Haberdashers'
Castle House School

A9-10i Risk Assessment Policy		
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At Castle House School, we are committed to providing a safe and healthy working environment that inspires and supports academic achievement. This policy sets out the procedure the school will follow in order to identify and manage the health and safety of staff members, pupils and visitors who may be affected by the school's activities.

The purpose of the risk assessment is to enable the school to determine what measures should be taken to comply with the duties under the relevant statutory provisions.

This policy will be adhered to by all staff members and the governing body at all times.

Contents:

1. Legal framework

1.1. This policy has due regard to statutory legislation and guidance, including, but not limited to, the following:

- Health and Safety at Work etc Act 1974
- Management of Health and Safety at Work Regulations 1999
- Equality Act 2010
- Children and Families Act 2014
- Regulatory Reform (Fire Safety) Order 2005

- DfE (2014) 'Health and safety: advice on legal duties and powers'
- DfE (2023) 'Keeping Children Safe in Education'
- DfE (2015) '0-25 SEND Code of Practice

2. Definitions

2.1. Risk assessment - A careful examination of what, in your work, could cause harm to people, so that you can weigh up whether you have taken enough precautions or should do more to prevent harm.

2.2. Hazard - Anything that may cause harm, such as chemicals, electricity, working from ladders, an open drawer, etc.

2.3. Risk - The chance, high or low, that someone could be harmed by these and other hazards, together with an indication of how serious the harm could be.

2.4. Dynamic risk assessment - An assessment that takes into account unexpected or short temporary changes that require immediate amendments to be made to risk assessment control measures.

2.5. Suitable and sufficient risk - An assessment that is proportionate to the risk and ensures that all relevant hazards are addressed, complies with statutory requirements, ensures all groups who are affected are considered, takes account of existing control measures and identifies further measures as necessary.

2.6. Generic risk assessment - An individual assessment covering the common significant hazards that staff and others face on a day-to-day basis, such as low risk activities or repeated activities that can be documented in another way.

3. Principles of risk prevention

3.1. The following are the key principles of risk prevention:

- If possible, avoid a risk altogether
- Avoid introducing new hazards
- Evaluate unavoidable risks via a risk assessment
- Combat risks at source
- Consult with those affected to adapt work to the requirements of the individual
- Take advantage of technological and technical progress
- Implement risk prevention measures within a policy
- Give priority to protection measures that safeguard the whole school
- Ensure that staff and pupils understand what they must do in order to minimise risk
- Develop a positive approach to health and safety within the school

4. Guide to undertaking a risk assessment

4.1. The first part of a risk assessment involves looking carefully at what, within the school environment, could cause harm to teachers, pupils or visitors to the school.

4.2. The second part of the process involves managing those risks by implementing safeguards to ensure nobody gets hurt or becomes ill through activities on school grounds.

4.3. The final part of a risk assessment is reviewing and updating if necessary. No risk assessment can be fool-proof and accidents may still happen. Reacting swiftly to accidents (as detailed in our complete Health and Safety Policy), is an important step on the road to risk control.

4.4. The important things you need to decide are whether a hazard is significant, and whether you have it covered by satisfactory precautions or controls so that the risk is small. You need to check this when you assess the risks. For instance, electricity can kill, but the risk of it doing so in an office environment is remote, provided that electrical equipment is suitable for the task, bought from a reputable supplier and is properly maintained.

5. Risk assessment process

5.1. The risk assessment process is designed to manage real risks while ensuring that learning opportunities are experienced to the full.

5.2. The process is as follows:

- Look for the hazards
- Decide who might be harmed and how
- Evaluate the risks and decide on precaution
- Keep records of how these are implemented

- Review your assessment and update if necessary

6. How to assess the risks in the workplace

6.1. In most departments the hazards are easy to recognise. For example, in the science department, the use of toxic or dangerous chemicals should already have an assessment under the Control of Substances Hazardous to Health Regulations (COSHH).

6.2. Hazards that are already covered under other risk assessments may be ticked as 'checked' in the general risk assessment. There is no need to conduct a separate risk assessment.

7. How to assess risks to pupils' welfare

7.1. Where any of the following criteria are met, the school should conduct a risk assessment regarding pupils' welfare by following steps 1 – 5 in sections 7-11 below:

- A pupil with a clinical predilection towards behavioural, social and emotional difficulties i.e. a pupil with autistic spectrum disorders (ASD).
- A pupil with a historical tendency towards behavioural, social or emotional difficulties.
- A pupil either returning to the school after a fixed-term exclusion or joining from another school after a permanent exclusion.
- A pupil with either a clinical predilection or historical tendency towards behavioural, social or emotional difficulties is participating in any off-site school trips/visits.

7.2. All risk assessments regarding pupils' welfare should take into account previous behaviour, and outline specific measures, including both punitive sanctions and pastoral support, to ensure that the risk of the behaviour being repeated is minimised and managed.

7.3. Care will be taken to ensure that pupils with SEN will not be excluded from school activities as a result of behavioural difficulties, unless it is sufficiently severe as to directly interfere with the education of other pupils.

7.4. The school will liaise with both the school's Behaviour Mentor and the SEN Coordinator when undertaking an assessment of risks to pupils' welfare.

7.5. The school will refer to Appendix C when making risk assessment decisions regarding welfare/pastoral needs.

8. Step one – look for the hazards

8.1. Walk around your area of responsibility with fresh eyes to assess what could reasonably be expected to cause harm. Put yourself in the place of non-specialist staff and pupils to find the risks.

8.2. Ignore the trivial and concentrate only on significant hazards that could result in serious harm or affect several people.

8.3. Use the following examples to guide you:

- Slipping/tripping hazards (e.g. poorly maintained floors or stairs).
- Fire (e.g. from flammable materials).
- Chemicals (laboratories, etc.) and how they are used and in what quantities.
- Moving parts of machinery (faculty workshops).
- Work at height (scaffolding around experiments, etc.).
- Ejection of material (workshops, experiments, etc.).
- Pressure systems (laboratories, etc.).
- Vehicles (e.g. fork lift trucks, minibuses).
- Electricity (e.g. poor wiring, portable appliances, electrical experiments).
- Dust (e.g. metal grinding, cement, etc.).
- Fume (e.g. welding, chemicals, etc.).
- Manual handling.
- Noise (noisy machinery or process).
- Poor lighting, low temperature, etc.
- Biological hazards (lab work, gardening, contact with body fluids, etc.).
- Kicking/hitting.
- Running away.
- Verbal abuse.
- Threats/aggression.
- Destruction of property/vandalism.
- Bullying.
- Prior exclusion.
- Stealing.

- Inappropriate sexual behaviour (step two – decide who might be harmed and how)

8.4. In addition to staff, think about people who may not be in the workplace all the time e.g. cleaners, visitors, contractors, maintenance personnel, etc.

8.5. Include pupils, members of the public or people that share your workplace, if there is a chance they could be hurt by your activities.

8.6. Groups of people to think about:

- Office staff.
- Operators.
- Maintenance personnel.
- Cleaners.
- Contractors.
- Members of the public.

8.7. Also consider the following vulnerable groups:

- Staff and students with disabilities.
- Inexperienced staff.
- Visitors.
- Lone workers.
- Pregnant workers.

9. Step three – evaluate the risks

9.1. Evaluate the risks arising from the hazards and decide whether existing precautions are adequate or more should be done.

9.2. Even after all precautions have been taken, usually some risk remains.

9.3. Decide for each significant hazard whether the residual risk is high, medium or low.

9.4. First, ask whether you have done all the things that the law says you have to do. For example, there are legal requirements relating to fire safety, statutory inspection of plant and equipment, water systems to prevent legionella risks, exclusions, the use of force, SEN provision, etc.

9.5. You must consider whether generally accepted industry standards are in place and whether you have done all that is reasonably practicable to keep the workplace safe.

9.6. Ensure that managing additional hazards does not interfere with other control measures such as fire safety.

9.7. Check that you have the following in place:

- Adequate information, instruction or training.
- Adequate systems or procedures.

9.8. Do the precautions:

- Meet the standards set by a legal requirement?
- Comply with the recognised industry standard?
- Represent good practice?
- Change existing precautions in place?

9.9. If you find that something needs to be done, ask yourself:

- Can I get rid of the hazard altogether?
- If not, how can I control the risks to ensure that harm is unlikely?

9.10. Reduce the risks as far as reasonably practicable.

10. Step four – record your findings

10.1. Write down the more significant hazards.

10.2. Record the most important conclusions.

10.3. You do not need to show how the assessment was carried out provided that:

- A proper check was made.
- The assessment details who might be affected.
- All the obvious significant hazards are considered, taking into account the number of people who could be involved.
- The precautions are reasonable and the remaining risk is low.

10.4. Assessments need to be suitable and sufficient, not perfect.

10.5. Ask yourself:

- Are the precautions reasonable?
- Is there something to show that a proper check was made?

10.6. Where a crime is committed against a member of the party, it will be reported to local police as soon as possible.

11. Step five – review your assessment and revise it if necessary

11.1. Reviewing and revision should take place on a case-by-case basis when new machines, substances and/or procedures are introduced.
11.2. General reviewing should take place on an annual basis.
11.3. Assessments should be dated and initialled when reviewed

12. Training

12.1. Those tasked with carrying out risk assessments are required to be competent, and training will be made available to anyone tasked with carrying out risk assessments.
12.2. Staff members will also be trained on how to manage behavioural incidents, as part of their continuous professional development.

13. Specific risk assessments

13.1. Specific risk assessments must be conducted under the following regulations:

- Control of Substances Hazardous to Health Regulations 2002 (as amended)
- Control of Noise at Work Regulations 2005
- Control of Vibration at Work 2005
- Manual Handling Operations Regulations 1992
- Health and Safety (Display Screen Equipment) Regulations 1992
- Personal Protective Equipment at Work Regulations 1992
- Work at Height Regulations 2005 (as amended)
- Regulatory Reform (Fire Safety Order) 2005
- Genetically Modified Organisms (Contained Use) Regulations 2014
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All specific school Risk Assessments are shared on the One drive. Staff must make themselves familiar with these policies