Stormont School

16a RISK ASSESSMENT POLICY

Policy Type	Statutory
Regulation	ISSR Part 3, Paragraph 16
Approval Committee	Health & Safety Committee
Author	Bursar
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RISK ASSESSMENT POLICY

1. **Policy Statement**

   1.1. The Governors of Stormont School are committed to promoting the safety and welfare of all in the School community so that effective education can take place. We aim to provide a safe environment for staff, parents, pupils and visitors by ensuring that all our educational and support operations are delivered in a safe manner that complies with legislation and follows best practice.

   1.2. Safeguarding and promoting the welfare of children is everyone's responsibility. To fulfil this responsibility effectively all staff should make sure their approach is child centric. This means constantly considering the best interests of the child; identify concerns early; providing help and support; promoting their welfare and preventing concerns escalating.

   1.3. Risks are inherent in everyday life and the School recognises the need to identify them and adopt systems for minimising them. To achieve this, we undertake risk assessments to assist in managing the health and safety within the School. This Policy explains the School's approach to managing risk and identifying appropriate measures to control risks that have been identified.

2. **Objectives**

   2.1. To ensure the welfare of pupils at the school is safeguarded and promoted; and

   2.2. Appropriate action is taken to reduce risks that are identified.

3. **Statutory Guidance**

   This statutory policy has been reviewed in accordance with the paragraph 16 of the Independent Schools Regulatory Requirements (ISRRs):

   > 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.

4. **Responsibilities**

   4.1. Board of Governors. The **Board of Governors** have overall responsibility for safeguarding and promoting pupil welfare and well-being at the School.

   4.2. Head Teacher. The Head Teacher delegates to the Bursar responsibility for ensuring:

      4.2.1. that all staff are aware of, and adhere to, the School's policies and procedures on pupil health, safety and welfare

      4.2.2. that key staff have clearly established roles and responsibilities

      4.2.3. that staff are appropriately trained to deal with pupil welfare issues

      4.2.4. that where concerns for a pupil's welfare are identified, the risks are appropriately managed

4.2.5.   that staff, pupils, parents and others are consulted, where appropriate, to find practical solutions to welfare issues

4.2.6.   that standards of pupil welfare at the School are regularly monitored both at an individual level and generally to identify trends and issues of concern and to improve school management systems.

Those named in paragraph 6.4 are responsible for carrying out risk assessments in relation to the specific matters of pupil health, safety and welfare in the named policies.

5. **Pupil Welfare**   Stormont recognises its responsibility to safeguard and promote the welfare of pupils in its care. This responsibility encompasses the following principles to:

5.1.   support pupils' physical and mental health and emotional wellbeing (as well as their social and economic wellbeing)

5.2.   protect pupils from maltreatment, harm and neglect

5.3.   recognise that corporal punishment can never be justified

5.4.   provide pupils with appropriate education, training and recreation

5.5.   encourage pupils to contribute to society

5.6.   ensure that pupils are provided with safe, healthy and effective care

5.7.   improve the physical environment of the School and provision for disabled pupils

5.8.   manage welfare concerns effectively

5.9.   support local authorities, social workers and other agencies following any referral.

6. Stormont addresses its commitment to these principles through

6.1. **Prevention** - ensuring that all reasonable measures are taken to minimise the risks of harm to pupils and their welfare by:

6.1.1.   ensuring through training that all staff are aware of and committed to this policy and the values set out in associated policies

6.1.2.   establishing a positive, supportive, safe and secure environment in which pupils can learn and develop

6.1.3.   providing a curriculum, activities and opportunities for PSD which equip pupils with skills to enable them to protect their own welfare and that of others

6.1.4.   offering accessible medical and pastoral support that is available to all pupils.

6.2. **Protection** - ensuring all appropriate actions are taken to address concerns about the welfare of a pupil, whether of a safeguarding nature or otherwise. This includes:

6.2.1.   sharing information and concerns with agencies who need to know

6.2.2.   involving pupils and their parents appropriately.

6.2.3.   monitoring pupils known or thought to be at risk of harm and formulating and / or contributing to support packages for those pupils.

6.3. Stormont recognises that pupil welfare and well-being can be adversely affected by many matters whether in or away from school, including abuse, bullying, behavioural and health issues.

6.4. The School has developed this policy and the policies in the table below, which set out full details of its procedures to safeguard and promote pupil health, safety and welfare in accordance with its duties under Part 3 of the ISSRs.

Policy	Responsibility for Risk Assessments
Child Protection	Designated Safeguarding Lead
Anti-bullying including cyberbullying	Deputy Head
Behaviour and Discipline	Deputy Head
Health and Safety Policy	Bursar
First Aid Policy	First Aid Coordinator
Supervision	Deputy Head
Educational Visits Policy	Deputy Head in conjunction with Trip Leader

7. **Safeguarding**

   7.1. With regards to safeguarding risks, and in accordance with current statutory guidance, including Keeping Children Safe in Education and Working Together to Safeguard Children and Part 3 of the ISSRs, the School has systems in place to identify pupils who may be in need of extra help, or those who are suffering, or are likely to suffer significant harm, and will take appropriate action to address and mitigate those risks by working in conjunction with social care, the Police, health services and other services, where necessary.

   7.2. Full details of [the school]'s safeguarding procedures are in the Child Protection Policy.

8. **Anti-Bullying**

   The School has a written Anti-bullying Policy which covers the School's approach to the management of bullying and cyber bullying

9. **Behaviour**

   The School has a Behaviour Policy which includes how to promote good behaviour amongst pupils and the sanctions to be adopted in the event of pupil misbehaviour.

10. **Health and Safety**

   10.1. In accordance with its obligations under the Health and Safety at Work Act 1974 and with Part 3 of the ISSRs, the School has a duty to ensure the health, safety and welfare of employees and the health and safety of pupils and others affected by the School's operations, so far as is reasonably practicable.

   10.2. The School will do so by taking a sensible, proportionate and holistic approach to management of health and safety issues in accordance with the School's obligations and its health and safety policies set out at paragraph 10.

11. Risk Assessment

11.1.   A risk assessment is the formal examination of a possible harm or hazard that could result from a particular activity or situation at the School and which may affect staff, parents, pupils or visitors or the School or its Schools themselves.

11.2.   Risk assessments can be used to identify potential hazards to people (e.g. trip hazards) and property (e.g. a fire). They are used also to identify strategic hazards (e.g. damage to the School's reputation), financial hazards (e.g. a decline in pupil numbers), compliance hazards (e.g. failing to follow safeguarding requirements) and environmental hazards (e.g. legionella). Apart from being a legal requirement, risk assessments therefore make good sense, focusing on prevention, rather than reacting when things go wrong.

11.3.   A risk assessment considers:

- the hazard - which is something with the potential to cause harm (e.g. fire).

- the likelihood of the risk - which is an evaluation of the probability (or likelihood) of the hazard occurring (e.g. a chip pan will catch fire if left unattended).

- an assessment of risk - which is an assessment of the severity of the outcome of the hazard if it occurs (e.g. loss of life, destruction of property).

- the control measures – which are the measures and procedures to put in place in order to minimise the likelihood of the risk and the potential consequences of the hazard (e.g. staff training, fire alarms and insurance).

11.4.   Risk assessments are stored in various Teams sites (Planning, Event Planning and Health & Safety). They are in the process of being moved to the Risk Assessments channel of the Health & Safety Teams site.

12. Identifying Hazards

12.1.   The School has appointed Hettle Andrews, a specialist insurance and health and safety company, to advise us on providing a safe environment and assessing risks. They conduct an annual survey of the School to review our practices and advise on any potential hazards they identify.

12.2.   It is not solely the duty of the School to ensure, so far as is reasonably practicable, the health, safety and welfare of the staff, pupils, parents, the public and other people who use the premises. All Staff have a duty to take reasonable care for themselves and other persons who may be affected by their actions and to support the School in providing a safe environment by reporting accidents and identifying potential hazards.

13. Risky Areas

13.1.   The following activities and areas have been identified as risky activities or areas in the School. Such areas in which risk assessments are of particular importance are:

- Early Years School Stage (EYFS) activities
- Educational Visits and Trips
- Fire safety
- Health and Safety
- Swimming Pool safety (Queenswood)
- Playgrounds, buildings and footpaths

13.2. Other examples of the kinds of potential risk or hazard that have been identified and addressed by a risk assessment at the School or one of its Schools are:

- sports training and matches
- sports and PE facilities
- school facilities, such as classrooms and science laboratories
- school trips
- public coming onto the School estate to use the Sports Hall facilities or trespassing from the rights of way
- Collection and drop off of pupils
- slip and trip hazards

13.3. A risk assessment is undertaken when a special event takes place at the School. The School employs model or generic risk assessments for educational activities and visits. Guidance on risk assessments can be found at Annex A.

Guidance on Risk Assessments

1.   A Risk Assessment in the pupil welfare context is a careful examination of what could cause harm to pupil welfare and appropriate control measures to ensure the School has taken adequate precautions or should do more to prevent harm.

2.   The purpose of a Risk Assessment is not to generate paperwork, but to identify sensible measures to control risks that are most likely to occur and / or will cause harm.

3.   When thinking about your risk assessment in this context, remember:

   a.   a welfare issue is anything that may harm a pupil including cyber-bullying or abuse

   b.   any risk, however slight, that a pupil may be harmed must be assessed in full.

   c.   **Step 1: Identify the issue**

      (1)   First you need to work out how pupils could be harmed. This will generally be set out in the concern raised about a pupil's welfare.

      (2)   If the issue is associated with a member of staff, consider the level of concern and whether it meets the "harms threshold" in KCSIE.

   b.   **Step 2: Decide who might be harmed and how**

      (1)   Identify individual pupils or groups who might be harmed and how they might be harmed by the concern raised.

      (2)   Consider seeking early advice from the local authority designated officer (LADO).

   c.   **Step 3: Evaluate the risks and decide on precautions**

      (1)   Decide what to do about the risks. The extent of the risk will depend on the likelihood of the harm occurring and the severity of the harm.

      (2)   The effectiveness of controls should be considered and the extent of risk remaining assessed. When deciding if precautions are acceptable, the assessor should take into account the legal requirement to do all that is "reasonably practicable" to protect people from harm. Compare what you currently do with what is required by law, DfE guidance or is accepted good practice. If there is a difference, list what needs to be done to protect the pupil's welfare.

      (3)   If the remaining risk is unacceptable then further controls must be identified to further reduce risk. Where further action is necessary an action plan should include:

         (a) name of employee responsible for completing the action

         (b) target date for completion

         (c) any interim measures to reduce risk in the short term

         (d) confirmation that the action has been completed

         (e) reassessment of the level of risk following completion of the action.

d. **Step 4: Record your findings and implement them**

(1)   Make a written record of your significant findings - the issue, how pupil(s) might be harmed and what arrangements the School has in place to control risks.

(2)   There is no prescribed format but the record should be simple and focussed on control measures and steps the School proposes to manage the risk.

b. **Step 5: Review your risk assessment and update if necessary**

(1)   regularly review actions for the pupils identified and across the school and

(2)   regularly monitor the efficacy of the measures in place or as required.

Example template risk assessment

What is the welfare issue or Hazard?	Who might be harmed and how?	What measures are already in place?	What further action is necessary?	Action by whom?	Action by when?	Done