Risk Assessment Policy

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

School update	
Responsible for review of policy	DFO
Last school update	
Governor Sub-Committee approval	
Sub Committee to review and approve	Estate
Review Period	Annual
Scheduled review	Trinity 2025
Approved by Sub Committee (Meeting date)	Health & Safety (April 25) Estates (April 25)
Next Sub-Committee Review	Trinity 2025/26
Related policies	Health and Safety Risk Assessment for Pupil Welfare Fire safety First Aid Safeguarding School Trips and Visits Pupil Supervision

Uploaded to Staff Shared	May 2025
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RISK ASSESSMENT POLICY

(including requirements of ISI, NMS and EYFS standards)

April 2025

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1.   Introduction

1.1   This statutory policy has been prepared in accordance with the following guidance:

Independent School Standards Part 3, paragraph 16. The standard in this paragraph is met if the proprietor ensures that - a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and b) appropriate action is taken to reduce risks that are identified.

Independent School Standards Part 3, paragraph 11. The standard in this paragraph is met if the proprietor ensures that the relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.

Independent School Standards - Guidance for independent Schools, paragraph 4.28. The aim of this standard is not to make schools totally risk-averse. Learning about risk, meeting challenges and having new experiences are an important part of growing up. However it is important that schools take an active approach to managing risk and thereby reduce the likelihood that pupils will be harmed through negligence and a lack of foresight or proper planning.

Boarding National Minimum Standards for Boarding Schools, paragraph 4.1. Good quality sleeping accommodation is provided for boarders. It is well organised and managed with ongoing assessments of risk (which should be documented) and findings acted upon to reduce risk for all boarders. Accommodation gives boarders appropriate privacy, taking into account sex, age and any special requirements. Where children share a bedroom, they are able to express a preference about whom they share with.

Boarding National Minimum Standards for Boarding Schools, paragraph 9.3. The school ensures that the welfare of boarders at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified.

Boarding National Minimum Standards for Boarding Schools, paragraph 18.2. All boarders are able to access a good range and choice of activities outside teaching time, including sufficient and suitably timed free time each day. Suitable risk assessments are in place and followed for any activities which may put boarders at risk of harm. These should not prevent children having experiences that provide challenge and adventure.

EYFS statutory framework for group and school-based providers, paragraph 3.76. Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks 53. Providers must determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

1.2   The Governors of RMS for Girls are fully committed to taking a systematic comprehensive approach to the management of all risks to pupils across the school and all its operations, on and off-site including online.

1.3   While developing its risk management framework, the Governors are mindful that the school must *"develop and nurture the wellbeing of its pupils and that therefore the wellbeing of pupils should be actively promoted by those who are leading or managing it[1]"*. The wellbeing of pupils is a central consideration for all risks.

1.3   This policy outlines the overall process of risk assessment and applies to pupils under and over 18. The 'Risk Assessment for Pupil Welfare' policy contains further information about pupil wellbeing and risk assessment.

2   School-wide risks – the Risk Management Committee

2.1   The school has formed a Risk Management Committee that meets termly, consisting of representation from the governing body, DH Academic, DH Pastoral, DH Co curricular, DFO and Operations Manage. The committee's responsibilities include:

- the ongoing development and update of the school risk register
- identification of the relevant controls to mitigate risks
- allocation of responsibility for each risk within school and by governing committee
- identification of new risks.

2.2   The updated risks allocated to each subcommittee is part of the agenda for discussion at termly governing subcommittee meetings and updates to the risks are reflected in the termly board meeting. This process ensures the risks are explored, prioritised and mitigated against as far as is reasonably possible.

2.3   The Risk Register is categorised under the following topics:

1. Safeguarding and welfare
2. Recruitment and retention of staff
3. Provision of education
4. Critical incident planning
5. IT / systems risk, cybersecurity and data protection
6. Premises and accommodation
7. Health and safety
8. Legal or regulatory breach
9. Governance
10. Political or macroeconomic risk
11. Financial management
12. Revenue / income risk

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[1] Independent School Standards - Guidance for independent Schools, paragraph 9.3

3. How does RMS manage the process of risk assessment?

3.1 Risk assessment training is provided to those responsible for undertaking risk assessments as part of their specific roles. This is to ensure that they have the requisite skills and knowledge to undertake these tasks. Relevant training will be identified as appropriate by the DFO or the Head of Department.

3.2 Template risk assessment forms together with details on how to complete them are available for use by all staff and can be found on the shared drive.

3.3 Additional resources used to support risk assessment include the following:
   - The school uses CLEAPS to support its risk assessments for lessons in science, art and textiles and DT.
   - The school uses EVOLVE for trip risk assessments.
   - Our PE department currently follows **AfPE (Association for Physical Education)** Guidelines when risk assessing.
   - CPOMS to monitor and support pupils with regards to pastoral, safeguarding and medical issues in their risk assessments
   - Smoothwall Pulse to monitor and support pupils wellbeing on a weekly basis
   - iSAMS to understand pupils' context and needs, manage staffing and academic data
   - Schools BI which extrapolates information on pupils and cohorts in an accessible manner and helps to give evidence for risk assessments
   - 4Matrix to monitor and track pupil attainment against targets
   - The school uses Handsam Edsafe to support its documentation of risk assessments and health and safety compliance - this is an online portal that includes relevant guidance for staff and templates for best practice.

3.4 A risk assessment (RA) will consider the hazards associated with a particular activity or situation and the potential harm to pupils, staff, visitors or property that could result from them.

   - A **hazard** is something with the potential to cause harm (e.g. fire).
   - A **risk** is an evaluation of the probability (or likelihood) of the hazard causing harm (e.g. a chip pan will catch fire if left unattended).
   - A **risk rating** is the resulting assessment of the severity of the outcome (e.g. loss of life, destruction of property).
   - **Risk control measures** are the physical measures and procedures that are put in place in order to minimise the consequences of the occurrence of the hazard (e.g. staff training, clear work procedures, heat detectors, fire alarms, fire practices, gas and electrical shut down points and insurance).
   - **Assessment of existing control measures** and the need for additional control measures is considered when preparing or updating a risk assessment.
   - Risk assessments should be **signed and dated** by the individual carrying out the risk assessment.
   - **Monitoring and review** of the assessment is ongoing to ensure risk is being managed effectively.

3.5 Risk assessments are carried out by individual members of staff with specific responsibility for a particular event or activity, equipment or facility where there is potential for someone (staff, pupil, visitor or property) to be harmed. Harm may arise for several reasons including

poor condition of equipment or facilities, introduction of new equipment, failure to comply with operating procedures, lack of training or changes to people, buildings or equipment.

4. Areas requiring risk assessments

4.1 The following areas have been identified as presenting significant risks in the School. Outlined below are the following for each of these risk areas:
- the allocation of **who is responsible for assessing and implementing controls associated with these risks.**
- All risk assessments are subject to review by a competent person, this can be a second competent team member within a department but responsibility for strategic oversight of these key areas is outlined below.
- Location of the risk assessments is also documented.

Area of responsibility	Role holder	Reviewed by	Location of risk assessment documentation
Chemistry	Head of Chemistry	DH Academic	Science department
Biology	Head of Biology	DH Academic	Science department
Physics	Head of Physics	DH Academic	Science department
Radiation protection	Head of Physics	DH Academic	Science department
Design Technology	Head of DT	DH Academic	DT department
Art including kiln room	Head of Visual Art	Head of Textiles	Art department
Textiles	Head of Textiles	Head of Visual Art	Art department
Photography	Head of Photography	Head of Visual Art	Photography department
Food and Nutrition	Head of Food and Nutrition	DH Academic	F&N department
Stage lighting / drama productions	Head of Drama	DH Academic	Drama department

Area of responsibility	Role holder	Reviewed by	Location of risk assessment documentation
Sport centre	Director of Sport	DF	PE department
Sports activities			
Sports equipment			
Swimming pool			
Supervision of pupils	DSL	Head	TBC
Boarding pupils	Director of Boarding	DSL	Boarding department
Nursery risk assessments	Head of Ruspini	Head	Ruspini House
Prep school classroom risk assessments	Department lead	Head of Cadogan	Cadogan House
Outdoor education (Forest School) - Cadogan	Lead teacher	Head of Cadogan	Cadogan House
Playground risk assessments	Head of Cadogan Head of Ruspini	DFO	Cadogan House
Kitchen and dining rooms	Catering Manager (Chartwells)	Operations Manager	Catering department
Educational visits and trips	Deputy Head Co Curricular (Senior and Sixth and overall EVC responsibility) Head of Cadogan (Cadogan trips) Head of Ruspini (Ruspini trips)	Head	Evolve

Area of responsibility	Role holder	Reviewed by	Location of risk assessment documentation
Adventure activities (climbing etc)	Activity lead	Deputy Head Co Curricular	Evolve
Duke of Edinburgh activities	DofE Coordinator	Deputy Head Co Curricular	Evolve
Car park and traffic management	Premises manager	DFO	Staff shared drive and Premises Department
Fire management and safety			
Asbestos management			
Legionella management			
Hazardous waste management			
Premises equipment sheds and workshops			
Contractor Risk Assessment	Premises manager	DFO	Premises Department
Visitors to School	DSL	DFO	Visitor policy
Staff without DBS clearance	Head of HR	DFO	HR department
First aid risk assessments	School Nurse	DFO	Medical department
Accident reporting and investigation	School Nurse	DFO	Medical department
Pupil risk assessments for	School Nurse	DSL	Medical department

Area of responsibility	Role holder	Reviewed by	Location of risk assessment documentation
disabilities, mental health, medical conditions, eating disorders			
School events - concerts, open days, prize days	DH Cocurricular	Operations Manager	TBC
Occupational Health	Head of HR	DFO	HR department
Prevent Risk Assessment	DSL	Head	DSL
Site security	Operations Manager	DFO	Staff shared drive
Grounds equipment sheds and workshops	Grounds manager	DFO	Grounds department
Minibus / transport management	Grounds manager and Transport coordinator	DFO	Grounds department
DSE risk assessment	Premises manager (staff) Head of Computing (pupils)	DFO	Premises department Computing department
Manual handling	Housekeeping manager Operations manager Premises manager Grounds manager	DFO	Staff shared drive Premises department Grounds department
COSHH	Housekeeping manager Premises manager Grounds manager	DFO	Department leads

Area of responsibility	Role holder	Reviewed by	Location of risk assessment documentation
	Head of Art Head of Photography		
Infection control	Housekeeping manager School Nurse	DFO	Staff shared drive
Working at Height	Premises manager (premises team) And by dept where relevant	DFO	Staff shared drive
Lone working	Housekeeping manager Premises manager Grounds manager	DFO	Staff shared drive
Tools and equipment safe use	Premises manager Grounds manager Housekeeping manager	DFO	Premises department Grounds department Housekeeping department

5. External advisor support

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

- Fire safety
- Asbestos
- Legionella
- Gas safety
- Electrical safety
- Evolve - dc to fill in
- Accrediting board science practical endorsement inspection reports

5.2   The school asks an external consultant to undertake a review of its health and safety procedures every three years to identify areas of potential improvement.

6. Review of risk assessments

6.1   Risk assessments **will be reviewed annually as a minimum** and in addition where:

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

APPENDIX A - Classroom H&S checklist / risk assessment

RMS
FOR GIRLS

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

Questions you should ask:	Yes	Further action needed	N/A
Movement around the classroom (slips and trips) Is the internal flooring in a good condition?			
Are there any changes in floor level or type of flooring that need to be highlighted?			
Are gangways between desks kept clear?			
Are trailing electrical leads/cables prevented wherever possible?			
Is lighting bright enough to allow safe access and exit?			
Are procedures in place to deal with spillages, eg water, blood from cuts?			
For stand-alone classrooms: ■ Are access steps or ramps properly maintained? ■ Are access stairs or ramps provided with handrails?			
Work at height (falls) Do you have an 'elephant-foot' stepstool or stepladder available for use where necessary?			
Is a window-opener provided for opening high-level windows?			
Furniture and fixtures Are permanent fixtures in good condition and securely fastened, eg cupboards, display boards, shelving?			
Is furniture in good repair and suitable for the size of the user, whether adult or child?			
Is portable equipment stable, eg a TV set on a suitable trolley?			
Where window restrictors are fitted to upper-floor windows, are they in good working order?			
Are hot surfaces of radiators etc protected where necessary to prevent the risk of burns to vulnerable young people?			
Manual handling Have trolleys been provided for moving heavy objects, eg computers?			
Computers and similar equipment If you use computers as part of your job, has a workstation assessment been completed?			

	Have pupils been advised about good practice when using computers?			
Electrical equipment and services	Are fixed electrical switches and plug sockets in good repair?			
	Are all plugs and cables in good repair?			
	Has portable electrical equipment, eg laminators, been visually checked and, where necessary, tested at suitable intervals to ensure that it's safe to use? (There may be a sticker to show it has been tested.)			
	Has any damaged electrical equipment been taken out of service or replaced?			
Asbestos	If the school contains asbestos, have details of the location and its condition in the classroom been provided and explained to you?			
	Have you been provided with guidance on securing pieces of work to walls/ceilings that may contain asbestos?			
Fire	If there are fire exit doors in the classroom, are they: ■ unobstructed; ■ kept unlocked; and ■ easy to open from the inside?			
	Is fire-fighting equipment in place in the classroom?			
	Are fire evacuation procedures clearly displayed?			
	Are you aware of the evacuation drill, including arrangements for any vulnerable adults or children?			
Workplace (ventilation and heating)	Does the room have natural ventilation?			
	Can a reasonable room temperature be maintained during use of the classroom?			
	Are measures in place, for example blinds, to protect from glare and heat from the sun?			
Additional issues				

Further action needed

Hazards Noted:	Action taken and when:

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

Name of assessor	
Date of assessment	
Reviewed by	
Date of review	

APPENDIX B – MASTER RISK ASSESSMENT FORM

RISK ASSESSMENT

Department	
Who might be at risk?	
Department contacts	
Description of activity	

Assessment of risk rating

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

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

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

Use additional sheets if necessary

Name of assessor	
Date of assessment	
Reviewed by	
Date of review	