

## RISK ASSESSMENT POLICY

### INCLUDING THE EARLY YEARS FOUNDATION STAGE

<b>ISI Code:</b>	Risk Assessment Policy
<b>Policy Author:</b>	Head of Estates Julia Heath
<b>Date Reviewed by Author:</b>	August 2023
<b>Next Review Date:</b>	August 2024

#### 1. SCOPE:

Pennthorpe places the Health and Safety and welfare of staff, children and adults as its highest priority. At Pennthorpe we aim to keep children and adults safe by undertaking rigorous and thorough risk assessment on all aspects of the school's work.

This policy is applicable to all those with responsibility for developing / implementing risk management strategy and undertaking risk assessments for activities under their control. This includes the requirements of the Independent Schools Standards Regulations (ISSRs) and the requirements of the Early Years Foundation Stage.

The Head and the Governors will be responsible for the overarching risk management policy of the school.

#### 2. AIMS:

- To ensure that major risks are identified and managed as part of an overarching policy with a view to promoting children's welfare;
- To meet the ISSR requirement for a written risk assessment policy to be in place and to meet the requirement for leadership and management of schools;
- To ensure Pennthorpe carries out its duties under the Health and Safety at Work Act 1974, by undertaking regular risk assessments in the school;
- To ensure that suitable and sufficient risk assessments are undertaken for activities where there is likely to be significant risk including school trips;
- That identified control measures are implemented to control risk so far as reasonably practicable;
- That those affected by school activities have received suitable information on what to do.;
- That the risk management strategy and risk assessments are recorded and reviewed when appropriate;
- To identify those in the school responsible for conducting risk assessment and monitoring its implementation.

#### 3. PURPOSE OF RISK ASSESSMENT:

A risk assessment is a tool for conducting a formal examination of the harm or hazard to people (or an organisation) that could result from a particular activity or situation.

A hazard is something with the potential to cause harm

A risk is an evaluation of the probability (or likelihood) of the hazard occurring

A risk assessment is the resulting assessment of the severity of the outcome (e.g. loss of life, destruction of property)

Risk control measures are the measures and procedures that are put in place in order to minimise the consequences of unfettered risk (e.g. staff training, clear work procedures, preliminary visits, warning signs, barriers and insurance).

Risk assessments are used to identify the potential hazards to people (slipping, falling), property (fire), strategic (reputation, loss of pupils, impact on development), financial (falling pupil rolls), compliance (child protection issues) and environmental (asbestos, legionella).

Risk assessments are a legal requirement. By focusing on prevention – as opposed to reacting when things go wrong – it is possible to prevent accidents and injuries that could ruin lives, damage reputations and cost money. Preventative measures can often be surprisingly simple and cost-effective, such as the application of hazard warning tape to a trip hazard, or ensuring that chemicals are properly stored in locked containers.

#### 4. AREAS REQUIRING RISK ASSESSMENTS:

There are numerous activities carried out in Pennthorpe, each of which requires its own separate risk assessment including:

- Fire safety;
- General classroom;
- Grounds, traffic management, public rights of way;
- Site visitors;
- Educational visits and trips and supervision on and off site;
- EYFS settings;
- Recruitment;
- Hazardous substances;
- Strategic Governance;
- High risk areas.

Key areas include:

##### A) EDUCATIONAL:

- Science experiments
- Design and Technology
- Food Tech
- Each sport and PE activity
- Art
- Music
- Drama
- Dance

At Pennthorpe we make use of model or generic risk assessments, for our educational activities and visits. We subscribe to the CLEAPSS Advisory Service that provides model risk assessments for our lessons in Science and Design and Technology and for Science experiments, we make full use of established risk assessments, with amendments suited, where applicable, to Pennthorpe. We provide professional training courses for both teachers and technicians who work in Science and D&T. All teaching staff and technicians

receive regular induction and refresher training in risk assessments tailored to their specific areas. Each of these areas has a checklist of areas requiring risk assessments.

**B) PASTORAL:**

The focus of our pastoral care is to ensure that every pupil leaves as a confident, articulate young person capable of keeping him/herself safe on the streets, in the home and in all situations. Our PSHEE programmes 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 especially in terms of bullying and cyberbullying, and on sensible precautions that should be taken. Science lessons encourage students to conduct their own safety-related research into the potential hazards of chemicals, gas, electricity and flammable materials.

**C) MEDICAL AND FIRST AID:**

Where necessary, Matron has risk assessments for first aid and all other treatments and procedures. The accident forms are maintained in the Office and Matron is responsible for ensuring that accident reports are passed to the Head of Estates.

**D) CHILD PROTECTION AND PUPIL WELFARE:**

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

**E) PUPIL ACCESS:**

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 science laboratory, pond dipping area and the design technology room. Pupils are only allowed access when accompanied by a member of staff. Pupils do not have access to the Grounds, Maintenance, Catering and Caretaking working areas in the school.

## 5. SUPPORT AREAS REQUIRING RISK ASSESSMENTS:

- 1. Catering and Cleaning:** risk assessments and training are 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.
- 2. Caretaking and Security:** risk assessments cover all areas including the science laboratory, stairs, corridor and emergency exit in the entire school. Particular emphasis in training is given to minimizing 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.
- 3. Maintenance:** risk assessments and training are required for every 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 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.

4. **Grounds:** risk assessments and training are required for every 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.
5. **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.

## 6. CONDUCTING A RISK ASSESSMENT:

Risk assessments should be documented by the person(s) who makes use of the area, is organizing the event or has responsibility for the aspect of the school.

There are several possible techniques. One model that we use at Pennthorpe, known as the "Traffic Lights Model" is set out below:

HAZARD	INITIAL RISK RATING			CONTROL MEASURES	RESIDUAL RISK RATING			RISK FACTOR	FURTHER CONTROL MEASURES OR NOTES
	Severity	Likelihood	Rating		Severity	Likelihood	Rating		

### Step 1: Identify the hazards:

- Walk around, look for visible hazards;
- Refer to colleagues involved in the activity or process as they are most familiar;
- Refer to guidance from professional associations (e.g. DT Association or Association for Physical Education);
- Check manufacturer's instructions/data sheets (particularly with machinery/chemicals etc.);
- Refer back to accident records.

### Step 2: Evaluate the initial risk rating:

- This is calculated without considering any control measures in place.
- The calculation is severity x likelihood = risk rating
- Rate each between 1 and 6 in ascending order using the following scale :  
Severity: 1 Negligible, 2 Slight, 3 Moderate, 4 Serious, 5 Very Severe, 6 Fatality  
Likelihood: 1 Rare, 2 Unlikely, 3 Possible, 4 Likely, 5 Almost Certain, 6 Certain

### Step 3: Consider control measures/precautions:

Ask yourself, can I get rid of this risk altogether? If not, how can I control the risk so that harm is unlikely?

When considering controlling the risks, apply the following principles:

- Try a less risky option (e.g. use a less hazardous chemical);
- Prevent access to the hazard (e.g. fit a guard, lock a particular area etc.);
- Organise work to reduce exposure to the hazard (use pedestrian barriers etc.);
- Issue Personal Protective Equipment [PPE] (e.g. goggles, safety shoes etc.);
- Provide welfare facilities (e.g. first aid, hand washing facilities etc.).
- **Remember to involve all relevant staff in the process.**

### Step 4: Re-assess the risk rating:

After considering the control measures, recalculate:

Severity x likelihood = residual risk rating

This will provide us with a risk factor using the "traffic light" model as below:

**High – scores of 24-36**

**Medium – scores of 12 -23**

**Low – scores of 0 -11**

The policy at Pennthorpe is **never to** carry out any activity which has a **red rating** (24 or above) after the risk reduction measures have been put into effect.

Activities involving our youngest pupils (EYFS children and Years 1 and 2 will only be carried out, if they can be awarded a residual **(green) score of 11 or below**.

#### **Step 5: Record the results:**

Write down the results of the risk assessments and share them with your team.

Documented evidence is very important and all risk assessments are maintained annually and filed in the O Drive.

## 7. SPECIALIST RISK ASSESSMENTS AND HIGH RISK ACTIVITIES:

We will always employ specialists to carry out high risk tasks at the school. The Head of Estates arranges for specialists to carry out the following risk assessments and safety inspections:

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

## 8. ROLES AND RESPONSIBILITIES:

### A) THE HEAD:

- has overall responsibility for ensuring that risk assessments are undertaken for all services and activities offered by the school. This is delegated to the Head of Estates on a day-to-day basis;
- is responsible for ensuring that members of staff receive training to provide them with the necessary skills and knowledge to undertake risk assessments;

### B) THE HEALTH AND SAFETY COMMITTEE:

- meet regularly to oversee all Health and Safety matters pertaining to the school;
- review and monitor the Risk Assessment Policy and associated documents;
- report to the designated H&S Governor who will update the Governing Body.

### C) THE HEAD OF ESTATES IS RESPONSIBLE FOR:

- sharing risk assessments with relevant staff, professionals and adults in school;
- ensuring that members of staff adhere to the actions outlined in the risk assessments;
- ensuring that risk assessments are reviewed annually or sooner if significant change occurs before the review date;

- ensuring that immediate action is taken to reduce the risk of any potential hazard.

#### D) THE STAFF WILL:

- conduct risk assessments for areas under their control;
- identify any potential hazards and notify the Head of Estates, ensuring that a record is made on the Incident/Accident report sheet;
- undertake an induction into the school's arrangements for risk assessments and health and safety (which is recorded). Specialist training is given to those whose work requires it;
- undertake regular training in completion of risk assessments when required;
- take reasonable care of their own safety, together with that of pupils and visitors;
- co-operate with the Head, the Head of Estates and other members of the SMT in order to enable the Governors to comply with their health and safety duties;
- report any risks or defects to the Head of Estates.

## 9. REPORTING OF ACCIDENTS OR INCIDENTS:

Matron is 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 HSE in accordance with the Reporting of Injuries Diseases and Dangerous Occurrence Regulations (RIDDOR). All notifiable accidents and near misses are reviewed by the Head of Estates with a view to assessing whether any measures need to be taken to prevent recurrence.

At Pennthorpe any accidents or incidents must be reported on the school's MIS system, Engage. The Incident/Accident Form will contain the following information:

- The time, date and brief description of the incident;
- Personal details and information of the child/adult involved in the incident;
- Description of the nature and location of any injury sustained;
- Action required, action taken and by whom;
- Children's accident forms to be signed by member of staff who dealt with the incident and by the parent to acknowledge;
- Adult accident forms must be signed by the member of staff recording the incident at the bottom of the report sheet and ask the Head of Estates to countersign to acknowledge receipt of the report.

Any accidents or injuries will be analysed as part of the risk assessment process to assist with the identification of potential hazards and risks to school users.

## 10. MONITORING AND REVIEW OF RISK ASSESSMENTS:

All risk assessments should be regularly reviewed; but the EYFS Statutory Framework requires schools which provide for this group to review and update their risk assessments *annually*. It also specifically requires providers to have risk assessments in place covering their *indoor and outdoor spaces, furniture, equipment and toys and to keep records of these checks*.

Risk assessments should also be reviewed (and recorded), when major structural work is planned, or in the event of an accident. The school's arrangements for the management of health and safety should describe the arrangements for regular health and safety audits

of the fabric of the school, its plant, machinery and equipment, together with its arrangements for auditing the catering and cleaning functions and for water sampling.

At Pennthorpe, we maintain a "library" of risk assessments for staff to refer to and adapt for their own use and these are overseen by the Head of Estates. Risk assessments are therefore dynamic and updated and adapted over time.

Staff/EVC routinely complete a post trip or event evaluation and update risk assessments as appropriate.

## 11. GOVERNANCE AUDIT COMPLIANCE:

An annual SORP compliance risk assessment is reviewed by the Governors to approve as Trustees of the Charity at the same time that they review the audited accounts.

The major risks to the school, including:

- Strategic risk
- Loss of fee income
- Damage to reputation
- Failure to teach the correct syllabus
- Risk of a child protection issue
- Gaps in Governor skills
- Conflicts of interest
- Employment disputes
- Major health and safety issues
- Possible data loss
- Risk of fire, flood and land slip
- Poor cash flow management
- Fraud
- Loss through inappropriate investments
- Areas of potential risk

The measures taken to protect the school against such risks, including:

- Safer recruitment of staff, Governors and volunteers
- Measures to ensure the selection, training and appraisal of appropriately qualified staff and Governors
- Insurance
- Strong financial controls that are regularly reviewed
- Financial reserves policy
- Use of professional advice from lawyers, accountants, architects, etc. as needed
- Formal review of compliance with the school's charitable objectives

Governors are invited to approve the compliance risk assessment annually and to endorse the insertion of a statement along the following lines in the school's annual accounts:

*"The Governors, who are also the directors, have assessed the major risks to which the charity is exposed, in particular those relating to the operations and finances of the School, and are satisfied that systems are in place to mitigate exposure to the major risks".*

EXAMPLE PENNTHORPE SCHOOL RISK ASSESSMENT:

DT Department – Use of Glue Guns

HAZARD	INITIAL RISK RATING			CONTROL MEASURES	RESIDUAL RISK RATING			RISK FACTOR	FURTHER CONTROL MEASURES OR NOTES
	Severity x Likelihood = Rating				Severity x Likelihood = Rating				
	Severity	Likelihood	Rating		Severity	Likelihood	Rating		
Heat - Burns	3	3	9	<p>Glue guns are only used when no other safer adhesives will join the materials effectively.</p> <p>Only low temperature glue guns are used.</p> <p>Only equipment bought from reputable suppliers is used.</p> <p>Only age and ability appropriate equipment is used.</p> <p>A designated workstation for the use of the glue</p>	2	2	4		<p><b>CLEAPPS L18 Glues &amp; Adhesives is used by staff as a reference document prior to the use of glue guns.</b></p> <p>Gloves will be provided</p>



				<p>gun is set up in the classroom to ensure there is adequate space.</p> <p>Close adult supervision is used.</p> <p>Pupils are given instructional training on the safe use of the glue gun.</p> <p>Manufacturer's instructions are followed.</p> <p>Pupils are taught to keep the work area tidy.</p> <p>Cold water is available in case of emergency.</p> <p>A First Aid kit is accessible and staff are trained in the use of emergency first aid.</p>					<p>Pupils are taught to rest the glue gun on its stand when not in use. Pupils are taught not to remove the glue stick from the rear of the glue gun. Pupils are taught to use a holding device whenever possible to hold the material to be glued.</p> <p>Gloves will be provided</p> <p>In emergencies, Matron is accessible and is responsible for replenishing any supplies.</p>
Electric Shock	6	3	18	Staff carry out visual checks of the plug and cable before every use.	6	1	6		Unsafe items are disposed of immediately.

				Regular PAT tests are carried out and recorded.  Pupils are taught never to use glue guns with wet hands.					
Hazardous substances – eye damage, skin damage or ingestion				“Super glues” are not used by pupils. Emergency procedure is in place to deal with adhesive squirted into the eye.					Gloves will be provided  REF: CLEAPPS L18 Glues & Adhesives.

**Declaration**

This Risk Assessment has been prepared by ..... on ..... and **all staff involved** in this activity/trip/event **have been made aware** of its contents.

Signed: .....

Name: .....

Risk Assessor: .....

Date: .....

Next Review Due: .....

EXAMPLE PENNTHORPE SCHOOL RISK ASSESSMENT:

Minibus Travel

HAZARD	INITIAL RISK RATING			CONTROL MEASURES	RESIDUAL RISK RATING			RISK FACTOR	FURTHER CONTROL MEASURES OR NOTES
	Severity	Likelihood	Rating		Severity	Likelihood	Rating		
Minibus travel	5	1	5	<p>Driver holds the relevant licence for driving the minibus and has undertaken competency training.</p> <p>Driver pays attention to speed restrictions for the vehicle and roads travelled.</p> <p>Driver checklist to be completed prior to departure.</p> <p>Pupils must be seated and seatbelts fastened at all times when the vehicle is in motion.</p>	5	5	6		<p>Checklist available to all drivers. Driver is fully responsible for the vehicle once it is taken onto the public highway.</p> <p>Any defects are recorded or items missing, they must be reported immediately and the vehicle must not be taken.</p>

				<p>Exits must not be blocked by luggage or equipment.</p> <p>Pupils must not distract the driver.</p> <p>Weather conditions and forecast will be considered before setting off.</p> <p>Appropriate insurances are in place.</p>					<p>Mobile for Emergency use only.</p>
Road Accident /Minibus breaks down	4	1	4	<p>Pupils and staff to evacuate minibus and move to a safe distance away from the road and oncoming traffic If this is not safe to do so then move all pupils and staff to the front of the mini bus reducing the potential injury of impact from behind</p>	4	1	4		<p>Contact the school as soon as possible. Another member of staff will be deployed with a mini bus to collect</p> <p>Hi vis jackets are to be worn by staff in the event of an accident or break down</p> <p>If an accident occurs Contact school to instigate Crisis</p>

				<p>Pupils are advised what to do in case of emergency</p> <p>If anybody is injured Administer emergency first aid to casualties until emergency services arrive</p>					<p>Management Procedures. Outside of school hours Headmistress is the emergency contact <b>07551830202</b></p> <p>Staff have a suitable first aid qualification.</p> <p>Co-operate fully with the Emergency Services.</p>
Disembarking & departure	5	1	5	<p>Driver to ensure drop off and assembly point is safe.</p> <p>If necessary to cross the road, pedestrian crossing will be used where possible.</p> <p>Headcount before departure and repeat prior to moving off.</p>	4	2	8		<p>If crossing children across the road Hi vis jackets must be worn</p>

Pupil /Member of staff becomes ill or injured	4	1	4	<p>If during travel and appropriate to do so, drive to the nearest hospital with A &amp; E (casualty) department.</p> <p>Otherwise, contact Emergency Services.</p> <p>First Aid Kit to be carried at all times.</p> <p>If at venue, refer to on site medical staff.</p>	4	1	4		<p>Contact school-appropriate procedures will be carried out</p> <p>Driver must be first aid trained.</p> <p>Staff members are first aid trained</p>
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Signed: .....

Name: .....

Date: .....

Next Review Due: .....

## EXAMPLE PENNTHORPE SCHOOL RISK ASSESSMENT:

### PE Indoor Areas Used for Sports

HAZARD	INITIAL RISK RATING			CONTROL MEASURES	RESIDUAL RISK RATING			RISK FACTOR	FURTHER CONTROL MEASURES OR NOTES
	Severity x Likelihood = Rating				Severity x Likelihood = Rating				
	Severity	Likelihood	Rating		Severity	Likelihood	Rating		
Friction burns/bruised feet from fixtures, fittings, wall bar, ropes	3	3	9	Students to descend in slow controlled manner. Control swinging ropes. Add mats in appropriate positions.	3	2	6		
Falling injuries and imbalance because of unsecured equipment along track way.	3	2	6	Secure with clamps or figure of 8 rope attachment. Place mats under rings, ladders and ropes.	3	1	3		
Slips and trips on uneven surfaces, protruding securing clamps.	3	3	9	Keep floor fittings snug in housing. Keep floor clean and clear of obstructions.	3	2	6		
Painful contact with back/front of apparatus when vaulting because of lack of spring	3	3	9	Practice on springboard/trampoline to give competence and confidence. Build	3	2	6		

or under rotation for landing.				up skills and give assistance.					
Damage wrists with break/strain by sitting down before vault completed.	3	3	9	Build up skills from small to large equipment. Encourage positive approach and reach to end of box. Learn skills staged with progression.	3	2	6		
Bruising caused by inadequate/poor matting, mat split/cracked causing bottoming out on landing. Badly placed matting.	3	3	9	Provide suitable matting for activity. Place mats appropriately for landing or falling from apparatus. Teach safe performance. Provide various apparatus which caters for students of all abilities. Limit actions of inexperienced students. Avoid gaps between mats and apparatus. Thickness of mat should match the height, flight and speed of activity.	3	2	6		
Strains, bruising and crushing injuries caused by poor handling methods.	3	2	6	Split loads, push, pull or roll equipment where possible. Do not rush and clear obstructions.	3	1	3		



				Clear floor space, gangways and access routes of obstructions, tripping and slipping hazards. Have clear view of carry route. Lift only when necessary. Stand close to the load, bend knees and have back straight.					
Slips and trips on wet, dusty or unclean surfaces	3	2	6	Walk, do not run Be aware of surface conditions. Report any issues to cleaning staff.	3	1	3		
Using indoor cricket nets, batsman being hit by hard ball	3	2	6	Wear appropriate protective clothing. Place toe of bat into adjacent net to retrieve ball to give distance from possible danger.	3	1	3		
Using indoor cricket nets, bowler/fielder being hit by ball from one of the nets	3	3	9	All batsmen advised to hit ball into netting. Bowlers put into appropriate ability groups. Other players watch all nets and be aware of trajectory of ball from net batsman. Batsman remove any ball at rest from the matting/batting surface.	3	1	3		

				Make sure the nets are fully extended to protect both batsman and bowlers.					
Using showers and changing rooms, slips and trips on wet floor	3	2	6	Students to dry in shower area to reduce wetness on the floor. Cleaner to dry mop. Tiles should be non-slip and non-slip matting used.	3	1	3		
Scalding from showers	3	2	6	Adjust mixer valves to give comfortable temperature.	3	1	3		
Verruca infections	2	2	4	Cleaners wash floors regularly with disinfectant. Students keep infected foot covered with latex sock.	2	1	2		
Pegs distorted to cause injury	2	2	4	Check regularly that pegs are not bent and are safe. Remove if necessary.	2	1	2		
Aerosol spray affecting all users and causing	3	2	6	Only roll on deodorant allowed	3	1	3		

breathing problems, especially to asthma sufferers.									
Overcrowding giving rise to tensions between students when they feel their space is being invaded.	2	2	4	Encourage tolerance and consideration of others. Recommend a changes timetable.	2	2	4		
Crushing injuries caused at changeover of lessons.	2	2	4	Incoming students wait until changing rooms are clear. Single file movement. Keep to the left.	2	1	2		

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Signed: .....

Name: .....

Risk Assessor: .....

Date: .....

Next Review Due: .....