Date: September 2026
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Responsibility: SMT (Bursar)

DAME ALLAN'S SCHOOLS RISK ASSESSMENT POLICY

1. INTRODUCTION

1.1 Dame Allan's Schools (the Schools) are committed to promoting the health, safety and welfare of all members of the Schools' community. They are committed to ensuring all operations within the Schools, both educational and support, are delivered in a safe manner, which complies fully with the law, but also with best practice.

1.2 The Schools recognise that they are required by the Management of Health & Safety at Work Regulations 1999 to carry out risk assessments for all activities. They recognise that risk assessments are also required by other legislation, i.e. COSHH, Manual Handling, Visual Display Screen Equipment etc. and further recognise that, where this has been carried out for the activity in question, this obviates the need for a separate assessment. If there is perceived to be an unacceptable risk to staff, contractors or visitors, then a written assessment will be required. The results of the assessment and subsequent control measures must be made known to all staff, contractors and visitors concerned.

2. STATEMENT OF INTENT

The Schools assess and will continue to assess all activities and establish written risk assessments for those areas which indicate the presence of risk.

3. DEFINITIONS

3.1 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. It is a careful examination of anything in the environment/activity that could cause injury or harm.

3.2 A **hazard** is the potential to cause harm, which is inherent in an article, substance or activity.

3.3 **Risk** is the product of the probability of a hazardous event occurring and the severity of the consequence of the event.

3.4 **Risk control measures** are the measures and procedures that are put in place in order to minimise the consequences of unfettered risk (for example, staff training, clear work procedures, fire alarms, fire practices, warning signs, barriers and insurance).

3.5 Risk assessments can be used to identify potential hazards to people (slipping, falling) and property (fire) and strategic hazards (reputation, loss of pupils, impact on development), financial hazards (falling pupil rolls), compliance hazards (Child Protection issues) and environmental hazards (asbestos, legionnaires disease).

4. RESPONSIBILITIES OF ALL STAFF

4.1 All members of staff receive induction training in the Schools' health and safety policy and arrangements, including risk assessments, and records are kept of all induction training.

4.2 Specialist training is given to those whose work requires it. Staff are, however, responsible for taking reasonable care of their own safety, together with that of pupils and visitors. They are responsible for co-operating with the Principal, the Bursar and other members of the Senior Management Team in order to enable the governors to comply with their Health and Safety duties. All members of staff are responsible for reporting any risks or defects to the Bursar.

4.3 All staff who will be required to carry out written risk assessments will be trained for this purpose. This training will be carried out by a competent person.

5. RISK ASSESSMENT PROCEDURES

5.1 Risk assessments are carried out, reviewed and updated annually by members of the Senior Management Team, staff in a supervisory role (for example, Heads of Department and Phase Leaders) and/or staff having control and immediate responsibility for the activity (for example, nurse, caretaker, Bursar). The assessor will

keep a record of the assessment and ensure that all staff, contractors and visitors involved are aware of the requirements of the assessment. A copy of each assessment will be given to the Bursar's secretary to retain in a central file.

5.2 A template H&S risk assessment form and an extra-curricular activities risk assessment form are available on the staff portal.

6. REQUIREMENTS OF RISK ASSESSMENTS

6.1 Risk assessments should identify the significant risks arising out of work or an activity.

6.2 The level of detail in a risk assessment should be broadly proportionate to the risk. The assessment should consider the following:

- Ensuring that all relevant risks or hazards are addressed;
- Addressing the actual working practice taking place;
- Ensuring that all groups of people have been considered (staff, visitors, contractors, public etc.);
- Identifying groups of persons who might be particularly at risk e.g. young or inexperienced workers, elderly, disabled etc.;
- Existing preventative measures or precautionary measures to be implemented.

6.3 <u>Which areas require risk assessments?</u>

Activities involving pupils are normally low risk. We undertake some higher risk activities with older pupils, for example, skiing and Duke of Edinburgh's Award training. Pupils are always given a safety briefing before participating in these activities, and pupils are expected to follow instructions. In cases where we do not engage specialist external providers to manage these higher-risk tasks, we ensure that all staff, who carry out higher risk activities have been specially trained. All members of staff and all pupils are expected to wear personal protective equipment for tasks that have been assessed as requiring its use.

There are numerous activities carried out at the Schools, each of which requires its own separate risk assessment.

Areas in which risk assessments are of particular importance are:

- Asbestos control
- Early Years Foundation Stage (EYFS) activities
- Educational Visits and Trips - additional details and guidance relating to the need for risk assessments in respect of visits and trips is set out in the Outings and Residential Trips Policy and Procedure
- Fire safety

- Health and Safety
- Swimming pool (external) safety
- Water safety.
- Science
- Design Technology
- Food Studies
- Sport and PE
- Duke of Edinburgh's Award and other OLED activities, including CCF
- Art and Design
- Music (including minimising the risk of hearing loss)
- Drama (including the theatre backstage, stage, props room and lighting box)
- Dance.

The Schools subscribe to the CLEAPSS Advisory Service, and they follow their advice regarding risk assessments for all science, food technology and design & technology activities.

6.4 Undertaking Risk Assessments

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

- what could go wrong? (the hazard)
- who might be harmed? (the hazard effect)
- how likely is it to go wrong? (the probability)
- how serious would it be if it did? (severity)
- what steps can reduce the risk? (control measures)
- is the residual risk at an acceptable level? (residual risk)

When undertaking a risk assessment, there is always an element of judgment - one person may assess the probability of a hazard occurring differently from another. Always ask yourself: could a reasonable person come to the same conclusion as I have reached?

Step 1: What could go wrong? (the hazard)

Identify what hazards there are which could harm people. When you work in a place every day it is easy to overlook some hazards, so think about the following:

- Walk around your workplace or where the activity will take place and look at what could reasonably be expected to cause harm.
- Ask your colleagues what they think. They may have noticed things that are not immediately obvious to you.
- Visit the HSE website (www.hse.gov.uk). HSE publishes practical guidance on where hazards occur and how to control them. There is much information here on the hazards that might affect your business.

- If you are a member of a trade association, contact them. Many produce very helpful guidance.
- Check manufacturers' instructions or data sheets for chemicals and equipment as they can be very helpful in spelling out the hazards and putting them in their true perspective.
- Have a look back at your accident and ill-health records – these often help to identify the less obvious hazards.
- Remember to think about long-term hazards to health (e.g. high levels of noise or exposure to harmful substances) as well as safety hazards.

Step 2: Who might be harmed? (persons at risk)
For each hazard decide which groups of people might be harmed. These might be members of the Schools' staff, pupils, visitors or members of the public.

Step 3: How likely is it to go wrong? (the probability)
Next a judgement of the probability or likelihood of harm occurring must be made.
This must be categorised in one of 5 different ways:
Almost certain (high chance that it will happen)
Probable (more likely to happen than not)
Possible (50:50 chance of it happening)
Unlikely (less than 50% chance of it happening)
Rare (unlikely to happen).

Step 4: How serious would it be if it did go wrong? (severity)
A judgment needs to be made of the severity of the consequences if the risk occurs.
This must be categorised in one of 5 different ways:
Severe (fatality, loss of limb)
Major (major injury, for example, an injury likely to require a significant period off work/ school)
Moderate (for example, a fracture, requiring approximately 3 days off work/school)
Minor (a sprain, requiring little or no time off work/school)
Insignificant (minor cuts and bruises, no time off work/school).

Once steps 3 and 4 have been completed, the risk rating is then calculated:
Risk rating = probability x severity
For example, something deemed as a rare occurrence which would have a severe impact if it did occur would have a risk rating of 1 x 5 = 5
Something deemed to be a possible occurrence which would have a moderate impact if it did occur would have a risk rating of 3 x 3 = 9

Step 5: What systems can reduce the risk? (risk control measures)
If risk rating is in the red (unacceptable risk) or amber (acceptable risk) zone (6 - 25),

then consideration needs to be given to what measures/systems/procedures can be put in place to reduce the risk to the lowest level possible.

Even if the risk rating is in the green low risk zone (1-5), consideration should still be given to whether there are any control measures which could be put in place to reduce the risk even further.

So first, look at what you're already doing; think about what controls you have in place and how the work or activity is organised. Then compare this with examples of good practice and see if there's more you should be doing to bring yourself up to standard. In asking yourself this, consider:

- Can I get rid of the hazard altogether?·
- If not, how can I control the risks so that harm is unlikely?
- When controlling risks, apply the principles below, if possible in the following order:
    - try a less risky option (e.g. switch to using a less hazardous chemical);
    - prevent access to the hazard (e.g. by guarding);
    - organise work to reduce exposure to the hazard (e.g. put barriers between pedestrians and traffic);
    - issue personal protective equipment (e.g. clothing, footwear, goggles etc); and
    - provide welfare facilities (e.g. first aid and washing facilities for removal of contamination).

<u>Step 6: is the residual risk at an acceptable level? (residual risk)</u>

The residual risk should then be assessed, by multiplying the residual probability by the residual severity.

Residual risk = residual probability x residual severity.

If the residual risk is in the GREEN low risk zone, the work or activity can go ahead.

If the residual risk is in the AMBER acceptable risk zone, the work or activity can go ahead, However, further control measures must be discussed with your line manager, the Bursar and/or the Trips Coordinator.

If the residual risk remains in the RED zone, it is too risky for the work or activity to be carried out. IT SHOULD NOT BE ATTEMPTED.

7. RECORDING RISK ASSESSMENTS

7.1 Having undertaken a risk assessment, unless the risk is trivial, it should be recorded in one of the following ways:

- On a template 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 a Permit to Work;
- Any other appropriate and approved record.

7.2 The risk assessment should be signed and dated by the person completing the form. The findings of the risk assessment should be made known to all staff, contractors and visitors affected by the activity assessed.

7.3 A copy of all completed risk assessments should be kept within the relevant department or service area and their location made known to all staff, contractors and visitors within that area. Copies are also kept in the Bursar's office.

8. REVIEWING/UPDATING RISK ASSESSMENTS

8.1 Except for educational visits and trips, all risk assessments should indicate on them the required review period that should be:

- at least annually;
- at regular periods dependent of the level of risk of the activity;
- immediately following an accident or near miss;
- when there are changes to the activities, including the introduction of new activities;
- when there are changes to the type of people involved in the activity;
- where there are changes in good practices;
- when there are legislative changes.

8.2 The Schools' arrangements for the management of Health and Safety describe the arrangements for regular Health and Safety audits of the fabric of the Schools, their plant, machinery and equipment, and for water sampling.

9. PASTORAL CARE

The focus of the Schools' pastoral care is to ensure that each pupil becomes a confident, articulate young adult capable of keeping him/herself safe whether at home or outside the home. The Schools' PSHE programmes 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 of sensible precautions that should be

taken. Our Science lessons encourage pupils to conduct their own safety-related research into the potential hazards of chemicals, gas, electricity and flammable materials.

10. MEDICAL CARE AND FIRST AID

The Schools have a First Aid policy and a Medicines Policy. Accident forms are now completed online via the Staff Portal. The Schools' nurse maintains a record of all accidents and reports these and any issues arising to the Schools' Health & Safety Committee. The Schools' First Aid policy explains the procedures that are followed in the event of a medical emergency. A risk assessment is also available for new and expectant mothers.

11. UNSUPERVISED ACCESS TO THE SCHOOLS' SITES BY PUPILS

The Schools ensure that pupils understand why they do not have unsupervised access to dangerous areas, such as the science labs. All flammables are kept securely locked although small volumes of solvents are kept in open prep rooms. Pupils do not have access to the grounds maintenance, other maintenance, catering and caretaking areas of the Schools. Further details are provided in the Schools' Workplace Policy and Supervision of Pupils Policy.

12. SAFEGUARDING AND CHILD PROTECTION ISSUES

Our Safeguarding Policies and training for all staff form the core of our child protection risk management. Safe recruitment policies and procedures ensure that the Schools are not exposed to the risk of employing staff who are barred from working with children, or who are not allowed to work in the UK. By extending this regime to governors and volunteers and by ensuring that everyone in our community receives regular safeguarding training, we manage this risk to an acceptable level.

13. MANAGEMENT OF RISKS IN SUPPORT AREAS

13.1 Catering and Cleaning

Risk assessments and training cover all significant risks concerning catering and cleaning equipment, manual handling, slips and trips and the control of substances hazardous to health (COSHH). Induction training and refresher training cover risk assessments, protective equipment and safety notices.

13.2 Caretaking and Security

Risk assessments cover all significant risks. Particular emphasis in training is given to minimising fire risks and security risks by adhering to good practice. Risk assessments also cover manual handling, working at heights, and asbestos. Induction training and refresher training include training on risk assessments, protective equipment and safety notices.

13.3 Maintenance

Risk assessments and training cover all significant risks including 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 training and refresher training include training on risk assessments, safe working practices, communication and health and safety notices and protective equipment.

13.4 Grounds

Risk assessments and training cover all significant risks including manual handling, slips and trips, working at height, lone working, use of pesticides, storage of flammables and COSHH. Induction training and refresher training include training on risk assessments, protective equipment and safety notices.

13.5 Administrative 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.

14. SPECIALIST RISK ASSESSMENTS AND HIGH-RISK ACTIVITIES

We always employ specialists to carry out high risk tasks at the school. The Bursar arranges for specialists to carry out risk assessments concerning the following:

Fire
Asbestos
Legionnaires disease
Radioactive materials
Lifts
Sports and gym equipment.

15. ACCIDENT REPORTING

15.1 The Schools have an Accident Reporting and Investigations Policy.

15.2 It is the responsibility of the Schools' Nurse (or, in their absence, the Bursar) to record and report to the HSE, in accordance with the Reporting of Injuries Diseases and Dangerous Occurrence Regulations (RIDDOR), any notifiable accident that occurs on school premises involving a pupil, member of staff, parent, visitor or contractor.

15.3 All notifiable accidents and near misses are reviewed by the Schools' Health and Safety Committee, with a view to assessing whether any measures need to be taken to prevent recurrence.