



## **RISK ASSESSMENT POLICY**

**Last review Date:** July 2025

**Next Review Due:** July 2026

**Staff responsible:** Claire Taylor (Office Manager), Henry Marshall (Head)

**Chair of Governors:** Mark Taylor

This policy should be read in conjunction with the following St Michael's policies:

- *Health and Safety Policy*
- *Major Incident Policy*
- *Safeguarding and Child Protection Policy*
- *Medical and First Aid Policy*
- *Missing Child Policy*
- *Anti-bullying Policy*
- *Supervision Policy*
- *Supervision and Safety on School Trips Policy*
- *Fire Safety and Procedures Policy*
- *Data Protection Policy*
- *Privacy Policy*

### **Rights Respecting School Policy Statement**

Our school's vision and values have at their heart the importance of treating each other as we would want to be treated ourselves, with Care, Consideration and Courtesy for all. This is one of the reasons why the work of UNICEF and Rights Respecting Schools is so significant to us. We are committed to respecting, upholding and promoting the rights of every child. This policy links specifically to our commitment to the the following articles:

- *Article 2 - No discrimination*
- *Article 3 - Best interest of the child*
- *Article 4 - Making rights real*
- *Article 6 - Life, Survival and Development*
- *Article 24 - Health, Water, Food and Environment*
- *Article 32 - Protection from harmful work*

### **Introduction**

The Governors of St Michael's School are fully committed to promoting the safety and welfare of all in our school community, so that effective education can take place. Their highest priority lies in ensuring that all the operations within the school environment, both educational and support, are delivered in a safe manner that complies fully, not just with the law, but with best practice. Risks are inherent in everyday life. We need to identify them and to adopt systems for minimising them.

### **Objectives:**

To ensure that major risks are identified and managed as part of an overarching policy with a view to promoting children's welfare.

To ensure that suitable and sufficient risk assessments are undertaken for activities where there is likely to be significant risk including school trips.

To ensure that effective control measures are implemented appropriately to control risk so far as reasonably practicable.

To ensure that those affected by school activities have received suitable information on what to do.

To ensure 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.

## **WHAT IS A 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 (e.g. fire).
- A **risk** is an evaluation of the probability (or likelihood) of the hazard occurring (e.g. a chip pan will catch fire if left unattended).
- 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, heat detectors, fire alarms, fire practices, gas and electrical shut down points and insurance).

*(Also refer to Appendix 1 (Checklist for Classroom risk), 2 (Checklist other room risk) and 3 (Risk Assessment form))*

## **Responsibility and Management**

The Governors are ultimately responsible for the overarching risk management of the school and are responsible for the Risk Register, which is reviewed termly.

This Risk Management Policy should be read in conjunction with the School's Health and Safety Policy.

The day to day responsible person for Health and Safety is the Office Manager.

The day to day responsible person for Safeguarding is the Designated Safeguarding Lead

The Senior Leadership Team (SLT) are responsible for monitoring risk management on a day to day basis and are responsible for identifying training including, Safeguarding and mandatory KCSIE training and Safer Recruitment

External advice will always be obtained if there is no adequate expertise available in school, eg, engineering installations, gym equipment, legionella testing

Our policy at St Michael's School is not to carry out any high risk activity. All members of staff are expected to wear personal protective equipment (PPE) for tasks that have been assessed as requiring its usage. Activities involving pupils are normally low risk. Where required, pupils are given a safety briefing before participating in activities where a risk may

exist and are expected to wear protective equipment where required.

## **Review of Risk**

Risk assessments will be reviewed:

- when there are changes to the activity
- after a near miss or accident
- when there are changes to the type of people involved in the activity
- when there are changes in good practice
- when there are legislative changes
- annually if for no other reason

## **Safeguarding**

Safeguarding and Safer Recruitment Policies are based on KCSIE requirements

There is a Designated Safeguarding Lead (DSL) and two assistant DSLs.

There is a specified Governor responsible for Safeguarding, who reports termly to the Risk and Compliance Committee. This includes an evaluation of the operation and effectiveness of the Safeguarding Policy and procedures.

Please see our Safeguarding and Child Protection Policy for more information, available to view on the School website..

## **Fire Safety**

The Office Manager is responsible for coordinating the school-wide Fire Risk Assessments.

The Head, together with the Head of Maintenance, Head and Office Manager are responsible for organising and reviewing fire procedures and practices.

Please see our Fire Safety and Procedures Policy for more information, available to view on the School website.

## **Staff and Pupil Risk Management**

The School's Health and Safety Policy is available to all staff, a copy of which is also displayed on the School's website.

The Staff HandBook also contains reference to Health and Safety and risk management.

Understanding and dealing with risk is embedded into various areas of teaching, including Sport, Art, Engineering and Science.

Specific risk assessments will be utilised as necessary for example

- Pregnancy
- Return under 'fit for work' limitations issued by GP

## **Offsite Visits**

The rules, guidelines and approval procedures are set out in the Supervision and Safety on School Trips Policy.

Risk Assessments are completed for individual offsite visits

All risk assessments are approved by a member of the SLT and/or Office Manager

In the case of third party providers, their risk assessments are reviewed and approved as part of the procedure.

### **Teaching and Learning**

There is a generic risk assessment available for classrooms, which are coordinated by the Office Manager. Classroom teaching staff will review their specific teaching areas (classrooms) and adjust the risk assessment for that classroom as necessary.

### **EYFS**

Specific risk assessments for EYFS are the responsibility of the Head of EYFS and approved by the Head.

### **Sport and PE**

The Heads of Sport (Girls and Boys) have overall responsibility.

Risk assessments are prepared and held on file for the various sporting activities.

### **Finance**

The overall finances of the School are the responsibility of the School Governors. They are reviewed each term by the Finance and General Purposes Committee and the Governors (Full Board).

### **Premises and External Contractors**

The Head, in collaboration with the Head of Maintenance and Office Manager (reporting at the weekly Property committee) are responsible for coordinating maintenance, portable appliance testing, gas, electricity, water services and water testing. External contractors are used where required. The Head of Maintenance, Office Manager and/or Head will be responsible for safe working guidance on site for contractors.

### **Specialist Risk Assessments**

The Office Manager in conjunction with the Head of Maintenance arranges for specialists to carry out the following risk assessments:

- Fire safety
- Asbestos
- Legionella
- Gas safety
- Electrical safety
- Emergency Lighting
- Lightning Conductor

### **Support Areas (Catering, Cleaning, Maintenance and Administration)**

Risk assessments also cover manual handling, working at height, slips and trips, and asbestos, electricity, gas, water, storage of flammables and the control of substances hazardous to health (COSHH), use of PPE and use of display screen equipment.

**Risk assessments must take into account the following:**

**hazard** - something with the potential to cause harm

**risk** - an evaluation of the likelihood of the hazard causing harm

**risk rating** - assessment of the severity of the outcome of an activity

**control measures** - physical measure and procedures put in place to mitigate the risk

**The risk assessment process consists of the following six steps:**

what could go wrong?

who might be harmed?

how likely is it to go wrong?

how serious would it be if it did?

what steps can, and have, been taken to reduce risk?

The Office Manager coordinates the risk assessment records. A 'library' of *risk assessments* is available for staff to refer to on the School's Google Drive. Staff are provided with advice and training where appropriate to aid identifying and reduce/eliminate risk where practicable.

Where a risk assessment is reviewed, it will be approved as necessary by a member of the Senior Leadership Team and/or the Office Manager.

## Appendix 1: Checklist for Classroom Risk Assessment:

Health and safety is about taking a sensible approach to ensure the premises provided are healthy and a safe place for all. To this end, a check list is attached which is designed to reinforce the schools mandatory whole school risk assessments that have already been produced and to provide assurance to staff that the most common areas of risk in their room are being controlled.

Staff should use this checklist to familiarise themselves of any potential hazards and to report any concerns they may have about their room, and to check that as individuals they are following and have understood the school's requirements, procedures and policies minimising health and safety risks to themselves, other staff visitors and the pupils in their care.

### Using the checklist

The check list is not exhaustive and does not cover subjects such as PE, music, sports, art, science and drama or curricular delivery. If there is a question you feel is not relevant to your room please answer N/A and carry on. At the end, there is a section designed to highlight any concerns you may have which may not have been covered.

Please read the statement at the end of the form and sign where indicated returning the form to the Office Manager, or in their absence, the Headr or Head of Maintenance. Where the room is used by more than one member of staff (e.g. EYFS classrooms), **all staff who are based in that room should sign the risk assessment.**

Staff Name(s) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Room Name \_\_\_\_\_

Checklist question	Y	N	N/A
<b>Slips and Trips</b>			
Is flooring in good condition and nonslip?			
Are there any changes in floor level or type of flooring that need to be highlighted?			
Are the gangways between desks kept clear?			
Has the furniture been positioned so adults and children can move safely around the room without tripping over boxes, chair legs etc.?			
Are trailing electrical leads/cables prevented wherever possible?			
Is lighting enough to allow safe access and exit?			
Are procedures in place to deal with spillages, eg, water, bodily fluids?			

Checklist question	Y	N	N/A
<b>Work at Heights</b>			

Do you have an 'elephant-foot' stepstool or stepladder available for use where necessary?			
Have you received training on the safe use of stepstools/stepladders?			
Is a window-opener provided for opening high-level windows?			
<b>Furniture and fixtures</b>			
Are permanent fixtures in good condition and securely fastened, e.g. 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, e.g. a TV set on a suitable trolley?			
Where window opening restrictors are required to upper floors; are they in place and in good working condition?			
Are hot surfaces of radiators etc. protected where necessary to prevent the risk of burns to vulnerable young people?			
Are displays securely attached and not hung from pipes or electrical conduit?			
Have you made sure that there is nothing hanging (displays, wires, cords from blinds etc) that could be a strangulation risk?			
<b>Computers and IT equipment</b>			
If you use computers for long uninterrupted periods of the day have you completed a DSE self-assessment and read the information about display screen equipment on the intranet?			
Have pupils been advised about good practice when using computers?			
<b>Electrical equipment</b>			
Are all electrical switches and sockets in good repair?			
Are all plugs and cables in good repair?			
Has portable electrical equipment, e.g. laminators, been visually checked and, where necessary, tested at suitable intervals to ensure that it's safe to use? (There should be a sticker to show it has been tested.)			
Has any damaged electrical equipment been taken out of service or replaced?			
Do you know that electrical items should not be brought from home to school unless inspected and approved by the Premises Manager first?			
Do you have any personal electrical items in the room, which have not been inspected or approved by the Premises Manager?			
<b>Fire</b>			
Are all exit doors in the room unobstructed, kept unlocked, easy to open from the inside?			
Is fire-fighting equipment available?			
Have you been trained in the use of fire-fighting equipment? (Non-Premises staff are not normally required to use fire-fighting equipment)			
Are fire evacuation procedures clearly displayed in your classroom?			
Are you and your class aware of the sound of the fire alarm and the evacuation drill?			
Are you aware of the evacuation drill for any vulnerable or disabled pupils or staff you may have in your room?			
Has a Personnel Emergency Egress Plan (PEEP) been designed for such a person?			
Have you made sure that displays do not cause a fire risk or impede an escape route: Are all displays positioned so they would not block a fire exit if they caught fire (for example, are they on, or over, fire doors)? Are they positioned so that they would not help to spread a fire (this could be the case if a display extended widely across a room)? Are they away from sources of ignition (such as a light fitting) to reduce the chance that they could catch fire?			

<b>Ventilation and heating</b>			
Does the room have natural ventilation?			
Does the room have a fan or other means of increasing air circulation (e.g. air-con)?			
Can a reasonable temperature be maintained during the use of the room?			
Are blinds in place to protect staff from glare and heat from the sun? If so, are the chords clipped or shortened so as to be out of the reach of children?			
<b>Asbestos</b>			
Have you been made aware of locations where asbestos may be present in your room and asked not to disturb it?			
Do you know not to use pins (or anything that will penetrate) on doors or walls that may contain asbestos?			
<b>Cleaning</b>			
Do you have appropriate cleaning materials available, if needed?			
<b>General</b>			
Do you know to contact the Premises Team for advice or if you have any concerns and all H&S is everyone's responsibility?			

<b>Additional issues you want us to know about</b>

Further action needed (to be completed by the Head, Office Manager or Head of Maintenance)

Remedial actions for additional issues above	Action taken, when and by whom

**Note:** the classroom risk assessment will be reviewed every year or when a teacher takes over the regular use of a classroom from another teacher.

Please read the statement below and sign and date where indicated:

I have been made aware of the hazards and risks identified in the risk assessment above and understand that the control measures in place are to reduce the risks to health and safety to myself and others. At the start of each day I will make a visual check of the room and take appropriate actions to minimise any risks and to report any hazards immediately to the Office Manager, Head or Head of Maintenance.

Staff name(s)	Signature	Date
Name and location of room		



## Appendix 2: Other Room Risk Assessment Checklist

Health and safety is about taking a sensible approach to ensure the premises provided are healthy and a safe place for all. To this end, a check list is attached which is designed to reinforce the schools mandatory whole school risk assessments that have already been produced and to provide assurance to staff that the most common areas of risk in their room are being controlled.

Staff should use this checklist to familiarise themselves of any potential hazards and to report any concerns they may have about their room, and to check that as individuals they are following and have understood the school's requirements, procedures and policies minimising risks to their health and safety.

### Using the checklist

The check list is not exhaustive. If there is a question you feel is not relevant to your room please answer N/A and carry on. At the end, there is a section designed to highlight any concerns you may have which may not have been covered.

Please read the statement at the end of the form and sign where indicated returning the form to the Office Manager, or in their absence the Head or Head of Maintenance. Where the room is used by more than one member of staff, **all staff who are based in that room should sign the risk assessment.**

Staff Name(s) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Room Name \_\_\_\_\_

Checklist question	Y	N	N/A
<b>Slips and Trips</b>			
Is flooring in good condition and nonslip?			
Are there any changes in floor level or type of flooring that need to be highlighted?			
Are the gangways between workstations kept clear?			
Has the furniture been positioned so adults and, if relevant, children can move safely around the room without tripping over boxes, chair legs etc.?			
Are trailing electrical leads/cables prevented wherever possible?			
Is lighting enough to allow safe access and exit?			
Are procedures in place to deal with spillages, eg, water, bodily fluids, if relevant?			
<b>Work at Heights</b>			
Do you have an 'elephant-foot' stepstool or stepladder available for use where necessary?			
Have you received training on the safe use of stepladders?			

Is a window-opener provided for opening high-level windows?			
<b>Furniture and fixtures</b>			
Are permanent fixtures in good condition and securely fastened, e.g. 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, e.g. a TV set on a suitable trolley?			
Where window opening restrictors are required to upper floors; are they in place and in good working condition?			
Are hot surfaces of radiators etc. protected where necessary to prevent the risk of burns to vulnerable young people?			
Are displays securely attached and not hung from pipes or electrical conduit?			
Have you made sure that there is nothing hanging (displays, wires, cords from blinds etc) that could be a strangulation risk?			
<b>Computers and IT equipment</b>			
If you use computers for long uninterrupted periods of the day have you completed a DSE self-assessment and read the information about display screen equipment on the intranet?			
<b>Electrical equipment</b>			
Are all electrical switches and sockets in good repair?			
Are all plugs and cables in good repair?			
Has portable electrical equipment, e.g. laminators, been visually checked and, where necessary, tested at suitable intervals to ensure that it's safe to use? (There should be a sticker to show it has been tested.)			
Has any damaged electrical equipment been taken out of service or replaced?			
Do you know that electrical items should not be brought from home to school unless inspected and approved by the Premises Manager first?			
Do you have any personal electrical items in the room, which have not been inspected or approved by the Premises Manager?			
<b>Fire</b>			
Are all exit doors in the room unobstructed, kept unlocked, easy to open from the inside?			
Is fire-fighting equipment available?			
Have you been trained in the use of fire-fighting equipment? (Non-Premises staff are not normally required to use fire-fighting equipment)			
Are fire evacuation procedures clearly displayed in your room?			
Are you aware of the sound of the fire alarm and the evacuation drill?			
Are you aware of the evacuation drill for any vulnerable or disabled staff you may have in your room?			
Has a Personnel Emergency Egress Plan (PEEP) been designed for such a person?			
Have you made sure that displays do not cause a fire risk or impede an escape route: Are all displays positioned so they would not block a fire exit if they caught fire (for example, are they on, or over, fire doors)? Are they positioned so that they would not help to spread a fire (this could be the case if a display extended widely across a room)? Are they away from sources of ignition (such as a light fitting) to reduce the chance that they could catch fire?			
<b>Ventilation and heating</b>			
Does the room have natural ventilation?			
Does the room have a fan or other means of increasing air circulation (e.g. air-con)?			
Can a reasonable temperature be maintained during the use of the room?			

Are blinds in place to protect staff from glare and heat from the sun? If so are the chords clipped or shortened so as to be out of the reach of children?			
<b>Asbestos</b>			
Have you been made aware of locations where asbestos may be present in your room and asked not to disturb it?			
Do you know not to use pins (or anything that will penetrate) on doors or walls that may contain asbestos?			
<b>Cleaning</b>			
Do you have appropriate cleaning materials available, if needed?			
<b>General</b>			
Do you know to contact the Premises Team for advice or if you have any concerns and all H&S is everyone's responsibility?			

<b>Additional issues you want us to know about</b>

Further action needed (to be completed by the Head, Office Manager or Head of Maintenance)

Remedial actions for additional issues above	Action taken, when and by whom

**Note:** the room risk assessment will be reviewed every year, or if a room has a change of use or user.

Please read the statement below and sign and date where indicated:

I have been made aware of the hazards and risks identified in the risk assessment above and understand that the control measures in place are to reduce the risks to health and safety to myself and others. At the start of each day I will make a visual check of the room and take appropriate actions to minimise any risks and to report any hazards immediately to the Office Manager, Head or head of Maintenance

Staff name(s)	Signature	Date
Name and location of room		

## Appendix 3

### Example Risk Assessment Form

#### ST MICHAEL'S SCHOOL RISK ASSESSMENT

Area / Activity (being assessed):

ACTIVITY/ PREMISES/ EQUIPMENT	IDENTIFIED HAZARD	WHO MIGHT BE HARMED	EXISTING CONTROL MEASURES	*SEVERITY / IMPACT	**LIKELIHOOD	INITIAL RISK RATING LEVEL	FURTHER ACTIONS Identify further actions required to mitigate hazard	RESIDUAL RISK RATING Considered rating level after mitigations
Date:				Review Date:				
Signature of person carrying out RA:				Reviewed by:				

Signature of Head:					
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**\*SEVERITY**

- 5: Death, major injury, damage or loss of property
- 4: Significant injury, damage or loss of property
- 3: Moderate injury, damage or loss of property
- 2: Minor injury, damage or loss of property
- 1: No injury, damage or loss of property

**\*\*LIKELIHOOD**

- 5: Very High - extremely likely to occur
- 4: High - highly likely to occur
- 3: Significant - likely to occur
- 2: Low - unlikely to occur
- 1: Very low - very unlikely to occur