



RISK ASSESSMENT

POLICY

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Statement of intent

At REACH, we are committed to providing a safe and healthy working environment that inspires and supports academic achievement. This policy sets out the procedures REACH 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 REACH 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 directors 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
- The Management of Health and Safety at Work Regulations 1999
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)
- DfE (2014) 'Health and safety: advice on legal duties and powers'
- DfE (2018) 'Keeping children safe in education'
- Counter-Terrorism and Security Act 2015

1.2. This policy has been developed in accordance with, and will be implemented alongside, the following REACH policies and documents:

- **Health Safety and wellbeing Policy**
- **Child Protection and Safeguarding Policy**
- **Fire Safety Policy**
- **Educational Visits and School Trips Policy**
- **Fire Safety Risk Assessment**
- **Code of Conduct and Volunteer Policy**
- **Anti-Bullying Policy**
- **Whistleblowing Policy**
- **Promoting positive 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 REACH 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 directors are responsible for:

- The overall responsibility of risk management at the school.
- Delegating strategic decisions for operational management of risk and health and safety to the Centre Manager.

3.2. The Centre Manager is responsible for:

- Ensuring potential hazards are identified and risk assessments are carried out as appropriate.
- 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.

3.3. Staff members are responsible for:

- Taking reasonable care of their own safety, as well as that of pupils, visitors and other staff members.
- 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 Centre Manager in order to create new, or update, risk assessments.
- Participating in risk management training delivered by REACH.

4. Health and safety

- 4.1. In accordance with REACH’s Health and Safety and Wellness 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.

- 4.2. REACHI 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 Centre Manager is responsible for ensuring potential hazards are identified and risk assessments are completed for all areas of risk in the school.
- 4.4. Termly risk assessments of high-risk areas, will be conducted.
- 4.5. Annual risk assessments will be conducted for all other areas of REACH.
- 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 Centre Manager 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. pupils regularly undertaking swimming lessons at an alternative location, REACH 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.
- 4.11. Risk assessments will be updated in line with [section 14](#) of this policy.
- 4.12. Risk assessments will identify all defects and potential risks along with necessary solutions or control measures.
- 4.13. REACH has developed a number of different risk assessments to address the requirements outlined in Annex A of the DfE's 'Health and safety: advice on legal duties and powers', which includes the following:

NB. The below are also covered in REACH's [Health and Safety and Wellness Policy](#).

- Training of staff in health and safety, including risk assessment
- Consultation arrangements with employees
- Recording and reporting accidents to staff, pupils and visitors – including those reportable under RIDDOR

- Procedures for off-site visits, including residential visits and any school-led adventure activities
- Responding to health and safety emergencies, including procedures and contacts
- First aid and supporting those with medical needs
- Occupational health services and managing work-related stress
- Workplace safety for teachers, pupils and visitors
- School security
- Violence to staff
- Manual handling
- Slips and trips
- On-site vehicle movements
- Management of asbestos
- COSHH
- Working at height
- Selecting and managing contractors
- Maintaining plant and equipment, such as electrical equipment, local exhaust ventilation, pressure systems, gas appliances, lifting equipment and glazing safety
- Fire safety, including test of alarms and evacuation procedures

5. Safeguarding

- 5.1. In accordance with 'Keeping children safe in education' (KCSIE), REACH recognises its specific safeguarding duties with regards to risk assessments.
- 5.2. The Centre Manager 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 work with pupils
 - What REACH 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, REACH 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, referring school will be contacted and plan agreed. 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 and referring school.

- 5.6. As required by section 26 of the Counter-Terrorism and Security Act 2015, REACH will conduct a risk assessment to determine the appropriateness of any filters and monitoring systems needed to control the risk of pupils being drawn into terrorism.

6. Assessing pupils' welfare

- 6.1. Where any of the following criteria are met, REACH will conduct a risk assessment regarding pupils' welfare by following steps 1-5 identified in [8.2](#):
- 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 with either a clinical tendency or historical tendency towards behavioural, social or emotional difficulties and participating in any off-site school visits/trips.
- 6.2. All risk assessments regarding pupils' welfare will take into account previous behaviour, and outline specific measures, including both consequences for behaviour and pastoral support, to ensure the risk of behaviour being repeated is minimised and managed.
- 6.3. 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.
- 6.4. REACH will liaise with REACH's [mentor](#) and the [Councilor](#) when undertaking an assessment of risks to pupils' welfare.
- 6.5. REACH will refer to [Appendix C](#) when making risk assessment decisions about pupils' welfare or pastoral needs.

7. Areas of risk

- 7.1. REACH identifies key areas of present risks to REACH's community – these include, but are not limited to, the following:
- Safeguarding (as outlined in [section 5](#))
 - Pupil welfare
 - Health and safety (as outlined in [section 4](#))
 - Security
 - Fire safety
 - Critical incidents
 - Trips

- Lessons and activities
- Staff recruitment

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

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

8. Risk ratings

8.1. REACH adopts 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

8.2. In line with 8.1, REACH 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.

	<ul style="list-style-type: none"> • 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.

8.3. When completing risk assessments, staff members will grade impact and likelihood using the above scale systems and respond appropriately in line with 8.2.

9. Principles of effective risk management and assessment

9.1. 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 a policy
- 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

9.2. REACH identifies a five-stage process to undertaking a risk assessment:

1. Identify the hazards
2. Decide who might be harmed and how
3. Evaluate the risks

4. Record the findings
5. Review

9.3. REACH understands that most hazards are easy to recognise, the use of toxic or dangerous chemicals should already have an assessment under the COSHH.

9.4. 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.

10. Step 1 – identify the hazards

10.1. When identifying hazards, staff members will:

- Walk around the area and assess what could reasonably be expected to cause harm.
- Put themselves in the place of non-specialist staff and pupils to find the risks.
- Ignore the trivial and concentrate only on significant hazards that could result in serious harm or affect several people.

10.2. To identify hazards, staff members will have regard to the following:

- 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
- Working 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
- Biological hazards, e.g. gardening or contact with bodily fluids
- Behaviour management, e.g. kicking, hitting, verbal abuse, threats/aggression, running away, vandalism, bullying or stealing
- Prior exclusion
- Inappropriate sexual behaviour (refer to appendix [A](#) and [B](#))

11. Step 2 – decide who might be harmed and how

11.1. In addition to staff, those conducting a risk assessment will also consider people who may not be in the workplace consistently, e.g. cleaners, visitors, parents or maintenance personnel.

11.2. Staff will have regard to the following groups of people:

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

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

- Staff and student staff/pupils with disabilities
- Inexperienced staff
- Visitors
- Lone workers
- Pregnant workers

12. Step 3 – evaluate the risks

12.1. 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 7](#) of this policy.

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

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

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

12.5. Staff will ensure that the following are in place:

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

12.6. 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.
- 12.7. 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.

13. Step 4 – record the findings

- 13.1. Staff will ensure that the most significant hazards are recorded, as well as the control measures in place to mitigate those hazards.
- 13.2. 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.
- 13.3. All findings will be reported to the Centre Manager.
- 13.4. Where the impact or likelihood of major risks cannot be minimised, the Centre Manager will decide whether the activity will still take place.

14. Step 5 – review

- 14.1. There are no set statutory guidelines for the review of risk assessments. REACH 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
- 14.2. 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, such as more than one of the criteria outlined in 14.1.
- 14.3. Risk assessments developed for high-risk activities will be reviewed on a termly basis by the individual who created the risk assessment and the Centre Manager.
- 14.4. Risk assessments will be stored for the duration of the risk assessment, plus three years.

15. Training

- 15.1. All staff members will receive yearly training on basic risk management procedures.
- 15.2. Staff members with a responsibility of creating and completing risk assessments, such as REACH trip leaders, will receive in-depth training on risk management on a termly basis, in addition to the basic risk management training offered.
- 15.3. All new staff members will receive training on risk management as part of their induction training.

16. Monitoring and review

- 16.1. This policy will be reviewed on an annual basis by the Centre Manager. The next scheduled review date for this policy is June 2020.
- 16.2. Any changes made to this policy will be communicated to all staff members by the Centre Manager.
- 16.3. All staff members are required to familiarise themselves with this policy as part of their induction programme.

