

CITY OF ROCHESTER SCHOOL

RISK ASSESSMENT, INCLUSIVE OF ACCESS TO RISKY AREAS, POLICY

This policy, which applies to the whole school, and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office. This policy is also publically available on the school website

Document Details

Information Sharing Category	Public Domain
Date Published	July 2019
Review/Update Date	July 2020
Responsible Area	Health and Safety / Outdoor Visits and Off-site Activities

This policy is inclusive of activities outside of the normal school hours. It applies to all staff (teaching and support staff), the Governors and also volunteers working in the school. The policy is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office. All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school.

Monitoring and Review: Relevant risk assessments and any action taken in response to risk assessments will be monitored regularly by the Governors or a relevant senior member of staff.

This policy is subject to continuous monitoring, refinement and audit by the Governors and Health and Safety Officer. The Governors will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

In undertaking the monitoring and review of relevant risk assessments and this policy (as necessary), the Governors or a relevant senior member of staff will seek to identify trends and understand issues of concern and to take steps to improve systems to manage these.

Signed:

Date Reviewed: July 2019
Date of Next Review: July 2020
Version No. 1
Policy No 17b:001



Alicja Emmett
Headteacher



Claire Cooper
Chair of Trustees and Safeguarding Trustee

This policy will next be reviewed no later than July 2020 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Legal Status:

- Regulatory Requirements, Part 3 Welfare, Health and Safety of Students and Part 5 Premises and Accommodation of the Education (Independent School Standards) (England) (Amendment) Regulations, currently in force.
- Prepared with regard to Health and Safety at Work Act 1974 and associated amendments and regulations including any relevant supporting documents including: The Management of Health and Safety at Work Regulations 1999, and The Regulatory Reform (Fire Safety) Order 2005, including any further amendments and supporting documents.

- Prepared with regard to the Equality Act 2010, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989 and Special Educational Needs and Disability Act 2001.
- Health and Safety: Department of Education (DFE) *Advice on legal duties and powers for local authorities, head teachers, staff and governing bodies* (DFE February 2014) and the Health and Safety Executive (HSE)
- The School has regard to Government recommended guidance and advice re: *Learning outside the Classroom (LOtC) - National Guidance* from the Outdoor Education Advisers' Panel (OEAP) on School trips and offsite activities.

Introduction: City of Rochester School is required under the Management of Health & Safety at Work Regulations to manage the level of risk in all of its activities. Staff should manage and reduce risk to reasonable levels by identifying what the basic level of risk is, and if necessary put in place controls to reduce risk. All staff should also be alert to changing circumstances and should take appropriate actions to reduce or stop an activity if the level of risk seems inappropriate. Risk assessments are also required by other legislation, i.e. COSHH, Manual Handling, Visual Display Screen Equipment etc. The results of and risk assessment and subsequent control measures should be made known to the staff, students and visitors concerned.

It is drawn up and implemented in accordance with the Education (Independent School Standards) Regulations (SI 2014/3283) currently in force (the **ISSRs**) and has regard to the Part 3 obligations of the Governors to make arrangements to safeguard and promote the welfare of students at the School by the implementation of a written risk assessment policy and the Part 8 obligations of those with leadership and management responsibilities to actively promote the wellbeing of students.

Purpose: The purpose of this policy is:

- to actively promote the wellbeing of all students, staff and volunteers at the School;
- to ensure that all employees of the School are aware of and follow the school's approach to student wellbeing; and to implement a framework for the assessment of risk(s) to the wellbeing of all who are at Our Lady's Abingdon.

City of Rochester School is fully committed to promoting the safety and welfare of the community so that effective education can take place. The highest priority (integral to which is safeguarding (child protection)) is to ensure that all the operations within the school environment, both educational and support, are delivered in a safe manner which complies with both law and best practice. Risks are inherent in day to day life and they need to be identified along with the adoption of systems and control to mitigate them.

Safeguarding: Safeguarding (child protection) is the golden thread which is at the core of the School. The School's policies and training for all faculty and staff form the core of our child protection (safeguarding) risk management. Safer recruitment policies and procedures reduce the exposure of the school to the risk of employing staff who are barred from or who are in unsuitable to work with children or are not allowed in the UK.

Risk Assessment: All risk assessments are reviewed and recorded regularly and also when major structural work is planned or in the event of an accident or a near miss. There is a separate Health and Safety Policy, which should be read in conjunction with this policy. Copies of the policy are provided to all new members of staff, along with their employment contract.

The School's risk assessment process covers both adults and children and includes:

- checking for hazards and risks both indoors and outside and in all activities and procedures;
- deciding which areas need attention, developing an action plan, which specifies the action required;
- the timescales for action and any funding required

Lists of health and safety issues are checked:

- daily, before the start of morning school, termly; and annually, when a full risk assessment is carried out.

What is a risk/hazard/ risk assessment? A risk assessment is a careful examination of what, in an employee's work, could cause harm to them, so that it can be weighed up whether the Governors has taken enough precautions or should do more to prevent harm. The Governors are legally required to assess the risks in the workplace. A risk assessment can also be described as a tool for undertaking a formal examination of the harm or hazard to people or an organisation that could result from a particular activity or situation. It needs to be appreciated that:

- a hazard is something with the potential to cause harm;

- a risk is an evaluation of the probability of the hazard occurring;
- a risk assessment the resulting assessment of the probability and impact to assess the severity of the outcome;
- risk control measures are the controls and procedures put in place to minimise the consequences of uncontrolled risk (e.g. staff training, fire alarms and clear work procedures.) Risk assessments are a legal requirement.

Risk assessments make good sense and focus on prevention rather than reacting to situations as they occur. Risk assessments should be reviewed and updated regularly. A Risk Register is maintained by the School with individual risk assessments maintained by the Facilities Manager or maintenance team, depending on the nature of the risk assessment.

In assessing the risks in the workplace, the Governors will require the DFO to:

- look for the hazards, decide who might be harmed and how;
- decide whether the existing precautions are adequate or whether more should be done;
- record the findings, review the assessment and if necessary, revise it.

Regular and systematic inspections and risk assessments of all potential hazardous substances and work activities will be made by, or under the authority of, the executive responsible for health and safety and will take into account all the relevant regulations and code of practice. Specialist advice will be obtained if necessary and the risk assessment will be reviewed periodically. The significant findings will be recorded and appropriate preventative and/or protective measures taken as necessary.

Looking for Hazards: You can look for hazards by:

- consultation and conducting inspections of the workplace, analysing jobs;
- adopting a “what if” approach, listing all Acts and Regulations as they apply to the workplace.

Manufacturers’ instructions, accident records, ill health records, etc., can help to identify hazards.

Advice to all staff: Staff should only look for hazards which you could reasonably expect to result in significant harm under the conditions in your workplace. Use the following examples as a guide: slipping / tripping hazards (e.g. poorly maintained floors or stairs); fire (e.g. from flammable materials) chemicals (e.g. Floor cleaner); moving parts of machinery, (e.g. blades); work at height, (e.g. from ladders); pressure systems, (e.g. gas systems and bottles); electricity (e.g. poor wiring); dust fume (e.g. welding); manual handling; noise; poor lighting and low temperature.

Is risk adequately controlled? Have you already taken precautions against the risks from the hazards you listed? For example, have you provided:

- adequate information, instruction or training, adequate systems or procedures?

Do the precautions:

- meet the standards set by a legal requirement, comply with a recognised industry standard?
- represent good practice, reduce risk as far as reasonably practicable?

If so, then the risks are adequately controlled, but you need to indicate the precautions you have in place. You may refer to procedures, manuals, school rules, etc. giving this information. If the risk is not adequately controlled, an ‘action list’ should be written.

Who Might be Harmed? When preparing a risk assessment there is no need to list individuals by name, just groups of staff conducting similar work, or why they may be affected, e.g.:

- teachers, classroom assistants, office staff, maintenance staff, contractors;
- people sharing your workplace, cleaners, parents/guardians/carers.

Pay particular attention to:

- staff with disabilities, visitors, inexperienced staff, lone workers.

Recording the Findings: Significant hazards and conclusions must be recorded and staff should be informed of the findings where relevant. The Governors should be able to show that:

- a proper check was made, you asked who might be affected;

- you have dealt with all the obvious significant hazards, the precautions are reasonable and the remaining risk is low. Staff must ensure that records are kept for future reference: an inspector may ask for them or in the case of any legal action they will be required.

Risk assessments should be recorded in one or more of the following ways:

- On a School Risk Assessment Form.
- On a specific health & safety risk assessment record from e.g. COSHH, Manual Handling, Visual Display Screen Equipment, Personal Protective Equipment.
- On an instruction or procedure document.
- Any other appropriate and approved record.

The Governors has established a Health and Safety Committee which meets at least three times per academic year. It reviews the Risk Register and key high risk, Risk Assessments and also discusses new and emerging risks for consideration and assessment by management. Specific risk assessments for which specialists are engaged by the DFO include:

- fire safety,
- asbestos,
- Legionella,
- Electrical Safety

Students gaining access to risky areas: Students do not have unsupervised access to potentially dangerous areas. Doors to these areas are locked at all times, when not in use. All flammables are kept securely locked. The following have been identified as 'risky areas' and for which there is a risk assessment: PE Cupboard, Boiler Room, Kitchen (locked when not in use) along with those associated with curriculum activities.

Areas requiring Risk Assessments

In order to create a safer environment at the School and also to comply with HSE regulations, we are required to carry out Risk Assessments of any activity that involves a hazard. At City of Rochester School we make use of model or generic risk assessments for various educational activities and visits.

All departments are required to do a generic risk assessment, but additional risk assessments are also needed for several areas, including:

PART 1 – BUILDING, GROUNDS, MEDICAL AND MAINTENANCE

Educational

- Science experiments
- Design and Technology (including Textiles)
- Food Technology
- Each sport/PE activity and location
- Duke of Edinburgh award
- Art
- Music

Medical and First Aid: The Office Manager maintains risk assessments for first aid and all other treatments and procedures. Accident forms are maintained in the Main Office and the Office Manager is responsible for ensuring that accident reports are passed to the DFO. The School's separate First Aid policy explains the procedures that we would follow in the event of a medical emergency.

Safeguarding and Child Protection: Our Safeguarding and Child Protection policies and training for all staff form the core of our child protection risk management. 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 and by ensuring that everyone in our community receives regular child protection training, we manage this risk to an acceptable level.

Support Areas

Cleaning: our contractors are aware that risk assessments and training are required for every item of 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.

Premises and Security: risk assessments cover every room, corridor and emergency exit in the entire school. 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. A site risk assessment also considers security.

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

Outside Area: risk assessments and training is required for use of tools and 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.

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.

Access by pupils to risky areas

Risk assessments of all areas of the school reinforce the policy of ensuring that our pupils do not have unsupervised access to potentially dangerous areas, such as the boiler room. Where practicable, doors to these areas are kept locked when not in use. Pupils are only allowed access when accompanied by a member of staff. Pupils do not have access to the maintenance workshop and maintenance areas in the school.

Guide to Risk Assessment: The activities listed below have been graded on a scale (Low, Medium or High) in accordance with the seriousness of the injury they could cause.

Severity of hazard

Low = No hazard; Slight, could cause minor cuts or bruises; Minor, could cause wound needing on site first aid treatment
Med = Moderate, could cause wound needing treatment at local surgery; Could cause wound needing hospital treatment; Fractures, dislocations, breakage of bones needing hospital treatment
High = Head wounds and concussion needing hospital treatment; Permanent maiming or disfigurement; Could cause permanent total disablement or death; Could cause multiple fatality

PART 2 – STUDENT WELFARE

Responsibilities: The Deputy Headteacher (Welfare) oversees student welfare and well-being issues, who at an operational level will:

- ensure that student's health, safety and well-being is adequately protected;
- ensure that all staff are aware of, and adhere to, the School's policies and procedures on student health, safety and welfare;
- ensure that key staff have clearly established roles and responsibilities;
- ensure that staff are appropriately trained to deal with student welfare issues;
- ensure that where concerns about a student's welfare are identified, the risks are appropriately managed;
- consult with staff, students, parents and others, where appropriate, to find practical solutions to welfare issues;
- ensure that standards of student welfare at the School are regularly monitored both at an individual level and across the whole School community to identify trends and issues of concern and to improve systems to manage these.

The focus of our pastoral policy is to ensure that every pupil leaves as a confident, articulate young adult capable of keeping themselves safe on the streets, in the home and in all situations. Our PSHE curriculum and assemblies are directed towards

promoting an increasing understanding as the pupil develops, of the risks that exist in both the real and the electronic worlds, and on sensible precautions that should be taken. Within lessons, safety aspects are taught as a matter of course, for example in PE, Science, ICT, Food Technology, Textiles and Product Design.

Student welfare: The Governors recognise their responsibility to safeguard and promote the welfare of students in its care. This responsibility encompasses the following principles:

- to support students' physical and mental health and emotional well-being (as well as their social and economic well-being);
- to protect students from the risk of harm and/or neglect;
- to recognise that corporal punishment can never be justified;
- to provide students with appropriate education, training, recreation and development activities both indoors and out;
- to encourage students to contribute to society;
- to protect students from the risk of radicalisation, extremism and being drawn into terrorism;
- to build students' resilience to radicalisation by actively promoting fundamental British values, enabling students to challenge extremist views;
- to assess the risk of children being drawn into terrorism and to provide appropriate support for those identified as being at risk;
- to ensure that students are provided with a safe and healthy environment so far as reasonably practicable; and
- to manage welfare concerns effectively.

The School recognises that individual students may have needs which arise from physical, medical, sensory, learning, emotional or behavioural difficulties which require provision additional to or different from that generally required by young people of the same age in mainstream schools. The School is committed to promoting and safeguarding the welfare of all of its students having regard to the special requirements of individual students but, where appropriate or necessary, balancing the special requirements of individual students against the School's responsibilities to promote and safeguard the welfare of all its students.

The School addresses its commitment to these principles through:

- **Prevention** - ensuring that all reasonable measures are taken to minimise the risk of harm to students and their welfare by:
 - ensuring through training that all staff are aware of and committed to this policy and the values set out;
 - establishing a positive, supportive and secure environment in which students can learn and develop;
 - including in the curriculum, activities and opportunities for PSHE which equip students with skills to enable them to protect their own welfare and that of others; and
 - providing medical and pastoral support that is accessible and available to all students.
- **Protection** - ensuring all appropriate actions are taken to address concerns about the welfare of a student, whether of a safeguarding nature or otherwise. This includes:
 - sharing information about concerns with agencies who need to know and involving students and their parents appropriately; and
 - monitoring students known or thought to be at risk of harm and formulating and / or contributing to support packages for those students.

The School recognises that student welfare and well-being can be adversely affected by many matters whether in or away from School, including abuse, bullying, radicalisation, behavioural and health issues.

The School has developed this policy and the policies in the table below, which set out full details of its procedures to safeguard and promote student health, safety and welfare in accordance with its duties under Part 3 of the ISSRs and the and details of those with overall responsibility for risk assessment.

Risk assessment: Student safety and welfare at the School is paramount. The School have various systems to ensure that student welfare is safeguarded and promoted including the use of daily diaries, team meetings, and weekly report sheets. These are regularly reviewed and overseen by the Leadership Team. Where a concern about a student's welfare is identified, the risks to that student's welfare will be assessed, appropriate action will be taken to reduce the risks identified, and this will be recorded and regularly monitored and reviewed.

The format of any assessment of risks may vary and may be included as part of the overall response to a welfare issue and/or by using the attached risk assessment form where appropriate. Regardless of the form used, the school's approach to promoting student welfare will be systematic and student focused. The information obtained through this process and the action agreed will be shared, as appropriate, with other staff, parents and third parties in order to safeguard and promote the welfare of a particular student or of students generally.

Safeguarding / child protection: With regard to safeguarding risks, and in accordance with current statutory guidance, including *Keeping children safe in education* (September 2018) and *Working together to safeguard children* (February 2017) and Part 3 of the ISSRs, the School has systems in place to identify students who may be in need of extra help, or those who are suffering, or are likely to suffer significant harm, and will take appropriate action to address and mitigate those risks by working in conjunction with social care, the police (including, in relation to those identified as being at risk of radicalisation, the police, health services and other services, where appropriate or necessary. Full details of the School's safeguarding procedures are set out in the Safeguarding Policy. Further guidance on how staff should ensure that their behaviour and actions do not place students or themselves at risk of harm, or of allegations of harm to a student, is also set out in Staff Code of Conduct.

Protection from radicalisation and extremism: Details of the School's procedures to prevent students from becoming radicalised and/or being drawn into extremism and/or terrorism in accordance with the guidance in *Prevent Duty Guidance for England and Wales 2015* (HM Gov) and the *Departmental advice on the Prevent Duty* (DFE) are also contained within the Safeguarding Policy. The School will meet these obligations by assessing the risk of students being drawn into radicalisation and/or extremism and/or terrorism and putting in place control measures to support those at risk.

The School is committed to providing a safe space in which students can consider and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The School will ensure that the arrangements for visiting speakers, whether invited by staff, students or parents, are suitably risk assessed before the visit takes place and that clear protocols are in place to ensure that those visiting speakers are suitable and are appropriately supervised when on School premises.

Anti-bullying: The School has a written Anti-bullying policy which covers the School's approach to the management of bullying and cyber bullying.

Behaviour: The School has a written behaviour policy which sets out how it promotes good behaviour amongst students at the School and the sanctions to be adopted in the event of student misbehaviour. This policy contains further information about the School's performance of its duties under the Equality Act 2010 (and reasonable adjustments made for students with disabilities), support systems for students and liaison between parents and other agencies.

Health and safety: In accordance with its obligations under the Health and Safety at Work Act 1974 and with Part 3 of the ISSRs, City of Rochester School as an employer has a duty to ensure the health, safety and welfare of employees and the health and safety of students and others affected by the Schools' operations, so far as is reasonably practicable. The School will meet this requirement by taking a sensible, proportionate and holistic approach to management of health and safety issues in accordance with its obligations and its health and safety policies and its policy on risk assessment of health and safety issues.

Reporting: When assessing risks to student welfare and well-being at the School, all staff should also consider whether the matter should be reported to outside agencies and /or regulatory bodies, including but not restricted to, Children's Services, the Police, (including, in relation to those identified as being at risk of radicalisation, the Channel Police Practitioner), Ofsted, CAMHS, MARSH etc.

Unless provided for otherwise in the School's policies or in statutory guidance, the member of staff concerned should discuss the decision to report to outside agencies and /or regulatory bodies with the Governors and/or the Designated Safeguarding Lead (where appropriate) before making such a report.

If, at any point, there is a risk of immediate serious harm to a student, a referral should be made to children's social care immediately. Anybody can make a referral. If the student's situation does not appear to be improving the staff member with

concerns should press for re-consideration. Concerns should always lead to help for the child at some point. Wherever the School proposes to share information under this policy or related welfare policies, it will have due regard to the principles set out in the DFE advice note, "Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers" (Currently in force).

Appendix 1

Guidance on risk assessment: A student welfare risk assessment is a careful examination of what could cause harm to student welfare and to consider appropriate control measures, so that you can weigh up whether the School has taken adequate precautions or should take additional steps to prevent the risk of harm. The purpose of a risk assessment is not to create huge amounts of paperwork, but rather to identify sensible measures to control real risks - those that are most likely to occur and / or will cause the most harm if they do. When thinking about your risk assessment in this context, remember:

- a welfare issue is anything that may harm a student; to include cyber-bullying, abuse and the risk of radicalisation and extremism.
- the risk is the chance that a student could be harmed, together with an indication of how serious the harm could be if it occurs.

Step 1: Identify the issue: First you need to work out how students could be harmed. This will generally be set out in the concern raised about a student's welfare.

Step 2: Decide who might be harmed and how: Identify individual students or groups of students who might be harmed and how they might be harmed by the concern raised.

Step 3: Evaluate the risks and decide on precautions: Decide what to do about the risks.

Compare what you currently do with what is required by law, DFE guidance or is accepted good practice. If there is a difference, list what needs to be done to protect the student's welfare. Where appropriate take into account any special requirements or protected characteristics.

Step 4: Record your findings and implement them: Make a written record of your significant findings - the concern, the issues, how student(s) might be harmed and what arrangements the School has in place to control those risks.

There is no prescribed format for this record, but any record produced should be simple and focussed on control measures and the steps the School proposes to take to manage the risk.

Step 5: Review your risk assessment and update, if necessary: Review what you are doing for the students identified and across the School generally and monitor and review the efficacy and /or the outcome of the measures you have put in place on a regular basis, or as required.

Conducting a Risk Assessment

The assessment is based on determining the risk, which is below:

Major	Fatality or life threatening illness/disease to one or more persons. Major injury or illness/disease causing long term disability to one or more person, including broken bones, occupational disease and ill health.
Serious	Significant Injury or illness causing short term disability to one or more person.
Minor	Minor incident including injury to one or more individuals such as cuts, scrapes, minor bruising and skin irritation.

Determine Likelihood of Occurrence

Likely	Where it is certain or almost certain that harm will occur in the next year.
Possible	Possible for harm to occur in the next year.
Unlikely	Where harm is unlikely to occur.

Calculate Risk

Risk Rating		Severity			
		Minor	Serious	Major	Extreme
Likelihood	Likely	Low	Medium	High	High
	Possible	Low	Medium	Medium	High
	Unlikely	Low	Low	Medium	High

For example, if you judge the likelihood to be Possible and the Severity as Serious the matrix will give you a Medium (amber) risk rating.

Risk Level	Action and timescale
Low (Green)	No additional control measures are usually required. Consideration may be given to more cost effective solutions or improvement that imposes no additional cost burden. However, control measures must be monitored to ensure effectiveness, taking corrective action where necessary.
Medium (Amber)	Further control measures are required to reduce the risk. Where significant resources are required, short term interim measures may have to be taken until long term measures are implemented. Where the severity is 'high' or there is a high likelihood of harm, urgent action should be taken.
High (Red)	Work should not be started or continued until the risk has been reduced.

Determining Appropriate Action

An example of possible control measures to match situations are:

Situation: Teachers and pupils waiting to be picked up outside in hot sun or wet weather conditions for an unknown period of time after an outing.

Possible control measures:

- The teacher in charge and the driver are in mobile phone contact.
- The teacher in charge has made a reconnaissance visit and discovered where the group can wait out of the rain or sun.
- Bottled water is carried by pupils and staff.
- All staff carry visit packs and can phone the school to advise that there will be a delayed return.
- A Clarion Call message sent to parents explaining that the coach has been stuck in traffic, but that there is nothing to worry about.
- All members of staff had held a meeting beforehand to discuss the outing and the risk assessment.

Medium Risk Activities

We undertake a few medium risk activities such as skiing, but only using qualified instructors. Some of the experiments carried out in science classes also have a residual amber rating. Pupils are always given a safety briefing before participating in these activities and are expected to wear protective equipment and to follow instructions.

Specialist Risk Assessments and High Risk Activities

We will always employ specialists to carry out high risk tasks at the school. The DFO or Business and Facilities Manager arrange for specialists to carry out the following risk assessments:

- Fire safety
- Asbestos
- Legionella
- Electrical safety of buildings
- Work at high levels
- Work with lead

Review of Risk Assessments

All risk assessments should be reviewed annually. Risk assessments should also be reviewed and recorded, when major structural work is planned, or in the event of an accident. The Business and Facilities Manager will arrange for regular health and safety audits of the fabric of the school, its plant, machinery and equipment. The cleaning contractors will arrange for auditing the cleaning functions and for water sampling.

Risk assessments for school visits should be completed by the member of staff in charge of the event and checked by the educational visits coordinator, not later than 1 week before the visit (1 month for visits abroad). Guidelines for school visits are available to staff on the computer network. In the Senior School, risk assessments are signed off by the DFO – or the Deputy Headteacher (Welfare) in his absence.

Risk assessments for school events should be completed by the member of staff or parent responsible for the event, not later than 1 week before the event, and checked by the DFO for signing

Responsibilities of all Staff

All members of staff are made aware of the school's arrangements for risk assessments and health and safety. Specialist training is given to those whose work requires it. However, staff are responsible for taking reasonable care of their own safety, together with that of pupils and visitors. They are responsible for cooperating with the Governors, the Headteacher, the DFO, other members of the LT and the Business and Facilities Manager in order to enable the Governors to comply with their health and safety responsibilities. All members of staff are responsible for reporting any risks or defects to the DFO or Business and Facilities Manager.

Accident Reporting

The Office Manager, or First Aider in their absence, are responsible for reporting and recording any notifiable accident that occurs on school premises to a pupil, member of staff, parent, visitor or contractor to the DFO, who will make a report to the HSE in accordance with the Reporting of Injuries Diseases and Dangerous Occurrence Regulations (RIDDOR). All notifiable accidents and near misses are reviewed by the school's Health and Safety Committee with a view to assessing whether any measures need to be taken to prevent recurrence.

Examples of City of Rochester Risk Assessments:

Risk Assessment for City of Rochester School		
Risk Assessment for: Outdoor environment	Date of Risk Assessment: 26/9/2018	Review Date: September 2019
Carried out by:	Signature:	

What are the Hazards?	Level of risk			Who might be harmed and how?	Control Measures			
	Low	Med	High		Action to be taken to lower the risk.	Action by whom?	Action by when?	Level of risk reduced to low
Falling over on concrete			√	Pupils by running and bumping into each other or just slipping.	To remind students to look where they are going and be aware of people and equipment around them.	All using the outdoor area.	Daily	√
Steps			√	Children – tripping up or down the steps.	Encourage students to look where they are going. Students should always use rails. In the case of bad weather do not use steps that have not been treated.	All using the outdoor area.	Daily	√
Plants – Flowers, nettles, bracken			√	Students – poisoned by touching	To make sure site managers cut back or remove any poisonous plants. Make sure students wash hands after touching any plants. Talk to students about how to handle plants safely.	Teachers, gardener	Daily	√
Insect stings/bites SEASONAL			√	Students/Adults – maybe stung by bee or wasp or other insect.	Check area for wasp/bees nest regularly during and inform caretaker if any found. Treat stings accordingly.	All using the outdoor area.	Daily	√
Animal Faeces		√		Students/Adults – stepping on animal faeces, students touching it with hands.	Keep area clean	Maintenance	Daily	√

<u>What are the Hazards?</u>	<u>Level of risk</u>			<u>Who might be harmed and how?</u>	<u>Control Measures</u>			
	Low	Med	High		Action to be taken to lower the risk.	Action by whom?	Action by when?	Level of risk reduced to low
Sun (seasonal)			√	Students/Adults – risk of sunburn or heat stroke.	Ask Students to apply sunscreen to, they must also wear sun hats. Avoid being in the sun at peak times, stay under cover when temperature is very hot, re-apply sunscreen when necessary.	All using the outdoor area.	Mainly summer season	√
Natural hazards – stones, twigs, branches logs		√		Students– possible throwing of stones, playing with twigs, falling branches may cause injury	Adults to supervise at all times. Caretaker to check trees regularly for any decay.	All using the outdoor area.	Daily	√
Ice & Snow, (seasonal)			√	Students, Staff and Visitors – risk of slipping and falling	Site Manager to clear snow and ice and put down salt.	All using the outdoor area.	Daily during the season	√

Computers		√		Staff and students may suffer from eyestrain/headache/ possible electrocution	<ul style="list-style-type: none"> • Turn off computer when not in use • Control computer usage 	IT Manager	Daily	√
Fire			√	Staff and students and other building users – could suffer from smoke inhalation or burns if trapped in the school	<ul style="list-style-type: none"> • Staff induction includes fire evacuation procedures and means of raising the alarm • Fire alarm tested weekly and problems or failure to sound is reported • Annual/termly fire evacuation carried out • Access to fire exits kept clear • Fire doors not propped open • Regular removable of combustible waste by cleaning staff 	IT Manager	Daily	√

City of Rochester School is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

Blank Risk Assessment Form

This is a copy of the current Risk Assessment Form which is being phased out in favour of the new form shown above.

CITY OF ROCHESTER SCHOOL RISK ASSESSMENT- ACTIVITY																							
Activity details	Carried out by ...	Date																					
<p>ISSUE</p> <p>List significant hazards which may result in serious harm or affect several people. Consider venue, activity, group, transport, plan B, etc.</p>	<p>HOW TO MANAGE IT</p> <p>What procedures will we have? (Control measures)</p>	<p>WHO TO BE INFORMED</p> <table border="1"> <tr> <td>PARENTS</td> <td>STAFF</td> <td>You are</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	PARENTS	STAFF	You are																		
PARENTS	STAFF	You are																					

You must also ensure that appropriate persons are aware of any Generic procedures, but these do not need to be repeated here. The activity must only take place if the residual risk following implementation of control measures is deemed to be acceptable
 If none, strike through sheet and write 'NONE'

VC signature/date.....