Risk Assessment Policy & Procedures

Date: July 2026
Review: July 2027

Contents

Introduction and Objectives

1. The purpose of this policy is to enable Rowan Education ('the School') to meet its duty of care to students and staff (and others) by creating a culture of risk awareness and assessment, to reduce the risks associated with all School business operations, as far as is reasonably practical. The aim is to protect the health, safety and wellbeing of students, staff, visitors and others affected by our operations.
2. This policy and associated procedures provide a framework for staff to follow in the consideration and completion of risk assessments. The Management of Health and Safety at Work Regulations 1999 dictate that the School has an absolute duty to carry out risk assessments and record significant findings in writing. Risk assessments must be 'suitable and sufficient'. The Education (Independent School Standards) Regulations 2014 (Part 3, Paragraph 16) demand that the School ensures the welfare of students is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and that appropriate action is taken to reduce identified risks.
3. The School must take a proactive approach to managing risk and thereby reducing the likelihood that students and others will be harmed through negligence and lack of foresight or proper planning.
4. The use of formal risk assessment helps to reduce subjective assessment and to unify the School's approach to risk management.

The purpose of risk assessment

1. Risk assessments focus on identification and prevention as opposed to reacting when things go wrong, to prevent accidents and injuries that could ruin lives, damage reputations and cost money. Once a risk assessment has been completed the significant risks must be communicated to staff and others, to enable their co-operation and informed decisions. Such communication can be done verbally, for example through the regular staff briefing or where appropriate more formally by providing a copy of the risk assessment and discussing the findings during a team or department meeting.
2. The range of risk assessments used will create a risk profile covering the nature and level of the risks faced, the likelihood of adverse effects occurring, associated costs and effectiveness of current controls. High level strategic business risks will be captured by the school Risk Register (in development).
3. We undertake risk assessments for activities, environmental hazards (e.g. car park, playing field) and also for individual students in terms of their reported or known behavioural tendencies.

What is a risk assessment?

1. 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 students, that could result from a business (school) activity or situation and to identify action needed to reduce the level of risk.
    a. A hazard is anything with the potential to cause harm e.g. chemicals, electricity, climbing, absconding.
    b. The risk is the perceived likelihood that somebody could be harmed by these and other hazards, together with an indication of how serious the harm could be.

2. A risk assessment is the resulting assessment of the severity of the outcome (e.g. injury, loss of life, damage to property) and what action needs to be taken to reduce the risks as low as is reasonably practicable.
3. Risk control measures are the measures, actions, and procedures that are put in place in order to minimise the consequences of the initially-identified unaddressed risk (e.g. staff training, appropriate supervision, clear work procedures, preliminary visits, warning signs and barriers).
4. Risk assessments are used to identify the potential hazards to people from the School's activities, which will include safeguarding related, site security, slipping, falling, poor health, equipment, sports, recreation, property (fire), strategic (reputation, loss of students, impact on development), financial (falling student rolls), compliance (data protection) and environmental (hazardous waste) risks.

Responsibilities for Risk Assessments

1. The School's responsibility.

    a. It is the School's responsibility, through its management, to ensure risk assessments are completed and implemented. The work involved to meet this responsibility is delegated to key roles within the school; namely the Head, the Business Manager and the Health and Safety Manager. This responsibility includes recognition of the particular nature of the School as occupying and utilising the site of Heslam Park Rugby Club. The Health & Safety Manager (with the Business Manager) identifies the need for, generates and updates risk assessments, the Business Manager monitors and evaluates risk assessments and reports on risk assessment to the Head.
    b. Rowan Education will utilise risk assessments at all levels to manage risk, from the Risk Register (in development) to risk assessments for individuals.

c. Rowan Education will provide suitable and sufficient training for staff required to complete risk assessments to ensure staff have the knowledge and understanding to fulfil this responsibility and undertake effective risk assessments. Key staff with a responsibility for completing risk assessments will also undertake the online training or obtain the required knowledge and skills via other training methods. Risk assessments will enable suitable controls, helping establish safe systems of work and H&S training needs of staff.
d. Assisted by the Health and Safety Manager, risk assessments are the responsibility of Business Manager and Head. They should ensure that risk assessments are stored on the shared area (in the appropriate Sync folder) for ease of access and reference and that risk assessments are reviewed regularly, after an incident/accident or at least on an annual basis.

Responsibilities of all staff

1. All School staff must act in a responsible and safety-aware manner and are responsible for taking reasonable care of their own safety, together with that of students and visitors. They are responsible for cooperating with the health and safety policy and arrangements (including risk assessments) in order to enable the Governors to comply with their health and safety duties.
2. All staff are expected to participate in the completion of risk assessments when requested to do, follow safety related instructions and safe systems of work identified in risk assessments. Finally, all members of staff are responsible for reporting any risks/defects or concerns to the Head (or their deputy in the Head's absence), in order assist with reducing risks.

General Arrangements

1. Risk assessments should consider the following general hazards/situations:

    a. Safeguarding of students,
    b. Supervision arrangements,
    c. Manual handling,
    d. Working at height,
    e. Slips and trips,
    f. Hazards from equipment/machinery used,
    g. Lone working,
    h. Substances hazardous to health (COSHH),
    i. Noise,
    j. Access and egress,
    k. Preventing unauthorised access to high risk areas.

2. Risk assessments should be undertaken using the school risk assessment template (Appendix 2) to enable a consistent judgement of risk and identification of the high priority risks.
3. Completed risk assessments should be made available on the shared drive (in Sync).
4. A generic risk assessment has been created covering some of the above generic risks (available on Sync). However generic risk assessments should be treated with caution - whilst these can be a useful starting point, assessments need to be specific to the actual situation and it is important that we are able to utilise all the control measures listed.
5. A number of site-wide risk assessments have been completed and are available, including:

    - Fire
    - Traffic onsite

Dynamic Risk Assessment

Although many risk assessments have been completed, it is possible that some tasks still need assessing or reassessing, therefore if any member of staff has a role which they think has unidentified/uncontrolled risks, they must inform the Head (or the Deputy Head).

Levels of risk can change from day to day, and tasks that have been assessed and suitably controlled may have a higher level of risk on some occasions (e.g. due to weather conditions or poor housekeeping), and it is essential that every member of staff takes a moment to assessment risk from every job before they start it. This is known as a 'dynamic risk assessment' and is simply taking moment to think before acting. It is the same principle as looking both ways before crossing the road – you have to do it every time before you cross the road. Staff must still take the time to assess the risks before undertaking a task, even if there is an up-to-date risk assessment.

Staff must never undertake a task where they have identified a risk indicating that they cannot perform the task safely at that point in time, or that creates uncontrolled risk to others, especially students at the school.

Training

All new members of staff will be given an induction into the School's arrangements for risk assessments and health and safety. Specialist training will be given to those whose work requires it.

All staff responsible for completing risk assessments will be provided with training to provide them with the knowledge and understanding of the risk

assessment process and the skills required to undertake a suitable and sufficient risk assessment. Risk assessments should be used to identify further staff training needs to enable them to work safely.

Educational Visits

Rowan Education has a separate policy for educational trips involving students. For full details please see the Educational Visits Policy which covers routine trips, major trips and arrangements for dealing with external organisations.

Access by students to risky areas

Risk assessments of all areas of the school reinforce our policy of ensuring that our students do not have unsupervised access to potentially hazardous areas. Students are only allowed access if risks are suitably controlled or accompanied by a member of staff.

Student Welfare and Supervision

When completing risk assessments, staff should ensure safeguarding risks to students are considered and documented. One of the controls used to protect students will be adequate competent supervision. Staff ratios and availability play a key part of ensuring appropriate supervision of students.

Monitoring and Review of Risk Assessments

All risk assessments should be regularly reviewed:

- If there is significant change in the circumstances, e.g. new equipment/ways of working.
- After an accident or incident.
- If the original assessment is no longer valid, e.g. change in legislation or changes in technology/science.
- In all other cases regularly (annually)

References, Resources and Related Policies

- The Management of Health and Safety at Work Regulations 1999
- The Health and Safety at Work Act etc. 1974
- HSE Publication "Risk Assessment – A brief guide to controlling risks in the workplace".
- HSE publication "5 Steps to Risk Assessment".
- Health and Safety Policy.
- Educational Visits Policy

Appendix 1 - How to Conduct a Risk Assessment

General Principles

Appendix 2 contains a template risk assessment document, with some examples included for the purpose of illustration purposes only – this should be adapted to the individual risk and circumstances. The template is based on the HSE's Five Steps to risk assessment:

1. Identify the hazard/s.
2. Decide who might be harmed and in what way.
3. Evaluate the risk/s and decide on precautions/preventative measures.
4. Record your findings and implement the proposed changes.
5. Review your risk assessment and update if necessary.

A risk assessment should be carried out by anyone who is trained and competent to do so; someone who understands the environment, circumstances and the potential harm.

To undertake a risk assessment, you need to consider what might cause harm to people (students, staff, visitors, contractors etc.) and decide whether you are doing enough to prevent that harm. If you determine there is more that can/should be done to minimise the risk, you need to identify what you need to do and prioritise putting in place appropriate and sensible control measures.

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 should be consulted and involved with the risk assessment process and the results must be effectively communicated to staff and students. The written document should help with communicating and managing the risks.

When completing a risk assessment the focus should be on significant risks associated with the activity.

Perceived risks should be reduced to the lowest reasonably practicable level by taking preventative measures, in order of priority. This is what is meant by a hierarchy of control. The list below sets out the order to follow when planning to reduce identified risks. Although the following is aimed more at industry/technical activities, the general principles can still apply. Consider the following headings in the order shown, do not simply jump to the easiest control measure to implement.

1. Elimination - Redesign the job or substitute a substance so that the hazard is removed or eliminated.
2. Substitution - Replace the material or process with a less hazardous one.
3. Engineering controls - for example use work equipment or other measures to prevent falls where you cannot avoid working at height, install or use additional machinery to control risks from dust or fume or separate the hazard from operators by methods such as enclosing or guarding dangerous items of machinery/equipment. Give priority to measures which protect collectively over individual measures.
4. Administrative Controls - These are all about identifying and implementing the procedures you need to work safely. For example: reducing the time workers are exposed to hazards (e.g. by job rotation); prohibiting use of mobile phones in hazardous areas; increasing safety signage, and performing risk assessments.
5. Personal protective clothes and equipment - Only after all the previous measures have been tried and found ineffective in controlling risks to a reasonably practicable level, must personal protective equipment (PPE) be used. For example, where you cannot eliminate the risk of a fall, use work equipment or other measures to minimise the distance and consequences of a fall (should one occur). If chosen, PPE should be selected and fitted by the person who uses it. Workers must be trained in the function and limitation of each item of PPE.

You do not need to include insignificant risks. In other words, you do not need to include risks from everyday life unless school/work activities increase the risk.

Completing Rowan Education Risk Assessments

1. When completing the risk assessment (template below), using your judgement (and with help/advice if required) consider first who the risk applies to (e.g. only students? All staff?). Then, consider and record the specific risk (and the consequences that might arise, such as injury) in terms of likelihood of occurrence and likely severity of injury (or safeguarding consequence) should it occur, without any mitigating measures, using the matrix provided in the risk assessment document. Record the likelihood value (L) and severity (S) value, and calculate the resulting risk (LxS). Use the colour coding to give a visual representation of risk and risk reduction.

2. Then, consider the risk reduction measures currently in place and calculate the L and S values again (one or both may be judged to have changed). Calculate the resulting risk (LxS) and employ the colour coding again. If further risk-reduction measures are planned

or felt to be required, record these and the associated timescale. The assessment should be updated when such measures are complete.

3. Determine from the final (resulting) risk, whether monitoring is sufficient, or if specific timed review is required, depending on the nature and magnitude of the risk.

4. If you are uncertain about how to complete the assessment or the values to ascribe to the various aspects of a particular risk, seek advice/input from the Head or the Business Manager. **If in doubt, ask**.

Appendix 2 – Rowan Education Risk Assessment Template

RISK ASSESSMENT
(Template)

Date	Nov 2024
Review Date	Nov 2025 (or before if substantial changes to environment)

Relevant Legislation:
The School Premises (England) Regulations 2012, part 4
The Management of Health and Safety at Work Regulations 1999
KCSIE 2025

KEY (People at risk)	Likelihood (L)	Severity (S)	Risk Calculation	Risk Rating
S = staff YP = Young Persons P = Public C = Contractors V = Visitors EM = Expectant Mothers	1. Very Low (rare/very unlikely) 2. Low (unlikely) 3. Medium (could occur/possible) 4. High (likely to occur/probable) 5. Very High (near certain to occur)	1. Insignificant (nuisance/discomfort) 2. Minor (no lost time) 3. Moderate (time loss) 4. Significant (serious/incapacity to work) 5. Major (Death)	Likelihood x Severity = Rating	**1- 6** **LOW RISK** Monitor **8-12** **MEDIUM RISK** Monitor, review & reduce risk where possible **14-25** **HIGH RISK** Further Action Required

1. Hazard Identified and potential harm it could cause	2. People At Risk	3. Controls in Place	4. Risk rating (before controls)				5. Risk Rating (after controls)				6. Further Action Required or Recommendations	6. Target Date for Completion
			L	S	LxS	Risk	L	S	LxS	Risk		
Structures – injury through climbing/falling	YP	• Adequate supervision of students. • Application of 'ladder-safe' and 'no-climb' notices. • Use of anti-climb paint with suitable warning signs where necessary. • Screening-off of dangerous structures if practicable.	4	4	16	H	2	4	8	M	Monitor + review	
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