16a - Risk Assessment Policy

1.   Introduction

The School's Mission Statement is:

Our girls will change the world

a.   We are a Catholic community inspired by the vision of our founders and passionate about shaping a better future.

b.   We empower pupils with outstanding results, a love of learning and an alternative way of thinking.

c.   Augustinians are ethical leaders sowing joy, truth and courage.

d.   In this school freedom and generosity of spirit flourish. We seek a sustainable and prosperous future for all the world's communities.

e.   We cherish love for our neighbour, welcoming different faiths and cultures. Learning through dialogue we have hearts open to the whole world.

2.   Policy statement

This is the risk assessment policy of St Augustine's Priory. It applies to all pupils at the school including those in EYFS, all staff and all visitors and contractors. Its purpose is to ensure that

a.   the welfare of pupils is safeguarded and promoted

b.   appropriate action is taken to reduce risks that are identified

3.   Responsibilities

The Governors have overall responsibility for safeguarding and promoting pupil welfare and well-being at the School.

At an operational level, the Head will;

a.   ensure that all staff are aware of, and adhere to, the School's policies and procedures on pupil health, safety and welfare;

b.   ensure that key staff have clearly established roles and responsibilities;

c.   ensure that staff are appropriately trained to deal with pupil welfare issues;

d.   ensure that where concerns about a pupil's welfare are identified, the risks are appropriately managed;

e.   consult with staff, pupils, parents and others, where appropriate, to find practical solutions to welfare issues;

f.   ensure that standards of pupil welfare at the School are regularly monitored both at an individual level and globally to identify trends and issues of concern and to improve systems to manage these.

g.   Those named in paragraph 5 are responsible for carrying out risk assessments in relation to the specific matters of pupil health, safety and welfare covered in those policies.

4.   Pupil welfare

The School recognises its responsibility to safeguard and promote the welfare of pupils in its care. This responsibility encompasses the following principles:

a.   To consider at all times what is in the best interests of the child;

b.   To support pupils' physical and mental health and emotional wellbeing (as well as their social and economic wellbeing);

c.   To protect pupils from harm and neglect;

d.   To recognise that corporal punishment can never be justified;

e.   To provide pupils with appropriate education, training and recreation;

f.   To encourage pupils to contribute to society;

g.   To ensure that pupils are provided with a safe and healthy environment (and to improve the physical environment of the School to improve its provision for disabled pupils);

h.   To manage welfare concerns effectively.

The School addresses its commitment to these principles through:

a.   Prevention - ensuring that all reasonable measures are taken to minimise the risks of harm to pupils and their welfare by:

(i)   Ensuring through training that all staff are aware of and committed to this policy and the values set out;

(ii)   Establishing a positive, supportive and secure environment in which pupils can learn and develop;

(iii)   Including in the curriculum, activities and opportunities for PSHEE which equip pupils with skills to enable them to protect their own welfare and that of others;

(iv)   Providing medical and pastoral support that is accessible and available to all pupils.

b.   Protection - ensuring all appropriate actions are taken to address concerns about the welfare of a pupil, whether of a safeguarding nature or otherwise. This includes:

(i)   Sharing information about concerns with agencies who need to know and involving pupils and their parents appropriately;

(ii)   Monitoring pupils known or thought to be at risk of harm and formulating and/or contributing to support packages for those pupils.

The School recognises that pupil welfare and well-being can be adversely affected by many matters whether in or away from school, including abuse, bullying, behavioural and health issues.

The School has developed this policy and other policies in the table below, which set out full details of its procedures to safeguard and promote pupil health, safety and welfare in accordance with its duties under Part 3 of the ISSRs.

Policy	Responsibility
Safeguarding Policy	DSL

Anti-bullying Policy	DH Pastoral
Promoting Good Behaviour Policy	DH Pastoral
Health and Safety Policy	Bursar
Mental Health & Wellbeing Policy	DSL
First Aid Policy	Bursar
Administration of Medicines Policy	DH PPP
Supervision Policy	DH Pastoral
Outings Policy	DH Pastoral
Journeys Policy	Bursar
Fire Policy	Bursar
Recruitment, Selection and Disclosure Policy	Bursar

The information obtained through the risk assessment process and the action agreed will then be shared, as appropriate, with other staff, parents and third parties in order to safeguard and promote the welfare of a particular pupil or of pupils generally.

5. Who is to carry out risk assessments?

Risk assessments are to be completed as follows:

Occasion	Drafted by	Checked by
School Event	Member of staff in charge	Bursar
Prospective Parents Event	Director of Marketing	Bursar
School Trip or Outing	Member of staff in charge	DH Pastoral (Seniors)
Health and Safety issue	Member of staff in charge	Bursar
Safeguarding - staff	Head	Bursar
Safeguarding - pupils	DSL	Head

6. Safeguarding/Child Protection

With regard to safeguarding risks, and in accordance with current statutory guidance, including Keeping Children Safe in Education (September 2024) and Working Together to Safeguard Children (December 2023) and Part 3 of the ISSRs, the School has systems in place to identify pupils who may be in need of extra help, or those who are suffering, or are likely to suffer significant harm, and will take appropriate action to address and mitigate those risks by working in conjunction with social care, the Police, health services and other services, where necessary.

Full details of the School's safeguarding procedures are set out in the Safeguarding Policy (7a).

7. Anti-Bullying

The School has a written Anti-bullying Policy (10a) which covers the School's approach to the management of bullying and cyber bullying.

8. Behaviour

The School has a written Promoting Good Behaviour Policy (9a) which sets out how it promotes good behaviour amongst pupils and the sanctions to be adopted in the event of pupil misbehaviour.

This policy contains further information about the School's performance of its duties under the

Equality Act 2010 (and reasonable adjustments made to pupils with educational needs/disabilities), support systems for pupils and liaison between parents and other agencies.

9. Health and safety

In accordance with its obligations under the Health and Safety at Work etc. Act 1974 and with Part 3 of the ISSRs, the School has a duty to ensure the health, safety and welfare of employees and the health and safety of pupils and others affected by the School's operations, so far as is reasonably practicable.

The School will do so by taking a sensible, proportionate and holistic approach to management of health and safety issues in accordance with the School's obligations set out in the Health & Safety Policy and Procedures (11).

10. Recruitment

The risk of recruiting someone who has not been properly vetted should always be considered. Refer to the Recruitment, Selection and Disclosure Policy (18a). A risk assessment should always be carried out by a relevant member of SLT and reviewed and approved by the Head in the event of a DBS check not being completed prior to commencing employment.

11. Ongoing activities

Science, PE and Art are just examples of areas in which there may be inherent risk. Heads of Department are required to carry out and keep under review risk assessments for all such activities.

12. Risk Assessment

Refer to National Guidance document: "Risk Management".

The Management of Health and Safety at Work Regulations 1999 require employers to assess the risks of activities, introduce measures to control those risks and inform their employees of these measures. Employers must ensure that those carrying out risk assessments are competent to do so.

A "risk assessment" is simply a careful, methodical analysis of how an individual could be harmed while engaged either in:

a.   a particular activity (e.g. canoeing, ice skating), or

b.   while in a particular situation (in a theatre, cinema or museum).

A risk assessment sets about this task by identifying the following:

a.   hazard (i.e. an object or action with the potential to cause harm);

b.   risk (i.e. how likely is hazard ABC to cause actual harm? How bad would the harm be?)

c.   whether a risk can be reduced to a reasonable level by putting in place control measures.

The five steps to risk assessment involve the following:

a.   identifying the hazards

b.   decide who might be harmed and how

c.   consider what safety measures need to be implemented to reduce the risks to an acceptable level

d.   record the findings

e.   review the assessment at intervals.

When assessing the risks of educational visits, the following should be considered:

a.   The type of activity

b.   The age/competence/fitness/usual standard of behaviour of the students

c.   Any special educational/medical needs of students

d.   Adult to student ratios

e.   The competence/experience/qualifications of the adults

f.   Modes of transport, journey routes and location(s) of visits

g.   Emergency procedures.

Generic risk assessments

Generic risk assessments are provided to consider the risks inherent in the activities to be undertaken and will involve an examination of issues outlined in a–g above, identifying the precautions necessary to ensure that risks to health are minimised.

The School has a number of "generic" risk assessments – that is, risk assessments that have already been carefully prepared, and deal with a particular activity (e.g. walking along a road, across country or on hills) or particular surroundings or situation (e.g. visits to theatres, farms or castles). Most off-site visits will be covered by one or more of these generic risk assessments, and the ones most likely to apply are set out in the risk management section of the visit approval form.

There is also a "specific" risk assessment form that can be used if a visit involves an activity or situation not covered in the generic assessments. Further advice and guidance on carrying out risk assessments may be obtained from the Bursar.

Visit/site specific risk assessments

Please see the Educational Visits policy for a full description of the School's approach to offsite visits.

Visitor site specific risk assessments consider the risks associated with the particular visit/site, which might include:

a.   the medical needs of students, have enough medication and contingency plans if an adult has to accompany a student to hospital

b.   behaviour of students, control measures including a code of rules

c.   weather conditions, control measures include obtaining local information about tides, potential for flooding and the likelihood of sudden weather changes.

d.   current affairs, where relevant

The assessment should always have a pre-assessed 'Plan B' for contingencies. It is good practice for an exploratory visit to form part of the visit/site specific risk assessment, which will assist with preplanning.

If this is not possible information/advice could be sought from others involved in previous visits or from reliable local guides. Consider involving students in the planning of the visit and risk assessments so that they are better prepared and will therefore make more informed decisions and be less at risk.

On-going/dynamic risk assessments

On-going/dynamic risk assessments involve a reassessment of the risks while the visit is taking place and as the need arises. Risks may need to be reassessed in the light of changing weather, new safety warnings, illnesses, behavioural problems or emergencies. Dynamic risk assessment is an integral part of the group leader's duties and there should be written evidence of on-going risk assessment throughout the trip.

13. Appendices:

A.   Guidance on Risk Assessments.

B.   Risk Assessment Template.

C.   List of Current Risk Assessments

Appendix A - Guidance on risk assessment

There is no mandated format for a Risk Assessment but any record produced should be simple and focused on control measures and the steps the School proposes to take to manage the risk. At St Augustine's this may take the form of a Pupil Action Plan. There is however a preferred template for a location, activity or event Risk Assessment at Appendix B. Current risk assessments are displayed at Appendix C, and more details are available from the Bursar.

A risk assessment in the pupil welfare context is a careful examination of what could cause harm to pupil welfare and appropriate control measures, so that you can weigh up whether the School has taken adequate precautions or should do more to prevent harm.

The purpose of a risk assessment is not to create huge amounts of paperwork, but rather to identify sensible measures to control real risks- those that are most likely to occur and/or will cause the most harm if they do.

When thinking about your risk assessment in this context, remember:

    a.   a welfare issue is anything that may harm a pupil, to include cyber-bullying or abuse;

    b.   the risk is the chance that a pupil could be harmed, together with an indication of how serious the harm could be if they are.

Step 1: Identify the issue

First you need to work out how pupils could be harmed. This will generally be set out in the concern raised about a pupil's welfare.

Step 2: Decide who might be harmed and how

Identify individual pupils or groups who might be harmed and how they might be harmed by the concern raised.

Step 3: Evaluate the risks and decide on precautions

Decide what to do about the risks.

Compare what you currently do with what is required by law, DfE guidance or is accepted good practice. If there is a difference, list what needs to be done to protect the pupil's welfare.

Step 4: Record your findings and implement them

Make a written record of your significant findings- the issue, how pupil(s) might be harmed and what arrangements the School has in place to control those risks.

Step 5: Review your risk assessment and update if necessary

Review what you are doing for the pupils identified and across the school generally and monitor the efficacy of the measures you have put in place on a regular basis, or as required.

Appendix B – Risk Assessment Template

Risk Assessment: Location / Activity / Event

Hazard / Risk Why is this a hazard? Who is at risk?	Severity	Likelihood	Existing Control Measures *Consider the suggested measures below. Add extra measures in each section as needed. (NB Also need to take account of local/individual circumstances).*	Residual Risk Rating	Action Required
	Insignificant - 1	Unlikely - 1	•	1	
	Minor - 2	Conceivable - 2	•	4	
	Moderate - 3	Likely - 3	•	9	
	Major - 4	Probable - 4	•	16	
	Catastrophic - 5	Certainty - 5	•	25	

Appendix C – List of Current Risk Assessments

1.   Locations

    a.   Astro

    b.   Farm

    c.   Allotment

    d.   Pond

    e.   Hall & Temp Hall

    f.   Meadow

2.   Departments

    a.   Art

    b.   PE

        i.   Lessons

        ii.   Hockey

        iii.   Swimming

        iv.   Bus trips

    c.   PPP

        i.   Nursery

        ii.   Playground

        iii.   Reception Classroom

    d.   Science

        i.   Physics

        ii.   Radioactivity

        iii.   Chemistry

        iv.   Biology

    e.   Other Classrooms

        i.   Drama Classrooms

        ii.   Music Classrooms

        iii.   ICT Classroom

        iv.   Non-tech Classrooms

3.   Clubs

    a.   Generic Co-curricular

    b.   Cooking

    c.   Roller Skating

4.   Catering

a. Nun's Ref

b. Pupil's Ref

c. Cuts

d. Burns

e. Falls

f. Manual Handling

g. COSHH - Kitchen

h. PPE

- **Environmental Risks (Inspections)**
  a. Fire

  b. COSHH Estates

  c. Asbestos

  d. Legionella

  e. Electrical Systems

  f. Electrical Appliances

  g. Gas Safety

5. **Estates**

   a. Carpentry

   b. Chainsaw

   c. Flammable Liquids

   d. Locking

   e. Hand Tools

   f. Hedge Trimmer

   g. Ladders

   h. Lawnmowers

   i. Power Tools

   j. Tractor

   k. Pesticides

   l. Shredder

   m. Strimmer

6. **Safeguarding**

   a. Priory Prevent

7. **Events**

   a. Association Day

   b. Moonlight Cinema

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      c.   Fright Night

      d.   Fireworks

8.   Miscellaneous Equipment

      a.   Pirates Ship

      b.   Bouncy Castle

      c.   Disco Dome

      d.   Forest School Campfire