AYSCOUGHFEE HALL SCHOOL

RISK ASSESSMENT POLICY

Introduction
The Governors and Senior Management Team of Ayscoughfee Hall are fully committed to promoting the health, safety, and welfare of everyone in the school community. The school has a duty of care to pupils, staff, parents, and other visitors by creating a culture of undertaking risk assessments to reduce the risks of all School business operations, as far as reasonably practical.

This policy and associated procedures provide a framework for staff to follow in the completion of risk assessments. The school takes a proactive approach to managing risk, to reduce the likelihood that pupils and others will be harmed through negligence and lack of foresight or proper planning.

The Purpose of Risk Assessment
Risk assessments focus on the prevention, as opposed to reacting when things go wrong, it is therefore possible to prevent accidents and injuries that could ruin lives, damage reputation and cost money. Once a risk assessment is completed the significant risks must be communicated to staff and others, to enable their co-operation and informed decisions.

What is a Risk Assessment
A risk assessment is a tool for conducting a formal examination of the hazards or potential harm to people, particularly in the school's case to staff and pupils that could result from an activity or situation and to identify action needed to reduce the level of risk. A risk assessment is not about creating huge amounts of paperwork, but rather about identifying sensible measures to control the significant risks in the school.

Definitions
A **hazard** is something with the potential to cause harm e.g. chemicals, cutting tools or electricity.

The **risk** is the chance, high or low, that somebody could be harmed by the hazard, together with an indication of how serious the harm could be.

Risk **control measures** are the measures, actions, and procedures that are put in place in order to reduce the chance, and/or mitigate the consequences, of the hazard causing harm.

Risk assessments evaluate the risks and decides whether precautions are adequate or if more should be done and further control measures should be put into place. It is the resulting assessment of the **likelihood**, and or **severity** of the risk.

The **Likelihood** is how likely it is that the risk will materialise.

The **Severity** is if the risk does materialise how severe will the consequences be.

Five Steps to a Risk Assessment

There are five steps to completing a risk assessment these are: -

Step 1 – Identify the Hazards

In most cases these can simply be identified by observation of the task / workplace and consulting with those staff involved in the activity.

Step 2 – Identify who might be harmed and how

The next step is to decide who might be harmed and how. This could include staff, children, contractors, visitors and /or members of the public depending on the nature and location of the activity.

Step 3 – Evaluate the risks and decide on precautions

Having identified the hazards, consider how likely it is that each hazard could cause harm. This will determine whether you need to do more to reduce the risk. Consider whether existing precautions and controls in place are adequate or whether more should be done. In evaluating the risk, the likelihood of the risk materialising and the severity of potential injury should be considered. Following the introduction of control measures, the risk can be reassessed, and the risk reduced sufficiently. Even after precautions have been taken, some risk usually remains. The aim is to reduce the risk, to low or very low by introducing adequate control measures.

In taking action, ask yourself:

- Can I get rid of the hazard altogether e.g. remove the chemical from use?
- If not, how can I control the risks so that harm is unlikely e.g. lock the cupboard cleaning chemicals are kept in?

Step 4 – Record your findings

A risk assessment must be suitable and sufficient, the level of detail in a risk assessment should be proportional to the risk. Risk assessments need to show that:

- A proper check was made
- You asked who might be affected
- You dealt with all the obvious significant hazards, taking into account the number of people who could be involved
- The precautions are reasonable, and the remaining risk is low

Risk assessments should be undertaken using the school risk assessment template to enable a consistent judgment of risk and easy identification of the high priority risks. A risk assessment template and how to conduct a risk assessment is included in Appendix 1.

Step 5 – Review

Risk assessments should be reviewed annually or as soon as any significant changes have occurred. Risk assessments should be reviewed immediately if there has been an accident or incident in order to identify what went wrong and whether additional control measures are required.

Completed risk assessments are made available on the shared staff drive / A20 Health & Safety and Risk Assessments / Risk Assessments.

Who Should Carry Out the Risk Assessment

A risk assessment should be carried out by anyone who is trained and competent to do so; someone with the knowledge, skill and experience required to complete the task. An

individual who understands the circumstances, the potential harm, and deviations. This would normally include: -

- The Headteacher
- Members of the Senior Management Team
- Teaching Staff
- Other experienced persons such as Governors or visiting staff undertaking activities at the school.

Every person within our school community has a significant contribution to make to ensure that our school is a safe and healthy place to be. If any member of staff feels a risk assessment is ineffective, they should bring it to the attention of a member of the Senior Management Team.

Communication

The significant findings of any risk assessment must be communicated to those staff affected. The Headteacher and members of the Senior Management Team are to ensure that those persons are provided with comprehensive and relevant information on the identified risks and the preventive and protective control measures. All staff should understand what they must do and why. Where necessary, job safety instructions, policies, and procedures, should be issued to employees and appropriate training provided. This may be done during the induction of newly employed staff, staff meetings, inset training days or at any other time.

All members of staff supervising children on educational trips should be aware of the individual trip risk assessment.

All those affected by any hazards must have ready access to the risk assessments carried out.

Educational Areas

In recognition of the limited risks involved in day to day classroom teaching, teachers do not need to complete a comprehensive risk assessment for each lesson. Instead, teachers are to review the hazards and risks associated with their lessons whilst drawing up their schemes of work and lesson plans. This reduces the amount of work for teachers, whilst continuing to ensure pupils are aware of the risks involved and general health and safety arrangements. During their lesson planning, teachers should take into account the nature and level of supervision necessary for their lessons based on if the supervision is provided by teachers, teaching assistants parents and the group of children.

Subjects that present more significant risks, necessitate the completion of a risk assessment, using the template found in Appendix 1 of this policy. These include:

- Art & Design Technology
- Science
- Cookery
- Information and Communications Technology
- Forest School
- PE including individual risk assessments for sports played, including swimming and sports fixtures

Ayscoughfee Hall School is a member of the CLEAPSS Advisory Service (www.cleapss.org.uk). CLEAPSS provide schools with H&S guidance and advice on ways to carry out practical activities in Science, Cookery, Art and Design Technology so that they work, are safe, and are effective at supporting learning.

Teachers are encouraged to utilise this resource when planning their lessons. Furthermore, the school also subscribes to Kapow Primary and Access for the Art and Design curriculum. Kapow Primary supplies general guidance within their lesson plans, emphasising the potential risks linked to each lesson and the suggested safety measures to implement.

In the circumstance of Physical Education, subject teachers are encouraged to consult the guidance provided in "Safe Practice in Physical Education and School Sport".

Educations Visits

There is a separate policy for educational trips involving pupils, this is overseen by the Headteacher, Mrs T Wright, who also fulfils the role of Educational Visits Coordinator (EVC). The EVC has been trained by the Outdoor Education Advisers Panel and will attend regular training updates (at least 3 yearly) in accordance with LA guidance.

The EVC has overall responsibility for approving all trips. Risk assessments will be completed well before a visit, by the appointed Visit Leader, approved by the EVC. All risk assessments are authorised by the EVC. For full details, please see the “Educational Visits Policy” which covers routine trips, major trips, and arrangements for dealing with external organisations. Templates for educational visits risk assessments are shown in Appendix D of the “Educational Visits Policy” and are available electronically on the school staff drive. Hard copies are kept in the school office.

Classrooms and Office Risks

The school will use a health and safety checklist included in Appendix 2 of this policy for classrooms. The Health and Safety checklist will be provided to teachers annually, each teacher should complete the checklist and return it to the School Bursar. All responses will be reviewed, and an action plan created with risk levels and priorities identified, this plan will be given to the Site Maintenance Person to implement the necessary remedial measures.

Each teacher will be asked to complete the health and safety checklist for their classroom to assist with providing a safe environment for teaching and learning to take place.

Office staff will also be requested to complete a simple health and safety checklist (Appendix 2), although they are low risk work environments it’s important to ensure safe access / egress, suitable lighting and ventilation for example.

It is important for staff to recognise their obligation to report any hazards, risks, damages, or defects to the School Bursar or a member of the Senior Management Team as they occur,

rather than postponing such reports until the completion of the health and safety checklist. The individual tasked with site maintenance will be tasked to repair, make safe or remove from service as appropriate and practical.

Both templates are shown in Appendix 2 of this document.

Requirements for Contractors

Contractors are responsible for undertaking their own risk assessment, to protect the health and safety of their staff, Ayscoughfee Hall School pupils and staff (and others). The contractor “owns” the risk involved with their work activities; However, the School has an obligation to

ensure competent contractors are used, sufficient time for planning is allowed and risk assessment forms part of the planning and work procedures.

If a contractor is employed to undertake work on behalf of Ayscoughfee Hall School the person engaging the contractor, typically the School Bursar, must ensure suitable and sufficient risk assessments are in place to cover the work, prior to work starting. The School Bursar must implement the necessary measures to ensure that the contractors' risk assessments are adhered to while on site.

Events

Events run by the school or the PTFA, will require a risk assessment on different levels depending on the scale of the event. The PTFA will be responsible for conducting a risk assessment for events they manage, which must receive approval from the Headteacher. The Headteacher will be responsible for ensuring a risk assessment is completed for any events run by the school.

Lettings

On appointment of any lettings, the School Bursar will ensure that the user is informed of the school's Health and Safety policy as it pertains to their use. The user will be required to sign a document confirming their willingness to adhere to the safety and security stipulations outlined in the policy, as well as the conditions of use. A risk assessment must be conducted to allow the school to evaluate potential risks and proposed controls, ensuring that the activity does not pose an unacceptable level of risk before the letting occurs. While the school typically does not require a continuous presence of caretaking staff, it retains the authority to mandate such presence at the discretion of the Headteacher, particularly if the nature of the hiring could expose the school to theft or damage. Users are obligated to comply with the school's health and safety policy and any relevant risk assessments.

Individual Risk Assessments

Certain members of the school staff and pupils may have individual circumstances that may introduce additional risks. Specific risk assessments relating to these staff members or pupils are held on the individuals file or make up part of any existing Health Care Plans. These risk assessments are conducted by a member of the Senior Management Team, often in collaboration with the child's parents or carers when health issues are involved. Such risk assessments are regularly reviewed, particularly after any changes, to determine if adjustments are necessary to accommodate their specific circumstances.

It is the responsibility of all staff to inform the Headteacher and parents to inform the school of any medical conditions (including pregnancy) which may impact upon their activities and an individual risk assessment needs to be undertaken. Individual risk assessments include: -

- New and Expectant Mothers
- Young Person's Employment Experience
- Personal Risk Assessment
- Personal Emergency Evacuation Plan (PEEP)
- Health Care Plan
- DSE Workstation

Safeguarding and Child Protection

Our Safeguarding and Child Protection policies and training of all staff form the core of our child protection risk management. Safer recruitment policies and procedures ensure that the school is not exposed to risk of employing staff who are barred from working with children and are not allowed to work in the UK and comply with prevailing legislation in this area. By ensuring everyone in the school community receives regular child protection training, we manage this risk to an acceptable level.

Monitoring and Review

All risk assessments should be regularly reviewed:

- if there are changes to the activity
- after an accident or incident
- if the original assessment is no longer valid, e.g. change of legislation or changes in technology/ science
- when there are changes in good practice
- in all other cases regularly (annually)

Monitoring will be the responsibility of the Health and Safey Group a subcommittee who report to the Governors Building Committee. The Health and Safety group is formed of the Health & Safety Governor, and the School Bursar, Mrs Emma Gibson.

This policy should be read in conjunction with the school's following policies: -

First Aid Policy
Health and Safety Policy
Safeguarding and Child Protection Policy
Supervision Policy
Early Years Supervision Policy
Educational Visits Policy
Safer Recruitment Policy

This policy was approved by the Governing Body on 30th June 2025

Any reference to the word 'School' implicitly includes all its associated clubs/activities including Kids Club. This policy also applies to EYFS

PREPARED BY	AUTHORISED BY	LAST REVIEWED	REVIEW DATE	NO. OF PAGES
SMT	Theresa Wright	Summer 2025	Summer 2026	6

Appendix 1 How to Conduct a Risk Assessment & Template

To conduct a risk assessment, please consult the five steps outlined in this policy. Begin by considering what, in the activities you are assessing might cause harm to people and what the consequence of the hazard might be. After establishing this information, assign a risk rating score before any actions are implemented. This score should reflect the level of risk if no preventive measures are taken.

Risk rating is calculated by assigning a numerical value ranging from 1 to 5 for each category under likelihood and severity, with 1 representing the lowest value. The following diagram, labelled as Diagram 1, provides descriptions that evaluate the likelihood and severity scores. Subsequently, the risk rating is calculated by multiplying the assigned value of likelihood by the assigned value of severity. The resulting number is a quantifiable risk rating score that can help people make decisions about risks. An example of this process is illustrated in Diagram 2.

Likelihood: How likely is it that the risk will materialise?

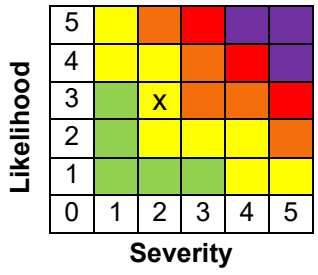
Severity: It if does materialise how severe will the consequences be?

Diagram 1 - Descriptions for assessing the Likelihood and Severity and colour coded Risk Ratings

Severity (S)	X	Likelihood (L)	=	Risk Rating (R)	
Fatality / very high risk to a young person = 5		Likely = 5		20 +	Very High Risk
Injury (Specified injury / RIDDOR reportable) / high risk to young person = 4		Probable = 4		15 - 19	High Risk
Injury (requiring treatment and / or 3 to 7 days absence) / medium risk to young person = 3		Possible = 3		9 - 14	Medium Risk
Injury (requiring treatment and /or absence less than 3 days) / low risk to young person = 2		Unlikely = 2		4 - 8	Low Risk
Minor Injury / very low risk to young person = 1		Very Unlikely = 1		1 - 3	Very Low Risk

Diagram 2 – Example of a Risk Rating Matrix

Risk Rating Matrix



Example: Assign a numeric value to the level of likelihood and severity. In this example the likelihood is 3, “very possible to hurt someone" and the severity is 2 “low risk to a young person”.

The resulting risk rating is the value of the likelihood x the value of severity, which in this case equates to 3x2 = 6

The total risk rating is 5 “Low Risk”

Color-coding the risk rating, clearly identifies the impact of the identified risks. Diagram 1 shows, very high risks are in purple, high risks are in red, medium risks are in orange, low risks are in yellow and minor risks are in green.

Recognising the hazards and assessing the risk rating helps to determine whether further measures are necessary to mitigate the potential for harm.

The subsequent step involves implementing control measures to address the identified hazards, thereby minimising the risk to the lowest level that is reasonably achievable.

It is crucial that the risk assessment contents, particularly the control measures actually reflect activities and arrangements that are in place. If a control measure is identified as being required in the recorded risk assessment this must be implemented. Staff involved in the activities / operations should be consulted and involved with the risk assessment process and the results must be effectively communicated to staff.

When completing a risk assessment, the focus should be on significant risks associated with the activity, you do not need to include insignificant risks. Written risk assessments are not required for every classroom activity.

After implementing all control measures aimed at mitigating the hazard's risk level, the risk rating score should be re-evaluated using the same calculation as previously used, but this time incorporating all suggested additional actions.

The objective is to achieve a substantial decrease in the risk rating. Nevertheless, despite the implementation of precautions, a certain level of risk typically persists. The goal is to mitigate this risk to a low or very low level by instituting appropriate control measures.

Risk Assessment Template

Ayscoughfee Hall School		
Title:		**RA No:**
Assessment conducted by:	Job Title:	Covered by this assessment:
Date of assessment:	Review interval:	Date of next review:
Related documents:		

Risk Assessment Guidance

Hazard: Something with the potential to cause **harm**. **Risk:** Likelihood harm from a hazard will occur.

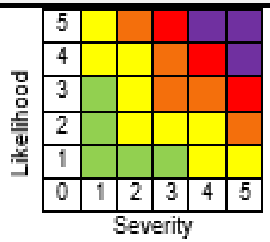
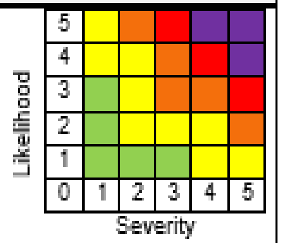
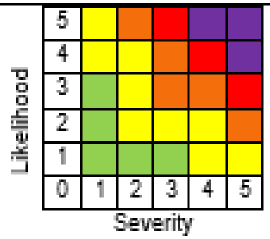
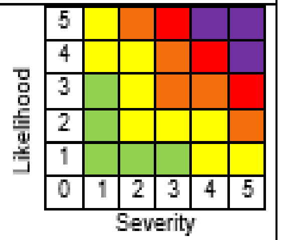
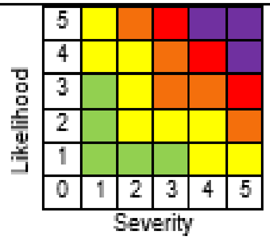
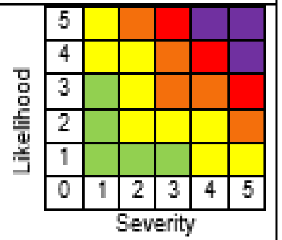
To Assess Risk: Using the table below, consider **Likelihood** (L) and **Severity** (S) **without** Control Measures. **Multiply** (L x S)

Likelihood: How likely is it that this risk will materialise? **Severity**: If it does materialise how severe will the consequence be?

Describe Control Measures: Control measures (s) reduce the likelihood, **and/or** severity of **harm**, reducing **risk.**

Re-assess Risk, considering **Likelihood** (L) and **Severity** (S) **with** Control Measures in place. **Multiply** (L x S) = **Risk Rating** (with controls)

Severity (S)	X	Likelihood (L)	=	Risk Rating (R)	
Fatality / very high risk to a young person = 5		Likely = 5		20 +	Very High Risk
Injury (Specified injury / RIDDOR reportable) / high risk to young person = 4		Probable = 4		15 - 19	High Risk
Injury (requiring treatment and / or 3 to 7 days absence) / medium risk to young person = 3		Possible = 3		9 - 14	Medium Risk
Injury (requiring treatment and /or absence less than 3 days) / low risk to young person = 2		Unlikely = 2		4 - 8	Low Risk
Minor Injury / very low risk to young person = 1		Very Unlikely = 1		1 - 3	Very Low Risk

Hazard / Risk	Risk rating prior to action	Recommended controls	In place? Yes/No	Recommended further actions to be taken to reduce risks	By whom	Deadline	Risk rating with controls
	 **Risk Rating:**						 **Risk Rating:**
	 **Risk Rating:**						 **Risk Rating:**
	 **Risk Rating:**						 **Risk Rating:**

Appendix 2 Health and Safety Classroom Risk Assessment Checklist

Questions you should ask:		Yes	Further action needed	N/A
Movement around the classroom (slips and trips)	Is the internal flooring in a good condition?			
	Are there any changes in floor level or type of flooring that need to be highlighted?			
	Are gangways between desks kept clear?			
	Are trailing electrical leads/cables prevented wherever possible?			
	Is lighting bright enough to allow safe access and exit?			
	Are procedures in place to deal with spillages, eg water, blood from cuts?			
	For stand-alone classrooms: ■ Are access steps or ramps properly maintained? ■ Are access stairs or ramps provided with handrails?			
Work at height (falls)	Do you have an 'elephant-foot' stepstool or stepladder available for use where necessary?			
	Is a window-opener provided for opening high-level windows?			
Furniture and fixtures	Are permanent fixtures in good condition and securely fastened, eg cupboards, display boards, shelving?			
	Is furniture in good repair and suitable for the size of the user, whether adult or child?			
	Is portable equipment stable, eg a TV set on a suitable trolley?			
	Where window restrictors are fitted to upper-floor windows, are they in good working order?			
	Are hot surfaces of radiators etc protected where necessary to prevent the risk of burns to vulnerable young people?			
Manual handling	Have trolleys been provided for moving heavy objects, eg computers?			
Computers and similar equipment	If you use computers as part of your job, has a workstation assessment been completed?			
	Have pupils been advised about good practice when using computers?			
Electrical equipment and services	Are fixed electrical switches and plug sockets in good repair?			
	Are all plugs and cables in good repair?			
	Has portable electrical equipment, eg laminators, been visually checked and, where necessary, tested at suitable intervals to ensure that it's safe to use? (There may be a sticker to show it has been tested.)			
	Has any damaged electrical equipment been taken out of service or replaced?			
Asbestos	If the school contains asbestos, have details of the location and its condition in the classroom been provided and explained to you?			
	Have you been provided with guidance on securing pieces of work to walls/ceilings that may contain asbestos?			
Fire	If there are fire exit doors in the classroom, are they: ■ unobstructed; ■ kept unlocked; and ■ easy to open from the inside?			
	Is fire-fighting equipment in place in the classroom?			
	Are fire evacuation procedures clearly displayed?			
	Are you aware of the evacuation drill, including arrangements for any vulnerable adults or children?			
Workplace (ventilation and heating)	Does the room have natural ventilation?			
	Can a reasonable room temperature be maintained during use of the classroom?			
	Are measures in place, for example blinds, to protect from glare and heat from the sun?			

This is not an exhaustive list and you should identify any other hazards associated with the daily use of the classroom in the space overleaf, including any further actions needed. If necessary, discuss this with your head teacher or employer.

Additional issues		Yes	Further action needed	N/A

Further action needed

Hazards noted:	Action taken and when:

Name (and position):	Signature:	Date:
Location/name of classroom:		

Office Health and Safety Checklist

Questions you should ask:		Yes	Further action needed	No / N/A
Movement around the office (slips, trips)	Is the internal flooring in good condition?			
	Are carpets secure to floor and free of worn or frayed seams?			
	Are there any changes in floor level or type of flooring that needs to be highlighted?			
	Are gangways between desks kept clear?			
	Are trailing electrical leads/cables prevented wherever possible?			
	Is lighting bright enough to allow safe access and exit?			
	Are exits free from obstructions?			
Work at height (falls)	Do you have a step or stepladder available for use where necessary?			
	Is a window opener provided for opening high level windows?			
Furniture and Fixtures	Are chairs in safe condition?			
	Are desks in safe condition?			
	Are doors and locks in good working order?			
	Are all windows unbroken and free from any type of damage?			
	Are ceiling tiles intact, undamaged and in place?			
	Are permanent fixtures in good repair and securely fastened?			
Storage	Is there adequate storage?			
	Is there high / low storage? Are shelves suitable?			
	Is there a suitable means of accessing all storage above head height?			
	Are filing cabinet locks suitable and in good repair to ensure the security of personal records?			
Manual handling	Do you have to carry out any manual handling which might result in injury? If so, is enough done to reduce the risk of injuries to acceptable levels?			
	Have trolleys been provided for moving heavy objects?			
Computers	If you use computers as part of your job, has a workstation assessment been completed?			
Electrical equipment and services	Are fixed electrical switches and plug sockets in good repair?			
	Are all plugs and cables in good repair?			
	Has electrical equipment been PAT tested, and visually inspected at suitable intervals to ensure that it is safe to use? Is there a sticker to show it has been tested?			
	Has any damaged electrical equipment been taken out of service or replaced?			

Lighting	Is the lighting in the office space suitable for the activities which normally take place therein?			
Ventilation and heating	Does the room have natural ventilation?			
	Is the heating adequate so a comfortable and safe working temperature can be maintained?			
	If a reasonably comfortable temperature cannot be achieved, are portable heaters available? Have they undergone PAT testing to ensure their safety for use?			
	Do the portable heaters in operation have built in thermostats?			
	Are measures in place for example blinds, to protect from glare and heat from the sun?			
Hot drink making facilities	Are the hot water sources in good repair and safe to use?			
	Is cold drinking water available?			
	Is food and drink carried about? Are their arrangements for clearing up spillages?			
	Is the food preparation area kept clean and tidy?			
	Is the temperature of hot water at the point of use safe so not to pose as a scalding risk?			
	Are offices free from accumulation of material that might pose as a fire hazard?			
Fire	Is electrical equipment well-ventilated and not restricted?			
	Are electrical sockets free from overloading?			
	If there are fire exit doors are in the office, are they: • Unlocked • Unobstructed • Easy to open from the inside?			
	Are you aware of the fire evacuation drill?			
	Are fire extinguishers available and accessible?			

This is not an exhaustive list, and you should identify any other hazards associated with the daily use of the office in the space overleaf, including any further actions needed. If necessary, discuss this with your Headteacher.

Additional issues:		Yes	Further action needed	No / N/A

Hazards noted:	Action taken:	When:

Name (and position):	Signature:	Date:
Location/name of office:		