	9	12
4 – Likely	4	8	12	16

9.2. In line with 9.1, schools will identify 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.

	<ul style="list-style-type: none"> • 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. ATLP schools adopt 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 pupils understand what they must do to minimise risk
- Develop a positive approach to health and safety within school

10.2. ATLP schools will complete 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 schools understand 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.

10.4. Hazards that are already covered under other risk assessment will be ticked as 'checked' in the general risk assessment. There is no need to conduct a separate risk assessment.

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 pupils to find the risks.
- Ignore anything trivial and concentrate only 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
- 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
- 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

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
- Operators
- Maintenance personnel
- Cleaners
- Contractors
- Members of the public
- Parents
- Pupils

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

- Staff and pupils with SEND
- Inexperienced staff
- 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 available to all staff. Headteacher are responsible for ensuring all staff are aware of their location.

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. Risk assessments will be reviewed by schools annually or following a significant occurrence or major change to operational practice.

15.2. The ATLP Operations and Estates Team will monitor and evaluate risk assessments to ensure effective risk management annually, following a significant occurrence or major change to operational practice.

15.3. Risk assessments developed for high-risk activities will be reviewed on a **termly** basis the risk assessment and the **headteacher**.

15.4. Changes will be communicated to all relevant individuals immediately.

15.5. Reviewed risk assessments must not be overwritten and will be stored for **the duration of the risk assessment, plus three years**, in line with the ATLP's **Records Management Policy**.

16. Training

16.1. Staff members with a responsibility for creating and completing risk assessments, such as school trip leaders, will receive training on risk management.

16.2. All new staff members will receive training on risk management as part of their induction 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.

17. Monitoring and Review

17.1. This policy will be reviewed on an **annual** basis by the **ATLP Operations and Estates Team**.