They can because they think they can.

Carleton House Preparatory School

Risk Assessment Policy

October 2026

A Catholic Preparatory School welcoming girls and boys of all faiths aged 3-11 years.

We live, love and learn with Jesus

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Risk Assessment Policy

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Statement of intent

At Carleton House Preparatory School, we are committed to providing a safe environment for all members of our school community. This policy sets out the procedures the school will follow to identify and manage risks to the health and safety of staff members, pupils and visitors.

Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Health and Safety at Work etc. Act 1974
- The Management of Health and Safety at Work Regulations 1999
- Education Act 2002
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)
- DfE (2022) 'Health and safety: responsibilities and duties for schools'

This policy operates in conjunction with the following school policies and documents:

- Health and Safety Policy
- Fire Safety Policy
- Fire Safety Risk Assessment
- Risk Assessment Review Tracker
- Records Management Policy

Definitions

For the purpose of this policy:

- **"Risk assessment"** is defined as a careful examination of what, in the school, could cause harm to people, so that the school can determine whether the necessary precautions are in place or whether more should be done to prevent harm.

- **“Hazard”** is defined as anything that may cause harm, such as chemicals, electricity, working from ladders, an open drawer, etc.
- **“Risk”** is defined as the chance, low to high, that someone could be harmed by a hazard, together with an indication of how serious the harm could be.
- **“Dynamic risk assessment”** is defined as an assessment that takes into account unexpected or short, temporary changes that require immediate amendments to be made to control measures.
- **“Generic risk assessment”** is defined as an individual assessment covering the common, significant hazards that staff and others face on a daily basis, such as low-risk activities or repeated activities that can be documented in another way.
- **“Suitable and sufficient risk”** is defined as an assessment that is proportionate to the risk and ensures that all relevant hazards are addressed, complies with statutory requirements, ensures all groups who are affected are considered, takes account of existing control measures, and identifies further measures as necessary.

Role and responsibilities

The governing board is responsible for:

- The overall responsibility of risk management at the school.
- Overseeing the management of risk and health and safety.
- Delegating strategic decisions for operational management of risk and health and safety to the headteacher.
- Ensuring the relevant incidents and injuries are recorded and reported in line with RIDDOR.

The headteacher is responsible for:

- Reviewing this policy.
- Appointing a competent health and safety lead to ensure the school meets its health and safety duties.
- Ensuring there is an effective approach to risk management in the school.
- Ensuring that any individual tasked to carry out a risk assessment is suitably trained to do so.
- Allocating resources in response to risk assessments and determining a course of action, if it has been identified that a risk cannot be suitably controlled so far as is reasonably practicable.
- Implementing frameworks for decision-making and corporate strategies which consider risk assessment principles.
- Implementing appropriate mechanisms to communicate safe systems of work identified as part of the risk assessment process.
- Communicating elements of risk and health and safety management to the governing board.
- Developing a Health and Safety Policy, subject to reviews based on thorough risk assessment to reflect on and reduce occurrences of newly established risks.
- Recording any significant findings from risk assessments.

The health and safety lead is responsible for:

- Developing and implementing an effective approach to risk management in the school.
- Reporting to the headteacher and governing board, as required.

Staff members are responsible for:

- Taking reasonable care of their own safety, as well as that of pupils, visitors and other staff members.

- Being aware of any established risks and understanding the measures the school has put in place to manage these.
- Undertaking their work in accordance with training and instructions.
- Cooperating with the school on health and safety matters.
- Carrying out assigned risk assessments effectively, ensuring all risks are identified as well as suitable control measures.
- Reporting any risks or defects to the headteacher in order to create new, or update, risk assessments.
- Participating in risk management training delivered by the school.

Areas of risk

The school identifies key areas that present risks to the school community – these include, but are not limited to, the following:

- Safeguarding
- Pupil welfare
- Health and safety
- Security
- Cyber-Security
- Fire safety
- Critical incidents
- School trips
- Lessons and activities
- Staff recruitment

Specific risk assessments by industry professionals with relevant professional qualifications and knowledge are also conducted under the following categories:

- Asbestos
- Legionella
- Gas safety
- Electrical safety
- Fire safety

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 – Unlikely	2	3	4	5
2 – Rare	3	4	5	6
3 – Possible	4	5	6	7
4 – Likely	5	6	7	8

In line with the above point, 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 in line with the above rating.

Principles of effective risk management and assessment

The school follows 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 individuals
- Consult with the health and safety lead
- Take advantage of technological and technical progress where appropriate
- 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

The school will use a five-stage process to undertake a risk assessment:

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

Hazards that are already covered under other risk assessments will be ticked as 'checked' in the general risk assessment. There will then be no need to conduct a separate risk assessment unless the risk changes.

Hazard identification

When identifying hazards, staff members will:

- Consider what could reasonably be expected to cause harm – this could include anything related to the school premises or the delivery of its curriculum, whether on- or off-site.
- Consider potential risks from the perspective of other staff, visitors and pupils, including consulting these groups where necessary.
- Give priority focus to significant hazards that could result in serious harm or affect several people.

To identify hazards, staff members will have regard to factors including, but not limited to, the following:

- The environment, e.g. poor lighting or low/high temperature
- Slipping and tripping hazards, e.g. poorly maintained floors or stairs
- Fire, e.g. from flammable materials
- Chemicals and how they are used, and in what quantities, e.g. cleaning chemicals
- Moving parts of machinery, e.g. within faculty workshops
- On-site vehicle movements
- Asbestos on school premises
- Selection and management of contractors
- Work at height, e.g. scaffolding around buildings
- Ejection of materials, e.g. workshops and experiments
- Pressure systems, e.g. within laboratories
- Electricity, e.g. poor wiring, portable appliances, electrical experiments
- Dust, e.g. metal grinding and cement
- Fumes, e.g. welding and chemicals
- Manual handling
- Noise
- Building design and maintenance
- Biological hazards, e.g. gardening or contact with bodily fluids
- Management of work-related stress
- Behaviour management, e.g. kicking, hitting and verbal abuse

Individuals at risk of harm

In addition to staff and pupils, those conducting a risk assessment will also consider individuals and groups who may not be in the workplace consistently.

Staff will have regard to the following groups of people:

- Staff members
- Cleaners
- Contractors
- Parents
- Pupils
- Visitors

Staff will also have due regard to the following groups:

- Staff and pupils with disabilities
- Pupils with SEND
- Inexperienced staff
- Lone workers
- Pregnant workers
- Staff and pupils with mental health needs
- Pupils with safeguarding needs
- Other groups which could be particularly at risk depending on the nature of the hazard

Evaluating risks

Staff will evaluate the risks arising from the hazards and decide whether existing precautions are adequate, or more should be done in line with the 'Risk rating' section of this policy. For each significant hazard, staff will decide whether the residual risk is high, moderate or low.

Staff will consider whether industry standards are in place and whether all has been done that is reasonably practicable to keep the workplace safe.

Staff will ensure that managing additional hazards does not interfere with other control measures, such as fire safety.

Staff will ensure that the following are in place:

- Adequate information, instruction or training
- Adequate systems or procedures

When implementing control measures, staff will have due regard to whether the precautions:

- Meet the standards set by a legal requirement.
- Comply with the recognised industry standard.
- Represent good practice.
- Change existing precautions in place.

To reduce risks as far as reasonably practicable, staff will aim to eradicate the hazard completely, or control the risk significantly to ensure that harm can be deemed unlikely, or the likelihood of harm occurring is sufficiently minimised.

Recording findings

Staff will ensure that significant hazards are recorded, as well as the control measures in place to mitigate those hazards, and the expected outcomes following the implementation of the control measures.

Up-to-date copies of risk assessments will be stored on the staff shared drive.

Where a risk assessment includes personal details about an individual, e.g. personal health information, the school will ensure that the risk assessment maintains that individual's confidentiality, and will therefore only share the details of the assessment where necessary.

Reviewing

Any concerns from staff regarding the control measures implemented following a risk assessment will be discussed with line managers and trade union representatives in the first instance, in order to try and reach a collaborative solution. Concerns will be taken to HSE if further escalation is needed.

Risk assessments will be reviewed in line with the school's Risk Assessment Review Tracker. The school implements the following requirements for when risk assessments will be reviewed:

- When there are changes to an activity
- After a near-miss or accident
- When there are changes to the type of people involved in the activity
- When there are changes to good practice
- When there are changes to related legislation
- Annually, if for no other reason
- Reviews of risk assessments will be dynamic, as necessary.
- A new risk assessment will not be conducted unless there are significant changes relevant to the activity in question.

Risk assessments developed for high-risk activities will be reviewed on a **termly** basis by the individual who created the risk assessment and the headteacher.

Risk assessments will be stored for the duration of the risk assessment, plus **three years**, in line with the school's Records Management Policy.

Training

All staff members will receive training on basic risk management procedures. Staff members with a responsibility for creating and completing risk assessments will receive in-depth training on risk management, in addition to the basic risk management training offered. All new staff members will receive training on risk management and will be required to familiarise themselves with this policy as part of their induction training.

Staff whose work involves a greater element of risk will have extra or specific training, including:

- Using industrial machinery.
- Having responsibility for the storage of, and accountability for, potentially hazardous materials in their buildings.

Monitoring and review

This policy will be reviewed by the headteacher.

Any changes made to this policy will be communicated to all relevant stakeholders.