



ST PHILIP'S CE PRIMARY ACADEMY

RISK MANAGEMENT AND ASSESSMENT POLICY

Policy date:	May 2026 Signed copy in school	Signed: Headteacher: Michelle Hargreaves Chair of Governors: Clare Leighton
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Safeguarding Statement

At St Philip's Primary Academy, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all academy activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to, deliver services at St Philip's Primary Academy. We recognise our responsibility to safeguard all who access the academy and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

Vision Statement

Fostering curiosity and a love of learning is at the heart of our teaching. Broadening horizons enables all children to flourish and be fulfilled. Successes are celebrated and failure learned from, allowing us to shine through challenges. Together, we develop qualities of character necessary to be positive future citizens.

Our Guiding Principles

At St Philip's CE Primary Academy we pride ourselves on developing a positive ethos built on the foundations of the Christian faith, whilst taking into consideration that most of our pupils, staff and community follow the faith of Islam. We endeavour to ensure we are always **'Working together with hope in our hearts'**

This ethos is based on the following values that, as stakeholders, we all aim to uphold:

Value 1: NURTURING

We demonstrate kindness and caring towards each other so that we can find happiness and fulfilment. We promote and support children's wellbeing to support their growth and development.

Value 2: OPTIMISTIC

We believe that having a positive attitude towards situations enables us to be forward thinking and supports us in our goal of providing a good and better education for all of our pupils.

Value 3: ASPIRATIONAL

We have high aspirations for the futures of the children in our Academy. Through a high- quality curriculum and planning of lessons that are specifically tailored for our pupils, they will have the opportunity to achieve and surpass their potential.

Value 4: HOPEFUL

The value of hope is interwoven into our teaching and is and is an expression of our faith. Hope supports our spirituality, and through that, virtues such as forgiveness, empathy and compassion come to the fore.

Value 5: SINCERE

We are united as a whole to ensure integrity, honesty and trust are maintained. This quality within our academy means that we follow our values to ensure that we always do our best for pupils, staff and community.

Value 6: ASSURED

Our goal is to see our pupils confident, armed with independence and conviction, echoing 'Let your light shine' - Matthew 5:16

Value 7: RESPECTFUL

All members of our academy, including pupils, staff, governors, visitors and the wider community, should be treated with respect. We hold politeness in high regard and we are accepting of each individual's uniqueness.

Value 8: KNOWLEDGEABLE

By fostering resilience, collaboration and risk-taking, we craft an environment where pupils are ready to be lifelong learners.

Statement of Intent

St Philip's Church of England Primary Academy will keep pupils, staff, volunteers and visitors safe by implementing proportionate risk management across all activities on and off site. We will meet our legal duties under health and safety law and follow Department for Education (DfE) and Health and Safety Executive (HSE) guidance. Risk assessment is integral to our planning, curriculum delivery, estates management and educational visits. We will do this by following our policies and procedures effectively to ensure that those adults working with our children are aware of their roles and responsibilities, follow the code of conduct and have completed appropriate safeguarding training and checks.

Introduction

This policy applies to all employees, pupils, volunteers, contractors and visitors, and to all school activities carried out on-site and off-site, including before/after-school clubs, educational visits, residential and sporting events.

It is not only a legal requirement, but also this School's belief, that risks to health and safety should be controlled wherever possible through risk assessments. These are therefore conducted in this school on a regular basis and cover all identified risks to our pupils, our staff, our building, grounds, in our daily routine and at all school events.

We therefore also have regard to:

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- Regulatory Reform (Fire Safety) Order 2005 and Fire Safety risk assessment: educational premises
- Control of Asbestos Regulations 2012 and DfE guidance: Managing asbestos in your school or college (2024/2025 updates)
- HSE guidance on sensible risk management in schools, including risk assessment templates
- DfE Health and safety: responsibilities and duties for schools (2022)
- DfE Health and safety on educational visits (2018) and OEAP National Guidance
- HSE guidance on Legionella (ACoP L8 / HSG274)

What is Risk Assessment?

A risk assessment is a tool for conducting a formal examination of the harm or hazard to people (or an organization) that could result from a particular activity or situation.

- **A hazard** is something with the potential to cause harm.
- **A risk** is an evaluation of the probability (or likelihood) of the hazard occurring.
- **A risk assessment** is the resulting assessment of the severity of the outcome.
- **Risk control measures** are the measures and procedures that are 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).

Who Conducts Risk Assessments?

Risk Assessments are conducted by the Headteacher, ABL (Academy Business Leader), Caretaker or delegated to teachers. Assessment will not be delegated to staff who are uncomfortable about carrying out the task, or who do not have the influence to ensure that their recommendations are implemented. The risk assessment should be shared with all staff and voluntary helpers as appropriate to the visit.

Risk assessments should be obtained and utilized from individuals, groups and organizations who are on site and relevant information about pupils should be shared with them, as appropriate, to ensure safety and welfare.

Risk Assessment Procedures

There are two main types of risk assessment, generic and specific.

Generic risk assessments should be completed for hazards or activities that are common throughout the school.

Specific assessments should be completed for particular tasks, procedures, equipment, locations, and educational visits, which have specific or significant risks. Risk assessments for individual pupils should be established, as appropriate, and shared with staff and parents as appropriate.

The essential steps that are taken in order to comply with this policy are:-

- Identify the hazards to health or safety arising from the activity, learning environment or setting.
- Decide who might be harmed and how.
- Evaluate the risks and decide whether existing precautions are adequate or more needs to be done.
- Record your findings.
- Review your assessment and revise it if necessary.

Assessments identify significant risks, such as defects and deficiencies and prescribe remedial action, i.e. risk control measures.

Thorough risk assessment involves answers to such questions as the following:

- What hazards are we faced with?
- Who might be affected?
- How can the risks be reduced to an acceptable level?
- Can effective measures be implemented now?
- If not, what contingency plans will serve us best for the time being?

Who May be Affected?

Consider pupils, students, trainees, expectant mothers and also those who may not be directly involved with the activity but who may still be affected by the process. This may include cleaning or office staff, contractors or parents. Or when beyond the School, members of the public.

Risk Evaluation

Evaluate the risks (low/medium/high) to which individuals might be exposed. This will be a subjective evaluation but should be used to give an indication of the priority with which the risks needs to be addressed. Where risks are already controlled, monitor the effectiveness of the control to decide whether they are sufficient. Where the risk to individuals is thought to be medium or high, additional control measures must be considered.

The school identifies a five-stage process to undertaking a risk assessment:

- Identify the hazards
- Decide who might be harmed and how
- Evaluate the risks
- Record the findings
- Review

Risk Ratings

The school adopts the following risk ratings to determine the impact and severity of different hazards:

Likelihood	Impact			
	1 – Minor	2 – Moderate	3 – Major	4 – Catastrophic
1 – Rare	1	2	3	4
2 – Unlikely	2	4	6	8
3 – Possible	3	6	9	12
4 – Likely	4	8	12	16

In line with the table above, the school has identified the following risk actions depending on the determined risk rating:

Degree of risk	Risk treatment
Low	- Acceptable level of risk. - Risks should be monitored and reassessed at appropriate intervals. - No further action or additional controls should be necessary.
Moderate	- Unacceptable level of risk. - Efforts should be made to reduce risk. - Establish more precisely the likelihood of harm as a basis for determining the need for improved control measures. - Resources may need to be allocated to reduce the risk. - Where the risk involves work in progress, immediate action should be taken.
High	- Unacceptable level of risk. - Immediate action must be taken to manage the risk. - Control measures must be put into place which significantly reduce the impact of the event or the likelihood of it occurring. - A significant number of control measures are required. - Resources will need to be allocated to reduce the risk.

When completing risk assessments, staff members will grade impact and likelihood using the above scale systems and respond appropriately.

Principles of effective risk management and assessment

The school adopts the following key principles of risk prevention:

- If possible, avoid a risk altogether
- Avoid introducing new hazards
- Evaluate unavoidable risks via a risk assessment
- Combat risks at the 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 policies
- Give priority to protection measures that safeguard the whole school
- Ensure that staff and pupils understand what they must do to minimise risk
- Develop a positive approach to health and safety within school

Risk Control

Decide what controls are necessary to reduce the risk to individuals. The steps to controlling the risks are as follows:-

- **Avoid the hazard** – can the hazard be avoided or altered to reduce the likelihood or risk?
- **Substitute or replace the hazard**
- **Procedural controls** – can the procedure be altered to avoid or reduce the risk? Can the individual be removed/distanced from the risk? Can the activity be carried out at a time that would have a lesser impact on others?
- **Child management** – make sure that the staff are aware of each child's needs.
- **Setting management** – such as the monitoring of exits and entrances.
- **Additional equipment/staff** – can a lifting device or an additional person be utilized to avoid or reduce the risk?
- **Personal Protective Equipment** – consider the value of using such things as gloves, over garments.
- **Emergency procedures** – have contingencies in the event of things going wrong such as an accident, incident or fire.

The Headteacher monitors the control measures instigated to ensure that they are effective and implemented correctly.

Risk Assessments for taking children off site

Staff responsible for taking children off site must carry out a risk assessment using the standard proformas and consider content of the site-specific risk assessments. Before it can take place, the activity must be authorized and the form signed by the Headteacher or the Educational Visits Coordinator and a copy of the risk assessment should be taken with them.

Risk Assessments for individuals

Adaptations – due to medical or physical issues.

Behaviour – cognitive or disruptive

Individual children (and staff) may need a specific risk assessment due to circumstances that have arisen.

These could be due to a medical or physical need (eg. broken leg, use of a feeding tube) or due to cognitive or behavior needs.

A risk assessment will be written to address specific needs and mitigations.

A PEEP (Personal Emergency Evacuation Plan) may also be required, if the individual would struggle with evacuating the building in an emergency without support or mitigations in place.

Specialist Risk Assessment

The ABL arranges for specialists to carry out the following risk assessments:

Fire safety - We maintain a suitable and sufficient fire risk assessment; test alarms; run termly evacuation drills; maintain means of escape; train staff; and review after significant changes. New works follow Building Bulletin 100 for design. Premises follow the HM Government fire safety risk assessment guide for educational premises. Records are kept for maintenance, drills and staff training.

Legionella - We conduct a Legionella risk assessment and implement a written scheme of control (temperature monitoring, flushing, inspections and maintenance).

Electrical safety - We carry out statutory inspections, testing and maintenance of fixed installations and portable appliances, and manage contractor activities via safe systems of work.

There is no asbestos in the school so a specialist Asbestos Risk Assessment is not required.

However a full survey will document and confirm this.

It is no longer a requirement for schools and business to have a COVID-19 specific risk assessment

Playgrounds, PE and Curriculum Areas

We adopt a balanced approach to play and PE, enabling exciting activities while controlling real risks. Subject leaders ensure safe practice; equipment is inspected; and staff follow recognised guidance.

There are risk assessments in place for equipment that the children use and for specific areas of the site.

Reviews

All risk assessments are reviewed and recorded, when major structural work is planned, or in the event of an accident. The Health and Safety Policy describes the arrangements for regular health and safety audits of the fabric of the school, its plant, machinery and equipment, together with its arrangements for catering and cleaning and for water sampling.

Risk Register

BDAT currently uses a web-based risk management system to record and monitor risks at both Trust and academy level. This system includes template risk assessments, linked controls, appropriate monitoring and comprehensive audit trails to provide the necessary assurances to the Local Governing Bodies and Trustees. The GRC One Risk Register database is used for this purpose.

Monitoring also provides assurance on the extent to which the mitigating actions and controls are operating as intended and whether risks are being managed to an acceptable level. Reports are shared termly with local governing bodies.

Responsibilities of 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 required 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 Head of school in order to enable the Governors to comply with their health and safety duties. Finally, all members of staff are responsible for reporting any risks or defects to the Head, ABL or Caretaker so that we can monitor these issues more effectively. The suite of risk assessments, excluding any individual medical, maternity or stress risk assessment, are stored in the risk assessment folder on the Teacher drive. This is so they are accessible to all staff

Rolling Annual Survey

Rolling Risk Assessments are carried out on the inside and outside of the premises every term.

Reporting Procedures for Surveys

The rolling annual survey of risk assessment will be recorded on the CRYSP system once it has been completed. This will be reported back to governors as part of the annual Health and Safety audit.

Responsibility of the Governors

To delegate powers and responsibility to the Head of school to ensure everyone complies with this policy.

Review

This policy should be reviewed and ratified by the Governing Body of St Philip's Primary Academy every two years.