



## Risk Assessment Policy

*Category: Referred to Sub-Committee for approval from School*

<b>School update</b>	
Responsible for review of policy	Premises Manager
Last school update	January 2022
<b>Governor Sub-Committee approval</b>	
Sub Committee to review and approve	Estate
Review Period	Annual
Last Sub- Committee review date	
Scheduled review	
<b>Approved by Sub Committee (Meeting date)</b>	2 <sup>nd</sup> February 2022
Next Sub-Committee Review	<i>February 2023</i>
Related policies	Health and Safety Fire safety Safeguarding School Trips and Visits Pupil Supervision
Uploaded to Staff Shared	April 2022
Uploaded to Website	April 2022

# **RISK ASSESSMENT POLICY**

**(including requirements of ISI, NMS and EYFS standards)**

**May 2016**

*Updated Jan 2017, Oct 17, Jan 19, Jul 2020*

## 1. Introduction

- 1.1 The Governors of The Royal Masonic School for Girls are fully committed to promoting the safety and welfare of all in our community so that effective education can take place. Their highest priority lies in ensuring that all the operations within the school environment, both educational and support, are delivered in a safe manner that complies fully, with not just the law but with best practice.

Risks are inherent in every day life. We need to identify them and to adopt systems for minimising them. Our staff and pupils need to be educated into how to manage and minimise risk.

### 1.2 What is a risk assessment?

A risk assessment (RA) is a tool for conducting a formal examination of the hazards associated with a particular activity or situation and the potential harm to people (or an organisation) that could result from them.

- A **hazard** is something with the potential to cause harm (e.g. fire).
- A **risk** is an evaluation of the probability (or likelihood) of the hazard causing harm (e.g. a chip pan will catch fire if left unattended).
- A **risk rating** is the resulting assessment of the severity of the outcome (e.g. loss of life, destruction of property).
- **Risk control measures** are the physical measures and procedures that are put in place in order to minimise the consequences of the occurrence of the hazard (e.g. staff training, clear work procedures, heat detectors, fire alarms, fire practices, gas and electrical shut down points and insurance).

The risks are then assessed again with the control measures are in place and a decision is taken as to the acceptability or otherwise of this level of “residual risks”. If it remains unacceptable, the activity or situation should not be allowed to arise.

## 2. Objectives of this policy

- 2.1 To ensure that major risks are identified and managed as part of an overarching policy with a view to promoting children's welfare.
- 2.2 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.

- 2.3 To ensure that suitable and sufficient risk assessments are undertaken for activities where there is likely to be significant risk including school trips
- 2.4 That identified control measures are implemented to control risk so far as reasonably practicable.
- 2.5 That those affected by school activities have received suitable information on what to do.
- 2.6 That the risk management strategy and risk assessments are recorded and reviewed when appropriate
- 2.7 To identify those in the school responsible for conducting risk assessment and monitoring its implementation.

### **3 Responsibilities and scope**

- 3.1 The Head, Director of Finance & Operations (DFO) 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 governors and/or senior managers may be delegated on a day to day basis
- 3.2 The DFO will be responsible for ensuring the implementation of this policy, delegated as appropriate to the Premises Manager, Operations Manager and Head of Departments
- 3.3 This policy is applicable to general risk assessment. Where specialist skills are required, e.g. asbestos, fire, water quality and hazardous substances, separate specialist guidance will be used by Heads of the relevant Departments to ensure adequate RAs are in place. Teaching area risk assessment checklists are also in place for guidance.
- 3.4 All staff will receive guidance on the role and importance of risk assessment as part of their induction. Risk assessment training will be provided on specific areas where identified by the DFO / Premises Manager / Head of Department as appropriate.
- 3.5 The separate **Health and Safety policy** describes the arrangements for regular health and safety audits of the fabric of the school, its plant, machinery and equipment, together with its arrangements for catering and cleaning and for water sampling.

### **4 Areas requiring risk assessments**

- 4.1 There are numerous activities carried out at RMS, many of which require a separate risk assessment.

Some of the most important of these affecting the health and safety of all staff and girls cover:

- Pupil supervision (including safeguarding and welfare requirements)
- Educational visits and trips.
- Fire safety
- The suitability of staff
- Educational and activity areas of particular risk
- Medical treatments and procedures
- Support areas
- Site security – physical, visitors on site, public rights of way

But risk assessments are also needed for many other areas, as indicated below (non-exhaustive list):

A lot of these areas will be covered by separate policies and procedures, and reference should be made to these on the “Policies” folder on staff shared

## 4.2 Pupil Supervision

Risk assessments and resulting procedures under this area will cover

- Arrangements for supervision of pupils arriving early at school and leaving late, i.e. outside of normal school hours
- Registration and absence recording and follow up
- Absence from lessons for music lessons, medical appointments etc.
- Supervision on school trips
- Pupil access to unsupervised areas
- Other safeguarding areas such as management of the threat of radicalisation and management of visitors on school premises

Our **safeguarding** policies and training for all staff will contribute significantly towards the control measures in this area.

## 4.3 Educational visits and trips

- A written risk assessment is not required for every visit and the Group Leader, in conjunction with the Trips coordinator, will make the decision about when to carry out a risk assessment.
- A risk assessment is not needed every time a school takes pupils to a local venue such as a swimming pool, a park or a museum. Circumstances when a risk assessment is appropriate would include activities away from school; for example. mountaineering, canoeing, and sailing.
- Trips abroad need particular attention with the additional risks posed by the travel, language, unfamiliarity with the culture and customs, different activities etc.

- When planning an activity involving certain “high risk” activities (caving, climbing, trekking, skiing or watersports) the operator should be able to provide their own risk assessments for the activities. The Group Leader must check that the operator holds a licence as required by the Adventure Activities Licensing Regulations 2004.

#### **4.4 Fire Safety**

- All of the School premises will be subject to a fire risk assessment. This may be conducted by an external consultant or other competent person, such as a suitably trained Maintenance Engineer. The person undertaking the assessment should liaise closely with Heads of Department.
- The fire risk assessment will be reviewed and / or updated every year or in the event of significant changes to the buildings or their usage.
- A copy of the fire risk assessment report will be available on site (from the DFO/ Premises Manager) and employees' attention brought to any hazards found in the assessment.
- Fire hazards will be eliminated or the risk reduced to the minimum level practicable by implementing control measures and safe systems of work.

#### **4.5 Suitability of staff**

Safer recruitment policies and procedures ensure that the school is not exposed to the risk of employing staff who are barred from working with children, and are not allowed to work in the UK. By extending this regime to Governors, volunteers and the adult members of the households of staff who are accommodated on site, and by ensuring that everyone in our community receives regular child protection training, we manage this risk to an acceptable level. There is a fortnightly review of the RA on anyone starting work at RMS without DBS clearance coming through.

#### **4.6 Educational and activity areas**

Individual risk assessments will be in place for:

- Science experiments
- On and off site field work, including the tree trail, and River Chess
- Design and Technology
- Food and Nutrition
- Each sport and PE activity
- Higher risk activities off site (see above)
- Duke of Edinburgh award
- Art and textiles
- Music (including minimising the risk of hearing loss to staff)
- Drama (including the back stage, stage, props room and lighting box)
- Dance

- General classroom
- All teaching staff and technicians receive regular induction and refresher training in risk assessments tailored to their specific areas.
- A generic Classroom Risk Assessment can be found in Appendix A at the end of this policy
- The school adopts the **CLEAPSS Advisory Service** model risk assessments for lessons in Science and Design & Technology as well as providing professional training courses for both teachers and technicians who work in these areas.
- Our Sports and PE department currently follows **AfPE (Association for Physical Education) Guidelines** when risk assessing.

#### 4.7 Medical and First Aid

The Medical area has risk assessments for first aid and all other treatments and procedures.

#### 4.8 Support Areas

We will always employ specialists to carry out high risk tasks. Support staff may only carry out medium risk rated activities if they have been properly trained and work in pairs. All members of staff are expected to wear personal protective equipment (PPE) for tasks that have been assessed as requiring its usage.

- **Catering and Cleaning:** risk assessments and training is required for every item of catering and cleaning equipment, as well as for manual handling, slips and trips and the control of substances hazardous to health (COSHH). Induction and refresher training covers risk assessments, protective equipment and safety notices.
- **Caretaking and Security:** risk assessments cover every room, laboratory, stairs, corridor and emergency exit in the school, including boarding houses. Particular emphasis in training is given to minimising the risk of both fire and to security by adhering to good practice. Risk assessments also cover manual handling, working at heights, and asbestos. Induction and refresher training covers risk assessments, protective equipment and safety notices.
- **Maintenance:** risk assessments and training are required for every tool and item of equipment, as well as for manual handling, slips and trips, working at height, lone working, asbestos, control of contractors on site, electricity, gas, water, swimming pool maintenance and the control of substances hazardous to health (COSHH). Induction and refresher training covers risk assessments,

safe working practices, communication and health and safety notices and protective equipment.

- **Grounds:** risk assessments and training are required for every tool and piece of machinery, as well as for manual handling, slips and trips, working at height, lone working, use of pesticides, storage of flammables and COSHH. Induction and refresher training covers risk assessments, protective equipment and safety notices.
- **Traffic and pedestrian interaction on site:** risk assessments should consider the control of risks posed to pupils, staff and visitors on foot by the movements of vehicles around the school site including minibuses, estate vehicles, contractor and delivery vehicles, staff and parent vehicles etc . Consideration should be made of arrangements for parking, vehicular and pedestrian access (physical and timing) , lighting, speed restrictions etc
- **Office staff:** risk assessments are required for the display screen equipment and cables used by those staff (primarily office-based) who spend the majority of their working day in front of a screen.

#### 4.9 Site security

- **Physical:** consider the security of the site and buildings within it in terms of keeping unauthorised intruders out and children away from risky areas;
- **Public rights of way :** between school boundary and car park
- **Visitors to the school:** management of authorised visitors whilst on site to minimise potential for un supervised access to pupils or property

#### 5 EYFS

- The requirement for EYFS settings to have a policy and procedures for assessing any risks to children's safety has been removed, but the Head of EYFS will ensure that all reasonable steps are taken to ensure staff and children in our care are not exposed to unreasonable levels of risk
- The Head of EYFS must determine when a written risk assessment is required.
- Risk assessments should identify risks that should be checked on a regular basis, when and by whom, and how the risk will be removed or minimised.
- A risk assessment (not necessarily in writing) must be undertaken for outings, and include consideration of adult-to-child ratios and the steps to be taken to remove, minimise and manage identified risks and hazards.

#### 6 Boarding

The risks faced by, and to be managed on behalf of, the boarders are largely covered by the areas already discussed. Specific areas for risk assessment identified under the NMS include:

- The provision of suitable sleeping accommodation - well organised and managed with risk assessments undertaken and findings acted upon to reduce risk for all boarders..
- Boarding accommodation is protected from access by unauthorised persons.
- The school also be able to provide appropriate risk assessments with effective implementation to manage the use of facilities such as sports halls, gyms, swimming pools and theatres by outside persons at times when boarders are present on the school site.
- Suitable risk assessments are in place for any activities for boarders outside teaching time which may put boarders at risk of harm.

## **7 Preparing a risk assessment**

**7.1** The risk assessment process will consist of the following 6 steps:

- 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

**7.2** A copy of the model risk assessment form used by RMS can be found at the end of this Policy (Appendix B). A modified version is used for Medical RAs.

**7.3** The Premises Manager arranges for specialists to carry out the following **specialist risk assessments**:

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

## **8 Review of risk assessments**

Risk assessments will be reviewed:

- after a near miss or accident
- when there are changes to the activity eg new items of equipment
- when there are changes to the type of people involved in the activity
- if there are any significant changes to the hazards in an area of the school
- when major structural work is planned
- when there are changes in good practice
- when there are legislative changes

- annually if for no other reason

## 9 School-wide risks – the Risk Management Committee

9.1 The Governing Body acknowledges that the responsibility for the management and control of the School rests with them, and as such their involvement in key aspects of the risk management process is essential, particularly in setting the parameters of the process and reviewing its results.

9.2 Where the School is legally required to produce audited accounts, the Governors are required to make a statement in the accompanying Governors' Annual Report confirming that they have 'given consideration to the major risks to which the School is exposed and satisfied themselves that systems or procedures are established in order to manage those risks'.

9.3 To this end, the school has formed a Risk Management Committee, consisting of a Governor, Deputy Heads, DFO and Assistant Head, whose responsibilities include:

- the development and monitoring of the school risk register:
- evaluation of the net or mitigated risks shown thereon,
- recognition of new risks and incorporation of opportunities arising from changing environments,
- establishment of procedures so Sub Committees, SLT and Heads of Department become more involved in the process.

9.4 This risk register covers risks under the following headings:

- **Strategic risks** – concern the long-term strategic objectives of the School. They can be affected by such areas as capital availability, legal and regulatory changes, reputation and changes in the physical environment. For example, failure to recognise sector message.
- **Operational risks** – concern the day-to-day issues that the organisation is confronted with as it strives to deliver its strategic objectives. For example, failure to maintain timely and accurate learner data.
- **Financial risks** – concern the effective management and control of the finances of the School and the effects of external factors such as interest rate movement and other market exposures. For example, failure to balance budget.
- **Compliance risks** – concern such issues as health and safety, environmental, trade descriptions, consumer protection, data protection, employment practices and regulatory issues. For example, breach of employment laws.

## APPENDIX A



### CLASSROOM H&S CHECKLIST/RISK ASSESSMENT

<b>Name (and position):</b>	<b>Signature:</b>	<b>Date:</b>
<b>Location/name of classroom:</b>		

<b>Questions you should ask:</b>		<b>Yes</b>	<b>Further action needed</b>	<b>N/A</b>
<b>Movement around the classroom (slips and trips)</b>	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 with spillages, eg water, blood from cuts?			
	For stand-alone classrooms: <ul style="list-style-type: none"> <li>• Are access steps or ramps properly maintained?</li> <li>• Are access stairs or ramps provided with handrails?</li> </ul>			
<b>Work at height (falls)</b>	Do you have an 'elephant-foot' stepstool or stepladder available for use where necessary?			
	Is a window-opener provided for opening high-level windows?			
<b>Furniture and fixtures</b>	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 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?			
<b>Manual handling</b>	Have trolleys been provided for moving heavy objects, eg computers?			
<b>Computers and similar equipment</b>	If you use computers as part of your job, has a workstation assessment been completed?			
	Have pupils been advised about good practice when using computers?			
<b>Electrical equipment and services</b>	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 may be a sticker to show it has been tested.)			
	Has any damaged electrical equipment been taken out of service or replaced?			
<b>Asbestos</b>	If the school contains asbestos, have details of the location and its condition in the classroom been provided and explained to you?			
	Have you been provided with guidance on securing pieces of work to walls/ceilings that may contain asbestos?			
<b>Fire</b>	If there are fire exit doors in the classroom, are they: <ul style="list-style-type: none"> <li>• unobstructed;</li> <li>• kept unlocked; and</li> <li>• easy to open from the inside?</li> </ul>			
	Is fire-fighting equipment in place in the classroom?			
	Are fire evacuation procedures clearly displayed?			
	Are you aware of the evacuation drill, including arrangements for any vulnerable adults or children?			
<b>Workplace (ventilation and heating)</b>	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?			
<b>Additional issues</b>				

### Further action needed

Hazards Noted:	Action taken and when:

*Having carried out this review, if there are hazards that require action by the Premises or other support department, please send a copy of this checklist to the DFO or Premises manager*

*Thank you*

## APPENDIX B – MASTER RISK ASSESSMENT FORM



### RISK ASSESSMENT

<b>Department</b>	
<b>Who might be at risk?</b>	
<b>Department contacts</b>	
<b>Description of activity</b>	

#### Assessment of risk rating

The RISK FACTOR for each hazard is the residual risk AFTER existing controls have been considered. It is obtained by multiplying the **PROBABILITY (P)** by the **SEVERITY (S)** to reach the **RISK (R)**.

PROBABILITY	SEVERITY	RISK FACTOR	COMMENTS
1 = Unlikely	1 = Minor injury	1 – 2 Low risk	The objective is to introduce controls to reduce the risk for most activities to low.
2 = Possible	2 = >3 day injury or property damage	3 – 4 Medium risk	Additional controls are needed and should be planned. If additional controls require long term work (> 4 weeks) then short term procedures should be modified to reduce risk in the interim period wherever possible.
3 = Likely	3 = Major injury or death	6 –9 High Risk	Where risk remains high after exiting controls are considered then the activity should not take place until additional controls have been implemented. i.e. STOP the activity.

ACTIVITY & HAZARD	Consequences	Existing Controls (action taken to reduce risk)	Risk Rating P x S = R			Is the risk adequately controlled? If not list further action required	Date completed
			P	S	R		

Use additional sheets if necessary

Name of assessor:			Date of assessment:			Assessor's Signature		
People consulted in conducting this assessment			Name:	Position:	Name:	Position:		
Date reviewed:		Reviewed by:		Date reviewed:		Reviewed by:		