

Risk Assessment Policy

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

Policy Review Schedule

Policy Name	Risk Assessment Policy
Review Frequency	Annual
Statutory Policy	Yes (recommended by DfE)
Policy Owner	Principal
Lead Reviewer	Office Manager
Approver and date of last approval	Principal, 08/11/2023
Key review dates	Changes made
01/06/2015	Written – P. Hogg-Andrews
01/05/2018	Reviewed – J. Smith – no changes
01/09/2021	Reviewed – P. Gollob – no changes
10/10/2022	Reviewed – E. Moscardini – no changes
08/11/2023	Reviewed – E. Moscardini – no changes

Policy statement

Twickenham Primary Academy is fully committed to promoting the safety and welfare of all in our community so that effective education can take place. Risks are inherent in everyday life. We need to identify them and to adopt systems for minimising them. Our children need to be educated into how to cope safely with risk. This document outlines how we will manage risk both indoors and outdoors and will be shared with all staff.

Responsibilities

The Principal

The Principal is responsible for ensuring that the procedures in this policy are carried out. In order to do this she will ensure that all new staff understand how risks are identified, reported and managed at Twickenham Primary academy. She will also ensure that specialist training is in place for staff who require it.

All Staff

All members of staff are given a thorough induction into the school's arrangements for risk assessments and health and safety. Specialist training is given to those whose work requires it. However, staff are responsible for taking reasonable care of their own safety, together with that of pupils and visitors. They are responsible for cooperating with the Principal, the School Premises Manager and other members of the SLT in order to comply with their health and safety duties. All members of staff are responsible for reporting any risks or defects to the Principal.

Our approach

We have a culture in place for identifying risks. This is through the use of formal risk assessments, formal check lists and daily observations. All staff, Senior Leadership Team (SLT) and Health and Safety Committee meetings have Health and safety as an agenda item so that staff can discuss hazards, risks and control measures. In addition we have a Health and safety issues Report book held in the Reception Area. Once a hazard or risk has been identified we put control measures in place to remove or minimise them. We continually monitor the effectiveness of these.

IDENTIFY → CONTROL MEASURES → REDUCE RISK → MONITOR → REVIEW

What is hazard?

A hazard is something that has the potential to cause harm such as water, steps, surfaces, cluttered walkways, plants, weather, electrical items, sharp tools, broken resources.

What is risk?

Risk is the potential of the hazard to cause harm. (The level of risk is dependent on the circumstances.)

What is a risk assessment?

- A risk assessment is a tool for conducting a formal examination of the harm or hazard to people that could result from a particular activity or situation.
- A risk assessment is the resulting assessment of the severity of the outcome (e.g. loss of life, destruction of property).
- Risk Control Measures or Safe Operating Systems 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).
- Risk Assessments focus on prevention, rather than reaction when things go wrong. In many cases simple measures are very effective and not costly.
- Risk assessments need reviewing and updating regularly.
- Training in relation to risk assessments is delivered annually. See Appendix 1.

What areas require risk assessments?

A large range of activities are carried out at Twickenham Primary Academy each of which will require a separate risk assessment. The most important of these cover:

- fire safety and procedures;
- educational visits and trips;
- site usage e.g. the playground area & communal areas.

Risk assessments are also needed for many other areas, including:

- some science activities;
- PE and sport activities;
- staff, e.g. pregnancy, return under 'fit for work' limitations issued by GP.

To help us carry out effective risk assessments, and assess all risks adequately, we make use of model risk assessments, for our educational activities and visits See Appendix 2.

Child protection and pastoral care

- Our Safeguarding Policy outlines the procedures in place to identify children at risk beyond the environs of school.
- Our Supporting Children with Medical Needs Policy outlines the procedures for managing children's medication.
- Our First Aid Policy outlines our procedures for managing injuries on site.
- The Principal is responsible for reporting any notifiable accident that occurs on school premises to a pupil, member of staff, parent, visitor or contractor to the HSE in accordance with the Reporting of Injuries Diseases and Dangerous Occurrence Regulations (RIDDOR).

- We ensure that pupils understand why they do not have access to potentially dangerous areas, such as the boiler room, the roof and storage areas in the basement.
- Where they are not fire escapes, doors to these areas are kept locked at all times when not in use.
- All flammables are kept securely locked.
- Pupils do not have access to catering, maintenance and cleaning stores of the school.

Conducting a risk assessment

Detailed guidance is set out in Appendix 1.

Procedure:

1. state the parameters of the activity;
2. note the key safety measures in place for the activity;
3. note which HAZARDS have been identify;
4. evaluate whether this are LOW, MEDIUM or HIGH risk;
5. if there are any HIGH risk areas, the activity must not take place;
6. for other risks, identify the safe operating systems you will put in place;
7. send to the Principal for review and authorisation;
8. the activity may only take place once it has been authorised.

Specialist risk assessments

The Principal together with the Premises Manager arranges for specialists to carry out the following risk assessments:

- fire safety
- asbestos
- legionella
- gas safety
- electrical safety

Reviews

All risk assessments are reviewed and recorded annually or when major structural work is planned or in the event of an accident.

Monitoring and evaluation

The SLT and Principal will monitor the effectiveness of this policy through:

- staff meetings;
- SLT meetings;
- visits by the Multi-Academy Trust (MAT) Director of Health and Safety;
- feedback from parents via parent forums, PTA and parent/pupil surveys.

Appendix 1

GUIDANCE NOTES ON COMPLETING A GENERAL RISK ASSESSMENT

Introduction

An assessment of risk is a careful examination of the activities undertaken within the workplace and should assist employers to determine what measures should be taken to comply with relevant statutory requirements.

It is not necessary to create a risk assessment form for all operations.

COMPLETING A RISK ASSESSMENT

Outline of the task/activity being assessed

Give details of the work activity being assessed; give a brief description of the purpose/method that will be understood by all concerned.

Specific legislative requirements

Many tasks are controlled by specific Health and Safety Legislation. In this section any specific legislation affecting the work activity should be detailed e.g. Manual Handling, Work at Height, The Construction Design Management Regulations, if scaffolding is being used or the Noise at Work Regulations if a noise problem has been identified.

Assess the level of risk

Risks should be prioritised into risk categories e.g. low, medium and high. Using the Twickenham Primary Academy risk assessment form, identify the activities/operations that take place in the school/department and categorise them into high, medium or low risk. Concentrate on assessing those activities that are considered to be high-risk first and medium risk second, leaving low risk till last. (It may be proven that a more detailed assessment is not required for low risk, if no significant risk is identified).

Identify the potential hazards

Be clear about each hazard and state who will be affected by it.

Measures to reduce the risk of the hazard occurring

Include any special skills or training are required on certain work activities i.e. use of a ladder, manual handling training, working with chemicals, driving the minibus.

Look only for the hazards that you could reasonably expect to result in significant harm from the work activity. The following is a non-exhaustive list of hazards that may be identified;

chemicals, electricity, dust/fumes, noise, fire, manual handling, slipping/tripping hazard, moving parts of machinery, poor lighting, vehicles, play equipment, work at height (use of ladders), sporting activities, stress.

List groups of people who are especially at risk from the significant hazards which have been identified; pupils, pupils with disabilities, office staff, maintenance staff, cleaners, adults with disabilities, member of the Public, visitors, contractors, lone workers.

Chemicals/materials involved

If a particular product has been identified as part of the work activity, it should be established if it has been approved for use. See CLEAPSS guidance for further details. Each approved product that is used on site will require a separate assessment to be undertaken especially those that fall under the Control of Substances Hazardous to Health Regulations. The supplier/manufacturer is required by law to provide a manufacturers data sheet which identifies the hazards of the substances and remedial first aid measures etc. A competent/experienced person must undertake this assessment. The products name and assessment date should be identified.

Control measures

State clearly all your control measures. It is good practice to indicate who will be responsible for ensuring that each control measure is in place and for monitoring the effectiveness and progress of the control.

Monitoring and review

Dependent upon the severity of risk it may be necessary to monitor the work on a regular basis to ensure that all precautions are being adhered to. The frequency of this monitoring should be identified and noted.

It may be advisable to set targets for a complete review of the assessment. Normally, unless working arrangements or legislation changes there should be little need to undertake this, however, it may be a satisfactory way of keeping abreast of future developments.

The assessment should be authenticated by signing and dating the document.

The risk assessment should be stored in the Risk Assessment File.

Appendix 2

Please add further points to this list, specific to your trip

Lead Teacher:		
Date and Time of EV	Year group/class/ group	Pupils with particular needs (e.g. medical/Behaviour)
		-
Place to be visited - address & telephone number	Workshop(s) and their times	Travel Arrangements – for coach travel please state departure time from school and venue
First Aider or Person carrying first aid equipment	Risk assessment approved by	Date
Group Leader & telephone number	Group Leader & telephone number	Group Leader & telephone number
Children	Children	Children

The aim of a generic risk assessment is to provide general information on the type of hazards employees and pupils (as well as others who may be involved) are exposed to.

The list given is by no means an exhaustive one. Hazards which are not listed but are specific to your visit should be added to the risk assessment.

Please add and amend as relevant to YOUR educational visit.

To be completed by the Lead Teacher and given to the EVC at least 2 weeks before the visit day. **The Risk Assessment** form should be distributed to all adults on the educational visit and a copy to be left in the office. The risk assessment must be shared with all parties (children/adults attending) before setting off on the EV.

Hazard observed	Risks before control measures implemented	Control Measures to be implemented	Person responsible	Completion date	Revised risk rating
All eventualities	High	<ul style="list-style-type: none"> • Group Leaders will be familiar with the Schools EV policy • Group Leaders to have read the Educational Visits Guide – located on the shared drive • All staff will be appropriately trained, experienced and qualified to competently fulfil their leadership roles and responsibilities • Hold an Adult Briefing Meeting to: share risk assessments and implement management plans. (See guide for what this should contain) 			Low
		<p>All leaders to be made aware of roles and responsibilities prior to departure</p> <ul style="list-style-type: none"> • All leaders will be made aware of the name of adult carrying first aid equipment. Please identify on your adult sheet. • Leaders will brief young people, ensuring they are aware of the code of behaviour which is expected of and of the importance for their own safety of carefully following instructions. • At the children's briefing meeting Code of Conduct/Behaviour agreed with young people beforehand, with clear understanding of likely consequences if this is breached. 			

	High	<ul style="list-style-type: none"> The establishment has an emergency plan for dealing with an incident on an offsite visit, and knows how to contact sources of help Ensure sufficient supervisors to deal with an incident and take charge of the rest of the group Group leaders to carry the Emergency Folder located in the office which contains the emergency contact numbers and flow chart. At least two leaders will carry a mobile phone Any personal medication to be kept secure and accessible only by designated leader. Leaders will have prepared a contingency plan in the event of an incident or other cause for a change to the original plan 			
Young people lost or separated from group, inadequate supervision	High	<ul style="list-style-type: none"> Ensure supervising staff are competent and understand their roles and are aware of any risk assessments at the Adult Briefing Meeting Staffing ratios will be in line with DFE guidance Group Leaders to use suitable group control measures (e.g. buddy systems, large groups split in small groups each with named leaders) Staff will discuss itinerary and arrangements with young people Young people will be briefed as what to do if separated from group Leaders to conduct regular head counts, particularly at arrival/departure points, and when separating and reforming groups 			
Special needs of specific young people – medical, behaviour and other	High	<ul style="list-style-type: none"> Obtain information from parents/carers and/or GP/Consultant as appropriate Young people (and parents in letter) will be reminded to bring personal medication if required Individual risk assessments to be carried out if required Additional supervision to be arranged if required Young people will have written parental consent and will inform leaders if medication taken or required 			

		<ul style="list-style-type: none"> • Visit leader will carry information regarding medical conditions and relevant medication carried • Young people will be briefed / assisted to eat and drink sensibly 			
Inappropriate provision, activity or actions by provider/ provider's staff	High	<ul style="list-style-type: none"> • Only bona fide, reputable providers will be used • Where appropriate, prior written assurance will be obtained from the company that it has suitable and sufficient safety management and quality-control systems in place 			
Toilet Breaks	High	<ul style="list-style-type: none"> • Pupils to be given clearly defined areas in which to stay • Pupils to go in groups (minimum of pairs for older children) • Staff to accompany pupils whenever possible or to be positioned where they can see toilet entrances and exits to avoid possible abduction • Headcount to be taken prior to escorting pupils back to transport 			
Whilst on activity: Inappropriate behaviour → □ injury to self, other party members, or passers-by	High	<ul style="list-style-type: none"> • Staffing supervision is within LA recommended ratios, sufficient to meet pastoral needs and maintain good behaviour • Overall party divided into smaller groups for more effective supervision by staff • Children's Briefing to include: <ul style="list-style-type: none"> ○ Purpose and duration of activity ○ Expected standards of behaviour and pertinent safety rules – follow instructions / directions from provider's staff where applicable • Emergency procedures - what to do if there is an incident or they become lost or separated from group 			
Unfamiliar and/or dark	High	<ul style="list-style-type: none"> • Seats will be booked and reserved in advance • The group will be in a block seating area together 			

public places e.g. Theatres & Cinemas		<ul style="list-style-type: none"> • Adult leaders to sit at the both ends of each row so that young people will not sit next to other members of the general public 			
Travelling by Mini Bus					
		<ul style="list-style-type: none"> • Whilst waiting for a Mini bus ensure children are appropriately waiting as far back from the pavement edge as possible. Leaders to spread out and act as a barrier placing themselves in between the children and the road. • Getting on the Mini bus, designated member of staff to get on the bus first. Their role to find seats for children, other members of staff to aid children boarding the bus. The group leader to be the last person on the bus to ensure all children got on. • Whilst on the bus adults to remind children of the expectations –to remain seated, use seat belts (where fitted) or hold on if no seats available. Leaders to spread themselves amongst the group. • Getting off the Mini bus- Designated member to get off the Mini bus first and supervise children while they are waiting for the remaining group to get off. Leader to help children off the Mini bus. Group Leader to be the last off the bus to ensure all children got off the Mini bus. • Leaders to conduct regular head counts, particularly at arrival/departure points, and when separating and reforming groups 			
Walking by and crossing roads					
Collision with vehicular traffic (roads with pavements)	High	<ul style="list-style-type: none"> • High vis vests to be worn • Where possible, prior inspection of the intended journey will be undertaken by at least one group leader to identify potential hazards and choose safe walking route. 			

Collision with vehicular traffic when crossing roads		<ul style="list-style-type: none"> • The route will be planned to avoid fast or dangerous junctions or sections of road. • Staff will be fully briefed with respect to supervisory responsibilities • Young people given appropriate briefing regarding hazards and required behaviour e.g. Remain on pavements unless instructed otherwise, courtesy to public, etc. Walking nearest to the building. • The planned route will cross roads only at designated crossing points or at specified locations which are considered to be low risk • All journeys, especially road crossings, will be closely supervised by staff • Young people will be briefed not to cross roads, unless and until specifically instructed to do so by staff • One supervisor (or appropriate group member) will be at the front of the group, one at the back, with the others positioning themselves alongside the group between the young people and the road itself. • Young people given appropriate briefing regarding required behaviour when crossing roads • Young people only to cross roads when specifically directed to do so by staff • Staff will be appropriately positioned and clearly visible to signal traffic to stop and guide group safely across 			
Travelling by Tube/ Train					
Staff/Pupils being hit by train Staff/Pupils getting lost/abducted		<ul style="list-style-type: none"> • Group Leader to Read Educational Visits Guidance. • Group to assemble outside train station at a safe location. Group not to move into station until all pupils and supervising staff are present. • Appropriate supervision levels to be in place. • Rules of behaviour to be clearly explained to pupils before they are allowed onto platform, in particular out of bounds areas and need to stay away from platform edge. 			

<p>Staff/Pupils getting High onto electrified tracks</p> <p>Staff/Pupils falling from platform onto rails</p> <p>Getting caught in automatic door as it closes</p> <p>Being left behind on platform due to pressure of numbers on train</p>		<ul style="list-style-type: none"> • Group to be supervised when moving onto platform, and at all times on platform. No person to be within 2m of platform edge until train stopped in station • Leaders to spread out and act as a barrier placing themselves in between the children and the platform edge. If there is a waiting room at the station staff may wish to keep the pupils in the waiting room until the train arrives. • Where possible, pupils should all be sat in the same carriage. Where this is not possible then there should be adequate supervision in each carriage. The staff in the carriage that does not have the group leader to ensure they know who will be first and last off the train. • Getting on the train, designated member of staff to get on the train first. Their role to find seats for children, another leader to help children boarding the train. The group leader to be the last person on the train to ensure all children got on. • Whilst on the train leaders to remind children of the expectations –to remain seated or hold on if no seats available. Leaders to spread themselves amongst the group. Pupils not to open or close carriage doors and to be told not to open and lean out of windows. • Getting off the train- Designated member to get off the train first and supervise children while they wait for the remaining group to get off. Leader to help children off the train. Group Leader to be the last off the train to ensure all children got off. • Leaders to conduct regular head counts, particularly at arrival/departure points, and when separating and reforming groups 			
Escalators					
		<ul style="list-style-type: none"> • Consider the use of stairs as an alternative. 			

		<ul style="list-style-type: none"> Children to be briefed on the appropriate behaviour while on escalators. Egg stand to the left, hold on. Group Leaders to delegate a person to lead the group up or down the escalator, leader to help children on/ off the escalator. 			
At The Destination					
Walking Streets	High	<ul style="list-style-type: none"> Speak to pupils about behavioural expectations. Keep group together at all times. Teachers positioned at the front and back. Teachers to steward children across roads 			
Collection and drop off		<ul style="list-style-type: none"> Ensure teachers, pupils and parents have accurate details prior to departure. Drop off at agreed places. Contact school in regards to delays. 			
Tutorials Tour		<ul style="list-style-type: none"> Supervised contact with children all PhD tutors are to CRB checked Speak to pupils about behavioural expectations, all groups to have a guide for the university. Arrange a meeting point for lost children 			
Lunch		<ul style="list-style-type: none"> Reply slip included medical details and dietary requirements 			