BUCKINGHAM PREPARATORY SCHOOL

'Together we nurture, we inspire, we achieve'

Risk Assessment Policy

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Headteacher (Sarah Hollis)	May 2016
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Risk Assessment Policy

Reviewed: June 2026 (Next Review September 2027)
This policy applies to all staff and children within the school, including EYFS.

Buckingham Preparatory School policies

This policy should be read and adhered to in conjunction with the following Buckingham Preparatory School policies:

- Health and Safety Policy
- Fire Policy
- First Aid Policy
- Safeguarding and Children's Welfare Policy
- SEND Policy
- Accident reporting Policy
- Educational Visits Policy
- Bullying Policy
- Safer Recruitment
- Risky Areas Policy

At Buckingham Preparatory School, we are committed to providing a safe and healthy working environment that inspires and supports academic achievement. This policy sets out how we will identify and manage the health and safety of members of staff, pupils and visitors that may be affected by our activities.

This policy is written in accordance with, the Management of Health and Safety at Work Regulations 1999, the Health and Safety at Work etc. Act 1974, the Equality Act 2010, the Children and Families Act 2014, and the Department for Education (DfE)'s 0-25 Special Educational Needs (SEND) Code of Practice 2014, Keeping Children Safe in Education 2018 and School Exclusions statutory guidance. DfE Guidance Health and safety on Legal Duties and Powers (2014).

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

1. Definitions

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

2. 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.

3. Guide to undertaking a risk assessment

- 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.
- 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.
- 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.

- 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.

4. Risk assessment process

It is vital that every member of staff is aware of the risks which are involved in everyday life at school. By focusing on the hazards and risks which may be prevalent on school trips, during certain activities or in particular areas about the school, there is less likelihood that injuries will occur.

The Risk Assessment Policy is in two parts:-

1. Educational Visits (local)

2. Risk areas (subject, activity, room, facilities)

VISITS AND TIMING

1. Before a visit can take place, the organiser should approach the Head (or, in their absence, the Assistant Head) to put forward a verbal proposal. The Head, at this early stage, will either endorse the proposal or reject it on the basis of criteria such as cost, timing, lack of resources, appropriateness, etc. If the proposal has been viewed favourably, then the party organiser will complete the Initial Proposal Form (IP1 Appendix 1), and hand it to the Head/Assistant Head. The teacher responsible for the trip will complete the Risk Assessment Forms (RA2 Appendix 3)) duly signed and dated. These forms will then be countersigned and dated by the Head (or Assistant Head). The trip has now been sanctioned so the party leader will be able to inform the relevant parents, providing the Head with copies of letters, notes, etc.

   Trips cannot take place unless all Risk Assessments have been completed and checked at least 48 hours prior to the trip or activity that is planned.

RISK AREAS

2. All the staff registered at school will complete a risk assessment sheet for their working classroom/room at the beginning of each year using the HSE guidelines indicated on RA1/RA3. Each member of staff will also be responsible for completing a Risk Assessment form for any other activities outside the normal classroom practice. All the relevant information on a sheet RA1 (Appendix 2) , providing the Head (or Assistant Head) not only with the hazards which have been identified, but also the risk factors. The Head will only sign and date this form if he/she feels satisfied that all the information has been entered correctly. However, if the Head finds that the Risk Factor is too high in any of the hazards which have been recognized, he/she will discuss the matter with the proposer, hoping that a solution will be found. If this proves to be problematical, then the Head will either raise the matter with the Senior Management Team or with the staff at the most appropriate staff meeting. However, the onus is on the member of staff to keep the issue 'on the agenda' so that a solution can be reached as soon as possible. When the Head feels that the matter has been resolved to his satisfaction, he will then enter the approval date on Form RA 1. There is no uniform time scale for a review date as this depends upon the hazards themselves and the risks involved.

   All the following areas must be considered:

1. Look for the hazards.

2. Decide who might be harmed and how.

3. Evaluate the risks and decide on precaution.

4. Keep records of how these are implemented.

5. Review your assessment and update if necessary.

A non-exhaustive list of areas which will require risk assessment is included at below:

Areas requiring risk assessment (non-exhaustive)

Educational

- science experiments
- art, design & technology activities
- food technology
- sport and PE activities
- trips (In line with the Educational Visits Policy)
- staffing on trips
- daily supervision of children within school
- workshop day activities
- playgrounds
- general classrooms
- after school clubs and activities

Support

- catering
- cleaning
- caretaking and security
- maintenance
- grounds
- offices
- driveways and parking

School Administration

- prevent strategy
- recruitment issues in line with recruitment policy
- late DBS on application for a post
- Assessment of long term medical conditions

If further support is required staff should inform the Bursar who will liaise with the School's Health & Safety consultant for specialist advice.

Further information is also available on the HSE website (http://www.hse.gov.uk/risk/controlling-risks.htm).

5. How to assess risks to pupils' welfare

- 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.
- 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.
- Care will be taken to ensure that pupils with SEND 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.
- The school will liaise with both the school's Assistant Heads and the Provision for learning (SEND) Coordinator when undertaking an assessment of risks to pupils' welfare.

6. Step 1 - Look for the hazards

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

Step 2 - Decide who might be harmed and how

- 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.
- Include pupils, members of the public or people that share your workplace, if there is a chance they could be hurt by your activities.
- Groups of people to think about:
    - ✓ Office staff.
    - ✓ Operators.
    - ✓ Maintenance personnel.
    - ✓ Cleaners.
    - ✓ Contractors.
    - ✓ Members of the public.
- Also consider the following vulnerable groups:
    - ✓ Staff and students with disabilities.
    - ✓ Inexperienced staff.
    - ✓ Visitors.
    - ✓ Lone workers.
    - ✓ Pregnant workers.
    - ✓ Workers returning after illness

Step 3 – Evaluate the risks

- Evaluate the risks arising from the hazards and decide whether existing precautions are adequate or more should be done.
- Even after all precautions have been taken, usually some risk remains.
- Decide for each significant hazard whether the residual risk is high, medium or low.
    - ✓ 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.
    - ✓ 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.

- ✓ Ensure that managing additional hazards does not interfere with other control measures such as fire safety.
- ✓ Check that you have the following in place:

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

- 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?
- Reduce the risks as far as reasonably practicable.

Step 4 – Record your findings

- Write down the more significant hazards.
- Record the most important conclusions.
- You do not need to show how the assessment was carried out provided that:
  - ✓ A proper check was made.
  - ✓ The assessment details of 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.
- Assessments need to be suitable and sufficient, not perfect.

Step 5 – Review your assessment and revise it if necessary

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

7. Training

- 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.
- Staff members will also be trained on how to manage behavioural incidents, as part of their continuous professional development.
- Not all risk assessments need to be in writing but any significant findings of any risk should be then put into writing and a suitable risk assessment should be put in place.

7. Specific risk assessments

- Specific risk assessments must be conducted under the following regulations.
    - ✓ Control of Substances Hazardous to Health Regulations 2002.
    - ✓ Control of Noise at Work Regulations 2005.
    - ✓ Control of Vibration at Work 2005.
    - ✓ Manual Handling Operations Regulations 1992 (as amended 2002).
    - ✓ Health and Safety (Display Screen Equipment) Regulations 1992 (amended 2002).
    - ✓ Personal Protective Equipment at Work Regulations 1992.
    - ✓ Working at Height Regulations 2005.
    - ✓ Regulatory Reform (Fire Safety Order) 2005.
    - ✓ Genetically Modified Organisms (Contained Use) Regulations 2014.

9. Reporting serious accidents/incidents

- The Head or most senior teacher on site will be informed of any serious injury occurring in a day.
- All incidents, injuries, head injuries and treatments are to be reported in the Red Accident Folders in the Staff Room or Minor Incident Book kept in the playground foyer.
- Parents are to be informed of a head injury with the standard 'Yellow Card' head injury notification.
- Staff should also complete the accident reporting form for employees if they sustain an injury at work in the red folder in the staffroom.

Under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations, 1995 (RIDDOR), some accidents must be reported to the HSE.

1. Involving employees or self-employed people working on the premises.
2. Involving pupils and visitors

We ensure that we follow the RIDDOR Guidelines from Incident Reporting in Schools (accidents, Diseases and Dangerous Occurrences) http://www.hse.gov.uk/pubns/edis1.pdf

The Head and the Bursar are responsible for ensuring that procedure is followed.

Risk Assessment Responsibilities

Area	Responsibilities	Signed off by
Buildings	**Risk Assessment Coordinator**	**Bursar**
Sports	**Risk Assessment Coordinator**	**Head Teacher**
Clubs	**Teachers overseen by Risk Assessment Coordinator**	**Head Teacher**
Risky Areas	**Risk Assessment Coordinator**	**Head Teacher**
Day Trips	**Teachers**	**Head Teacher**
Residentials	**Teachers**	**Head Teacher**
EYFS	**Head of EYFS**	**Head Teacher**
Whole School Events	**SMT Allocation**	**Head Teacher**
H/W Club	**Risk Assessment Coordinator**	**Head Teacher**
Miscellaneous/Maternity	**Risk Assessment Coordinator**	**Bursar**
Staff Employment	**HR Coordinator (Catherine Bilsborough)**	**Head Teacher**