

# Chiswick & Bedford Park Preparatory School

## Risk Assessment Policy

Chiswick & Bedford Park Preparatory School and Nursery (“the School”) is committed to providing a safe learning environment.

The School does not expect to eliminate all risks but will protect all the children and adults as far as reasonably practicable. Risks are inherent in everyday life. We need to identify them and to adopt systems for minimising them. Our pupils also need to be educated into how to cope safely with risk.

### Aims:

1. This will explain our rationale for assessing risk and how to complete a risk assessment.
2. The guidelines will explain to staff how to establish a safe learning environment.

### Legislation and Statutory Requirements

This policy is based on the following legislation and Department for Education (DfE) guidance:

- Paragraph 16 of part 3 of [The Education \(Independent School Standards\) Regulations 2014](#) which requires proprietors to have a written risk assessment policy
- Regulations 3 and 16 of [The Management of Health and Safety at Work Regulations 1999](#) require employers to assess risks to the health and safety of their employees, including new and expectant mothers
- Regulation 4 of [The Control of Asbestos Regulations 2012](#) requires that employers carry out an asbestos risk assessment
- Employers must assess the risk to workers from substances hazardous to health under regulation 6 of [The Control of Substances Hazardous to Health Regulations 2002](#)
- Under regulation 2 of [The Health and Safety \(Display Screen Equipment\) Regulations 1992](#), employers must assess the health and safety risks that display screen equipment pose to staff
- Regulation 9 of [The Regulatory Reform \(Fire Safety\) Order 2005](#) says that fire risks must be assessed
- Regulation 4 of [The Manual Handling Operations Regulations 1992](#) requires employers to conduct a risk assessment for manual handling operations
- [The Work at Height Regulations 2005](#) say that employers must conduct a risk assessment to help them identify the measures needed to ensure that work at height is carried out safely
- [DfE guidance on first aid in schools](#) says schools must carry out a risk assessment to determine what first aid provision is needed
- [DfE guidance on the prevent duty](#) states that schools are expected to assess the risk of pupils being drawn into terrorism
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## What is a safe learning environment?

A safe learning environment is one in which there:

- Is secure and safe access to movement around and exit from premises;
- Is both emotionally and physically healthy;
- Are arrangements for safe use, handling, storage and transport of equipment; and
- Are arrangements for safe physical interventions for pupils?

## Key Terms

**Risk assessment** is a careful examination of what could cause harm to people. This can be used to determine whether enough precautions have been taken or whether more should be done to prevent harm.

A **hazard** is something with the potential to cause harm.

A **risk** is the likelihood of harm occurring, together with an indication of how serious the harm could be.

Risk is often shown as:

**Risk = Likelihood x Severity**

**Risk control measures** 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).

## Why carry out Risk Assessments?

There are three categories of reasons for carrying out risk assessments:

### 1. Moral

The School has a moral obligation to ensure the health, safety and well-being of the children, staff, visitors and contractors that are present on the School's premises (or on a School outing).

### 2. Legal

*The Health and Safety at Work Act 1974* places a general duty on all employers to ensure the health, safety and welfare of employees and others in their care;  
*The Management of Health and Safety at Work Regulations 1999* place a duty on employers to carry out risk assessments for all the activities they undertake;  
*The Control of Substances hazardous to Health Regulations 2002 (COSHH)*;  
*Health and Safety (Display Screen Equipment Regulations 1992).*

There are specific requirements for risk assessments to be carried out for new and expectant mothers and for children under 18 who may be carrying out 'Work Experience' at the School.

### 3. Financial

If a company fails to properly assess and control risks, the financial impacts may be significant.

## The Risk Assessment Process

The School follows the Health and Safety Executive (HSE) 'Five Steps to Risk Assessment'. These are:

### 1. Identify the hazards

A **hazard** is something that may cause harm. Hazards may be identified by:

- Walking around and looking for things that may cause harm;
- Asking members of staff if they have noticed anything that could cause harm;
- Checking accident, near-miss and ill-health records; and
- Checking manufacturers' instructions.

Some hazards will be obvious such as moving vehicles. Other hazards will be less obvious such as dust. Hazards can be grouped into 5 categories:

- **Physical**
- **Chemical**
- **Biological**
- **Ergonomic**
- **Psychological**

### 2. Decide who might be harmed and how

Identify groups of people who might be harmed. Identify how they may be harmed (i.e. what type of injury or ill health might occur?) Consideration should also be given to the hazards that may be faced by cleaners and visitors, who may not be in the property all the time.

### 3. Evaluate the risks and decide on precautions

The **risk** is the likelihood, high, low or medium, of harm occurring, together with an indication of how serious the harm could be.

Risk is often shown as:

**Risk = Likelihood x Severity**

Think about what controls are in place and think about good practice. Consider if the risk can be eliminated altogether and if not, how can you control the risks so that harm is minimised and/or unlikely to occur?

When controlling risks, the following principles should be applied:

- i. **Eliminate** the hazard, e.g. remove trip hazard;
- ii. **Reduce** exposure to the hazard, e.g. reduce time spent in a noisy environment;
- iii. **Isolate** the hazard, e.g. put barriers up;
- iv. **Control** the hazard, e.g. use electrical safety plugs in sockets;
- v. Protective equipment (PPE) e.g. clothing, footwear, goggles; or

- vi. Discipline (Staff training, provision of welfare facilities e.g. first aid)

**4. Record your findings and implement them by the following measures:**

- i. Putting the results of the risk assessment into practice;
- ii. Share the risk assessment with staff (save a copy in the public drive in the staff folder);
- iii. Keep it simple;
- iv. Be sure a proper check has been made;
- v. Consider if all significant hazards have been dealt with; and
- vi. Consider if the precautions are reasonable and the remaining list low?

**5. Review your assessment and update if necessary**

- i. All risk assessments will be formally reviewed annually by staff at the beginning of each academic year to consider the risks posed by new equipment and procedures.
- ii. Consider :
  - a. Have there been any changes?
  - b. Are there improvements the School needs to make?
  - c. Has anyone in the School community identified a problem?
  - d. Have we learnt anything from accidents or near-misses?

During the year, if there is a significant change, we will not wait. The risk assessment will be checked and, where necessary, amended.

## **Roles and Responsibilities**

### **Employers**

Dukes Education will take reasonable precautions to reduce and eliminate risks within the School premises and to ensure that measures are in place to reduce and eliminate risks at off-site events/activities to protect all children and adults.

### **Headmistress**

The Headmistress will ensure that all reasonable precautions that have been identified will be actioned to make the School and off-site events/activities safe learning environments.

### **Deputy Head**

The Deputy Head will check the risk assessments throughout the year and organise the annual review of risk assessments. He/she will also identify further hazards and precautions that may be implemented to reduce and eliminate hazards. He/she will also oversee the creation and implementation of Risk Assessments in respect of any educational visit off site. All Risk Assessments must be passed on to and approved by the Deputy Head before each educational visit (see *Educational Visits Policy*).

### **All Staff**

All members of staff at the School have a responsibility to co-operate with the employers in an effort to improve health and safety. They must highlight any risks they see and

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inform the Headmistress or Deputy Head so that reasonable measures can be taken to reduce and eliminate risk.

### **Training**

The School will provide core training to further help reduce risks. This will include Level Two Award in Risk Assessment, Paediatric First Aid, Basic First Aid, Fire awareness and Fire Extinguisher, Health and Safety and Safeguarding Children. A record must be kept in the School's Professional Development file located in the School office. Such training will be updated on a regular basis to ensure compliance with OFSTED requirements.

### **Areas for Risk Assessments (not exhaustive)**

- All classrooms
- Other rooms at School
- Playground (used for breaks)
- Offices
- Cellar
- Corridors, Staircases and Fire Escapes
- St Michael and All Angels Hall (used for assemblies, music lessons, drama and dance lessons and Indoor PE lessons)
- St Michael and All Angels Church (used for performances, festivals, rehearsals and exhibitions)
- Rocks Lane Courts (used for PE lessons and School clubs)
- Coach journeys for educational visits and swimming lessons
- Educational visits – day and residential
- Walking to and from Church/Church Hall and Rock Lane
- Acton Swimming Pool

### **Examples of potential hazards of all areas of the school include –**

Electric sockets, plants, windows and glass, cords on blinds, trailing wire and cables, flooring, heating/ventilation, use of sharp instruments.

### **Risk Rating**

Risk Assessments require risk to be evaluated before and after the recommended controls are in place. This will help to identify the urgency of control measures and whether, following the introduction of controls, the risk can be reduced sufficiently. The following matrix can help determine risk rating.

	Severity	Slightly Harmful (e.g. superficial injury or temporary discomfort )	Harmful (e.g. sprains, minor fractures, ill health leading to disability)	Extremely Harmful (e.g. Major fractures, amputation, fatality, life shortening illness)
Likelihood				
Highly Unlikely		LOW (L)	LOW (L)	MEDIUM (M)
Unlikely		LOW (L)	MEDIUM (M)	HIGH (H)
Likely		MEDIUM (M)	HIGH (H)	VERY HIGH (VH)

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It is unlikely that all risks can be reduced to low levels and the following table will help to determine action that needs to be taken.

### **Risk Rating and Action Table**

Risk Rating	Action Required	
	Initial Risk Rating	Residual Risk Rating
Very High (VH)	May only take place if good control measures can be implemented	Must not take place.  You will need to identify further controls to reduce risk rating
HIGH (H)	May only take place if good control measures can be implemented	Seek further advice
MEDIUM (M)	If it is not possible to lower risk, you will need to consider the risk against the benefit.	
LOW (L)	No further action required	