



Sidcot
Live Adventurously

Policy Name: Risk Assessment

Policy Number: 8.8

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1. Introduction

- 1.1. The Governing Body and Senior Leadership Team of Sidcot School fully recognise their responsibilities pursuant to statute, and under all relevant regulations and guidance to ensure the health, safety and wellbeing of children in their care. The School is 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, in the fields of education, health and safety and pastoral care are delivered in a safe manner that complies fully not just with the law, but reflects best practice.
- 1.2. Risks are inherent in everyday life. We need to identify them and to adopt systems for minimising them. Our staff and students need to be educated into how to cope safely with risk.

2. Scope

- 2.1 This is a whole school policy and is applicable to all staff with responsibility for developing/implementing risk management strategy and undertaking risk assessments for activities that are under their control. This includes the requirements of the Independent Schools Standards Regulations (ISSRs), National Minimum Standards for Boarding and Early Years Foundation Stage.

3. Aims

The aims of this policy are to:

- 3.1. Ensure that major risks are identified and managed as part of an overarching policy with a view to promoting children's welfare.
- 3.2. Fulfil the School's duty under the Counter Terrorism Act and Prevent Duty to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
- 3.3. Assist staff to manage the health, safety and welfare of the whole School Community and visitors to the site by ensuring that suitable and sufficient risk assessments are undertaken for activities where there is likely to be significant risk and that appropriate identifying control measures are effectively implemented to control risk so far as reasonably practicable.
- 3.4. Meet the requirements of the Independent Schools Standards Regulations and National Minimum standards for Boarding Schools for a written risk policy to be in place.
- 3.5. Meet the requirement for leadership in and management of school risks and to ensure that such a policy is in place to safeguard the welfare of students, staff and visitors.
- 3.6. Ensure that those affected by school activities have received suitable information on what to do and how to react in the event that there are risks to health and/or safety.

3.7. That the risk management strategy and risk assessments are recorded and reviewed when appropriate.

3.8. To identify those in the School responsible for conducting risk assessments and monitoring their implementation

4. The Use of Risk Assessment in the Management of Risk

4.1 What is a risk assessment?

4.1.1 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

4.1.2 A hazard is something with the potential to cause harm.

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

4.1.4 A risk assessment is the resulting assessment of the likelihood and potential severity of the outcome of a risk occurring (for example, loss of life, destruction of property).

4.1.5 Risk control measures are the measures and procedures that are put in place in order to reduce the likelihood and minimise the consequences of unfettered risk (for example, staff training, clear work procedures, preliminary visits, warning signs, barriers).

4.1.6 Risk assessments are used to identify and mitigate a range of potential hazards to people (slipping, falling) and property (fire) and strategic hazards (reputation, loss of students, impact on development), financial hazards (falling student numbers on the roll), compliance hazards (Child Protection issues) and environmental hazards (asbestos, legionella, welfare). It is recognised that accidents and injuries can ruin lives, damage reputations and cost money, and that threats to the school manifest in many forms. Risk analysis and mitigation is central to the safe and effective operation of the school. Preventative measures are identified and can often be surprisingly simple and cost effective, for example, the application of hazard warning tape to a trip hazard, or ensuring that chemicals are properly stored in locked containers.

4.2 When to Risk Assess

4.2.1 There are numerous activities carried out at the School, each of which requires its own separate risk assessment. Areas in which risk assessments are of particular importance are:

- (a) student supervision (including safeguarding and welfare requirements). This will include appointment and authorisation of the School designated safeguarding lead ("DSL") but will also cover a range of responsibilities outside safeguarding. Immediate risk assessments will be undertaken in the event of any allegations of peer on peer abuse, particularly with regard to sexual violence or harassment.
- (b) school trips;
- (c) management of visitors on school premises;
- (d) fire and emergencies;
- (e) traffic and pedestrian interaction on site;
- (f) management of hazardous substances;
- (g) hazardous equipment/activity e.g. in DT, Art, Food Technology, Science, Sport, drama, stage productions etc;
- (h) the suitability of staff to undertake designated roles and checks to ensure that they are suitable including staff/volunteers not employed by the school who work with students;
- (i) building or project works on site;
- (j) risk areas which are not directly related to health and safety, including but not limited to:
 - (i) welfare including child protection
 - financial health
 - (ii) recruitment procedures including governing body oversight
 - (iii) the school's reputation
 - (iv) terrorism, including the prevention of fundamentalism and extremism
 - (v) financial health

(vi) security, specifically in boarding or EYFS areas, as appropriate

(vii) compliance with all applicable laws and regulations

4.3 Who, How and When to Risk Assess

4.3.1 The member of staff responsible for the proposed activity should complete a risk assessment during planning for the activity. If a member of staff is any doubt whether they should prepare a risk assessment, the best course of action is to do so.

4.3.2 The following table lists the risk assessments required in School, although this list is non-exhaustive:

Risk to be assessed	When	By whom	Record kept by
Covid-19 School wide	August 2020	Director of Operations	Director of Operations
Covid-19 Boarding and Quarantine	August 2020	Deputy Head Pastoral	Director of Operations
Covid-19 Junior School	August 2020	Junior School Head	Director of Operations
Covid-19 Visitors	August 2020	Director of Operations	Director of Operations
Covid-19 Catering and Domestic	August 2020	Facilities and Estate Manager	Director of Operations
Covid-19 Music	August 2020	Head of Music	Director of Operations
Covid-19 Sport	August 2020	Director of Sport	Director of Operations
Student Supervision	Organising an activity with a potential significant risk	Member of staff organising the activity	Activity co-ordinator
Student Supervision	Organising teaching with a potential significant risk	Member of staff organising the teaching	Director of Operations
Science experiments	Annually or when significant change	Head of Science	Head of Science
Design & technology	Annually or when significant change	Head of DT	Head of DT
Food technology	Annually or when significant change	Head of Food	Head of DT
Sport and PE activity	Annually or when significant change	Head of Sport	Head of Sport
Duke of Edinburgh award	Annually or when significant change	DofE Organiser	Activities Co-ordinator
Art	Annually or when	Head of Art	Director of

	significant change		Operations
Textiles	Annually or when significant change	Head of Textiles	Head of DT
Music	Annually or when significant change	Head of Music	Director of Operations
Drama & dance including prfmcs and backstage	Annually or when significant change	Head of Drama	Director of Operations
General class	Annually or when significant change	Head of Departments	Director of Operations
EYFS	Annually or when significant change	Head of EYFS	Junior School Head
Boarding Houses Sleeping accommodation boarders	Annually, following any allegations of peer abuse or significant change	House masters and mistresses	Director of Operations
Sports including equestrian activities	Annually or when significant change	Head of Sports Faculty	Director of Operations
School Events	Planning the event	Member of staff planning the event	Headmaster
School Trips	Planning the trip	Member of staff planning the trip	Headmaster
Student Safeguarding and Welfare /Child Protection	When required, as highlighted by vulnerable students' register and following any allegation of peer on peer abuse	Designated Safeguarding Lead	Designated safeguarding lead
Volunteers	Considering use of volunteer/s	Member of staff planning use of volunteer	HR
Student access to dangerous places/grounds including hazardous substances	Annually or when significant change	Director of Operations	Director of Operations
Visitors	Annually or when significant change	Director of Operations	Director of Operations
Traffic	Annually or when significant change	Director of Operations	Director of Operations
Public rights of way	Annually or when significant change	Director of Operations	Director of Operations
Security	Annually or when significant change	Director of Operations	Director of Operations
Fire	Annually or when significant change	Facilities Manager	Facilities Manager

Water	Annually or when significant change	Facilities Manager	Facilities Manager
Asbestos	Annually or when significant change	Facilities Manager	Facilities Manager
Gas	Annually or when significant change	Facilities Manager	Facilities Manager
Electricity	Annually or when significant change	Facilities Manager	Facilities Manager
Business Risk including: Financial, Reputational, terrorism, Recruitment	Annually or when significant change	Governors	Director of Finance
H&S in the workplace	Annually or when significant change	Department Head	Department Head
Use of premises by external bodies when children are on site	In each instance	Inviting manager	HR
Minibus and vehicles	Annually or when significant change	Operations Manager	Director of Operations
Food safety	Annually or when significant change	Head of Catering	Housekeeping Department
Risk of being drawn into terrorism and subjected to extremism	In each instance when inviting a contractor, visitor or speaker into school, At the time of recruitment of governors, staff, and volunteers.	Inviting manager HR Manager	HR HR Manager
Prevent duty risk assessment		Designated Safeguarding Lead	Designated Safeguarding Lead

All risk assessments are reviewed and signed off by the designated record keeper and archived electronically on the General Information drive on the IT system.

5. Writing a Risk Assessment

5.1 A template risk assessment form and risk assessment guidelines are available in the [Staff Handbook on Firefly](#).

5.2 Risk assessments will take into account:

- (a) hazard - something with the potential to cause harm
- (b) risk - an evaluation of the likelihood of the hazard causing harm
- (c) risk rating - assessment of the severity of the outcome of an event
- (d) control measures - physical measures and procedures put in place to mitigate the risk.

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

- (a) what could go wrong
 - (b) who might be harmed
 - (c) how likely is it to go wrong
 - (d) how serious would it be if it did
 - (e) what are you going to do to stop it
 - (f) how are you going to check that your plans are working
- (g) In addition, if a risk of peer on peer abuse is identified, specifically, what support will be offered to any victim, witness and perpetrator will be considered.

5.4 Risk assessments will be reviewed:

- (a) when there are changes to the activity
- (b) after a near miss or accident
- (c) immediately after an allegation of sexual violence, harassment or peer on peer abuse
- (d) when there are changes to the type of people involved in the activity
- (e) when there are changes in good practice

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- (f) when there are legislative changes
 - (g) annually if for no other reason

6. Subject Guidelines

When completing risk assessments it is necessary to refer to the relevant subject guides:

6.1. Design & Technology

CLEAPSS Risk assessments in technology <http://www.cleapss.org.uk/>
BS 4163:2007 Health and Safety for Design and Technology in Schools and Similar Establishments.

6.2. Science

CLEAPSS <http://www.cleapss.org.uk/>
CLEAPSS School Science Service Laboratory Handbook
CLEAPSS Hazcards

6.3. Food Science

CLEAPSS Food Technology <http://www.cleapss.org.uk/>

6.4. Art

National Society for Education in Art & Design (NSEAD)
<http://www.nsead.org/hsg/index.aspx>

6.5. Physical Education

Safe Practice in Physical Education and School Sport' BAALPE/afPE
<http://www.afpe.org.uk/>

6.6. Offsite visits

Health and Safety of Students on Educational Visits. DfE

7. Generic Risk Assessments

7.1 Generic/Model risk assessments are acceptable so long as the assessors:

- satisfy themselves that the 'model' risk assessment is appropriate to their work; and
- adapt the model to their own actual work situations

8. Student Welfare

- 8.1. Students may be affected by a range of factors, not only those external to the school environment, but also arising in school, which may include abuse including peer abuse, bullying, mental and physical health problems.
- 8.2. The wellbeing of all students is always at the forefront of our considerations. A comprehensive PHSE programme cares for students' emotional, physical, social and economic wellbeing. This is supported through a strong pastoral system which includes:
- 8.2.1. Training staff in the areas of child protection and how to identify children who are at risk of radicalisation or extremist views;
 - 8.2.2. Ensuring that students are aware, for example through posters and assemblies, of the availability of Independent Listeners in whom they may confide;
 - 8.2.3. Making students aware, through suitable posters, of other independent support systems, including Childline;
 - 8.2.4. Training health care staff in child protection and ensuring that they are alert to the signs of mental unwellness generally and specifically self-harming and eating disorders in addition to radicalisation;
 - 8.2.5. Implementing programmes such as talking sticks, Take 10, and supporting students to voice their worries;
 - 8.2.6. . The DSL, assistant deputy heads and representatives of the health centre usually meet twice termly to discuss those students who have been identified as being vulnerable on My Concern..
 - 8.2.7. Identifying children who are being bullied or at risk of being bullied or abused – and supporting them through the implementation of the anti-bullying procedures. It is acknowledged that certain groups of children, including those with special educational needs, are at particular risk of bullying. The School has a robust anti-bullying policy and system of implementation. Where allegations of assault or abuse have been made against one or more students, a risk assessment will be immediately undertaken to ensure the safety of all students concerned and other relevant children and to ensure that they receive appropriate support. A risk assessment may identify particular areas of vulnerability and prescribe control measures, for example sleeping arrangements in the boarding houses. Such risk assessments are not intended to replace any risk assessments undertaken by professionals – for example if social care are involved, rather they are to support the School's approach to supporting and protecting their own students.
 - 8.2.8. Treating everyone fairly and in accordance with the Equal Opportunities policy. The School embraces its obligations under the Equality Act

2010 and will make reasonable adjustments for students with educational needs and disabilities;

8.2.9. Supporting students through their key worker (in the case of EYFS) class teacher, tutor, year head and housemaster (in the case of boarding students);

8.2.10. Where a concern about a student's welfare is identified, the student will be entered on My Concern. The risks to that student's welfare will be assessed, appropriate action will be taken to reduce the risks identified (by way of an action plan), and this will be recorded and then regularly monitored and reviewed. Students who are deemed to cause considerable concern (marked as red on the register) will be the subject of an individual risk assessment.

8.2.11. The format of risk assessment to be used for student welfare is provided on Firefly at: Staff/Health and Safety/Risk Assessment template which will be amended to identify that it is an assessment of a welfare issue. Please [click here](#). The aim of the risk assessment is to ensure the School's approach is systematic with a view to promoting student welfare.

8.2.12. The information obtained through this process and the action agreed will then be shared, as appropriate, with other staff, parents and outside agencies in order to safeguard and promote the welfare of a particular student or of students generally. This is subject to the usual provisions of considering any right of students to confidentiality (according to the medical policy) and confidentiality issues around child protection concerns. Please refer to the child protection policy 2.1.

8.2.13. Any serious welfare concerns regarding a student must be raised as soon as reasonably practicable with the DSL who will work with the Housemaster/Housemistress concerned to resolve the matter.

9. The Prevent Duty

9.1. The School has a duty to prevent students and staff being drawn into terrorism. The School fulfils this duty by:

9.1.1. Assessing the risk of staff and students being drawn into terrorism

9.2. Having robust policies and procedures around the recruitment of staff, permanent and temporary contractors, and volunteers.

9.3. Having robust policies and procedures to ensure that all visitors and visiting speakers to ensure that all those coming into contact with children and other staff will not put them at risk of radicalisation.

9.4. Implementing robust safeguarding policies which work cohesively with the policies of the North Somerset Safeguarding Children Partnership.

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- 9.5. Ensuring that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas, which can be used to legitimise terrorism.
 - 9.6. Having filters to ensure safety from accessing terrorist and extremist material when accessing the internet in and monitors access to sites.
 - 9.7. If a risk of radicalisation is identified, considering the level of risk and the most appropriate referral.

10. Training

- 10.1. All members of staff are given an induction into child protection and the school's arrangements for risk assessments and Health and Safety, and records are kept of all induction training.
- 10.2. 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 students and visitors. They are responsible for cooperating with the Governors and SLT. All members of staff are responsible for reporting any risks or defects to the Headmaster or Governors.
- 10.3. If the member of staff is in any doubt about writing a risk assessment they should consult with the Director of Operations.

11. School Risk Register

- 11.1 The School maintains a central risk register detailing material risks to its operations and mitigating actions which is reviewed and updated annually and which has annual governor oversight.

12. Monitoring and Review

- 12.1 This policy will be monitored by the Designated Safeguarding Lead, and Director of Operations who will bring any significant incidents to the attention of the Governing Body.
- 12.2 The policy will be reviewed each year as part of the Annual Safeguarding Review, unless significant incident, changes in trends, or changes in practice, guidance or legislation require a sooner review.

13. References

13.1 Legal Framework

- Working together to Safeguard Children - 2018
- Keeping Children Safe in Education', DfE, September 2020
- Counter Terrorism and Security Act 2015
- The Prevent Duty - Guidance to Schools – June 2015
- Health and Safety at Work Act 1974

- Sexual violence and sexual harassment in schools Dfe 2018
- The Independent Schools Standards Inspectorate Regulations 2014
- The Handbook for the Inspection of Schools – Commentary on the Regulatory Requirements September 2020.
- The National Minimum Standards for Boarding Schools (effective from April 2015)
- Statutory Framework for the Early Years Foundation Stage (effective from September 2014)

13.2 Relevant Policies

- 1.1 Accidents Disaster or serious incident
- 2.1 Safeguarding and Child Protection
- 2.2 Staff / Student Code
- 2.9 Educational Trips and Visits
- 2.10 / 2.10a Supervision of Students – Senior and Junior Schools
- 4.4 Mental Health and Wellbeing
- 5.4 Anti- bullying
- 8.1 Health and safety
- 8.6 On site vehicle movement
- 9.13 Recruitment, selection and disclosure policy and procedure
- 9.14 Volunteers
- 9.27 Supervision of staff 12 Digital Safety

14. Document Change History

Date of change	Detail significant changes and any new legislation / guidance taken into account
23 April 2016	Policy approved and adopted by Governing Body
08.10.2016	Policy adopted as part of Annual Safeguarding Review, inclusion of references to risk register, public rights of way and equestrian centre.
07.10.2017	8.27 Additional information regarding risk assessments when bullying is alleged to have occurred. Reviewed and adopted by governor as part of the Annual Safeguarding Review.
27.04.2018	Reviewed and updated in line with 2017 Dfe Guidance – Sexual violence and sexual harassment in schools. 4.2.1 (a) reference to immediate risk assessment being undertaken in the event of an allegation of sexual violence / harassment / peer on peer abuse 5.3 reference to what support is offered to victim and perpetrator in a peer abuse situation 5.4.c timing of risk assessment being undertaken 8.27 clarification of the purpose of any risk assessments undertaken by the

	School.
06.10.2018	Reviewed and adopted by Board.
05.10.2019	Minor typographical amendments Policy updated to reflect the use of "My Concern" Reviewed and adopted by Board as part of Annual Safeguarding Review.
10.10.2020	Reviewed and adopted by Board at Annual Safeguarding Review Covid-19. Risk Assessment added.