

RISK ASSESSMENT POLICY

Rationale

DePS is committed to providing safe environments to all its community with procedures in place to regularly assess the premises for any risks, evaluate the risks and put in place systems to minimise the risks.

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

Risk Assessments focus on prevention, rather than reaction when things go wrong

Risk assessments need reviewing and updating regularly.

WHAT AREAS REQUIRE RISK ASSESSMENTS?

A large range of activities will be carried out at DePS, 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

But risk assessments are also needed for many other areas, including:

Educational

- Some Science activities (Done by the Facilitator)
- PE and Sport Activities (Done by the Facilitator)
- 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 or generic risk assessments, for our educational activities and visits.

Principles of the Policy

- The head of department will ensure that regular risk assessments of the premises are conducted to identify any hazards or risks and that action is taken to minimise the risks.
- Children are encouraged to do their own risk assessments of activities to identify what might happen and what can be done to reduce the hazard/risk.
- Frequency of risk assessments carried out:
 - at least once a year (Appendix 1), and

- when there is a change of equipment/resources or to the premises,
- to meet the particular needs of a child,
- if an incident has occurred
- The document is reviewed at least every 12 months
- Engagement and consultation with staff on a regular basis.
- Not all risk assessments need to be written, the head of department and staff will decide what needs to be formally recorded. Those risk assessments which are written down will include the date and signature of the person carrying out the assessment.
- Daily checks – a visual inspection will be carried out of the premises and equipment before children arrive. Actions will be taken to minimise any risks from hazards identified, immediately.
- Any accidents or incidents will be recorded and monitored to identify further steps to be taken.

Unsafe areas

We ensure that students understand why they do not have access to potentially dangerous areas.

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. Student do not have access to catering, maintenance and cleaning stores of the school

CONDUCTING A RISK ASSESSMENT

DePS' policy is not to carry out any high risk activity. Activities involving pupils are normally low risk. Children are always spoken to about how to keep safe when undertaking any activity which has been risk assessed

Responsibility

The school Principal has overall responsibility to ensure that the contents of the policy are enforced and regularly updated, and informed and understood by all stakeholders (children, parents, staff and board of governors).

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 Facilities Manager and other members of the SLT 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 teacher

Procedures

The Health and Safety Executive suggest a process to risk assessment:

- State the parameters of the activity
- Note the key safety measures in place for the activity
- Identify the hazards – what is present within our environment that could cause harm?
- Evaluate whether this are LOW, MEDIUM or HIGH risk
- If there are any HIGH risk areas, the activity must not take place • For other risks, identify the safe operating systems you will put in place

- Decide who might be harmed and how – for example, children, parents, staff, visitors? How are they likely to be harmed?
- Evaluate the risks and decide on precautions – how likely is it that someone may be harmed by this hazard? How serious is any injury likely to be?
- Record our findings and implement them – recording the risks within our environment makes it much easier to share the information with other people using the provision. It helps to ensure that everyone is aware of the hazards and any measures they must take to minimise the risk to themselves and others. It is also helpful when reviewing risk assessments.
- Review our risk assessment – how often we review our risk assessments will depend on the risk and any ‘near misses’ that occur.
- The outcome of the risk assessment should be recorded and communicated to those affected and maintained on the records of the department .

Our Risk Assessment Policy works in conjunction with:

Child Protection and Pastoral Care

Our Safeguarding Policy outlines the procedures in place to identify children at risk beyond the environs of school

Food Hygiene Procedures

- Children are allowed to store their food in the refrigerator to keep it fresh
- Parents are advised to ensure that food containers and bags are regularly washed and cleaned.
- Children are closely monitored on the contents of their snack box.

Safer Recruitment

- A strong procedure for recruitment includes the candidate to provide a police check, references and explanations of any gaps in work experience.

Trips and Outings

Our trips and outings procedures require us to check the routes and venues to ensure that children are safe when leaving the premises for an outing including maintaining adult-child ratios.

Moving in and around the school of FS children

Procedures are in place to ensure that children walk around the school premises safely.

- Hands behind your back
- Walk in a line, one behind the other
- The first person is to hold the door open for the rest of the class
- Ensure that the children understand which door is ‘pulled’ and ‘pushed’ open
- Stay on the right when going up and down the stairs
- Children are appropriately supervised

Specialist Risk Assessments

The School Facility Manager arranges for specialists to carry out the following risk assessments:

- Fire safety
- Electrical safety

*Appendix 1
Risk Assessment Checklist*

Document	Risk Assessment Policy
Date written	September 2010
Last reviewed	Aug 2023
Next Review	August 2024
Version	Working Document

Name/Location of Activity			
Descriptions of activities to be undertaken			
Number of children present			
Age of children			
Number of adults present			
Person in charge of activities			
Hazards and risk level <i>(use the criteria at the back of this page)</i>			Possible risks – what is the harm that can be caused and to whom
Likelihood	Severity	Risk Factor	
Action taken to eliminate/control hazards			
Risk 1			
Risk 2			
Risk 3			
Risk 4			
Review date			
Signed date & (Name of member of staff)			

Foundation Stage - Activity Risk Assessment

Individual activity risk assessments

SEVERITY		LIKELIHOOD	
Rating		Rating	
5	Death/ Permanent disability	5	Will almost certainly happen.
4	Serious injury/ long term sickness	4	Highly likely to happen.
3	Temporary disability 3-day Absence	3	Possible.
2	Required medical attention.	2	Might/less likely.
1	Minor injury e.g. bruise, graze	1	Remote possibility

Severity x Likelihood = Risk Factor	
Factor	Risk Assessment
16-25	Unacceptable! Requires immediate attention.
10-15	A high priority for action.
6-9	Medium risk – do something as soon as possible.
3-5	Low priority - examine practicality of change.
1-2	Low risk – no further action required.

External Events risk management plan

Excursion details			
Date(s) of excursion		Excursion destination	
Departure and arrival times			
Proposed activities		Water hazards? Yes/No If yes, detail in risk assessment below.	
Method of transport, including proposed route			
Name of excursion co-ordinator			
Number of children attending excursion		Number of educators/parents/volunteers	
Educator to child ratio, including whether this excursion warrants a higher ratio? Please provide details.			

Excursion checklist	
<input type="checkbox"/> First aid kit	<input type="checkbox"/> List of adults participating in the excursion
<input type="checkbox"/> List of children attending the excursion	<input type="checkbox"/> Contact information for each adult
<input type="checkbox"/> Contact information for each child	<input type="checkbox"/> Mobile phone / other means of communicating with the service & emergency services
<input type="checkbox"/> Medical information for each child	<input type="checkbox"/> Other items, please list

Risk assessment					
Activity	Hazard identified	Who might be harmed and how?	Elimination/control measures	Action by whom	Action by when

Plan prepared by			
Prepared in consultation with:			
Communicated to:			
Venue and safety information reviewed and attached	Yes / No Comment if needed:		

Risk Assessment of safety belts on school buses

To be initiated by the School Excursion Coordinator

Date(s) of excursion		Excursion destination	
Date of risk assessment			
Name of Bus Driver			
Bus number			
Details of risk assessment (please mention if all seat-belts were checked for good working condition, and identify concerns, if any)			

Signed by Bus Driver		Date:
Signed by Facility Manager		Date:
Communicated to Bus Supervisor	Date:	
Signed by Principal and handed over to School Excursion Coordinator		Date:

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Date(s) of excursion		Excursion destination	
Date of risk assessment			
Name of Bus Driver			
Bus number			
Details of risk assessment (please mention if all seat-belts were checked for good working condition, and identify concerns, if any)			

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