



BABINGTON

HOUSE SCHOOL

Risk Assessment Policy

Review Date	Who by?	Shared with	Location
30/11/26	Bursar	Staff, governors, parents, students	Intranet, website, Bursar's office

RISK ASSESSMENT POLICY

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SECTION 1

Policy Review and Distribution

1. Review Procedures

The Risk Assessment Policy for the school is to be reviewed annually by the Health and Safety Committee and ratified by the full Governing Body on the results of the review.

2. Amendments

Amendments are to be introduced on the approval of the Health and Safety Committee. The Governing Body is to be advised on the nature of any amendments.

3. Distribution of Copies

Copies of the policy and any amendments will be distributed to: The Headteacher; Site staff; School Health and Safety Representative (Bursar); All Staff; Governors and Administration office.

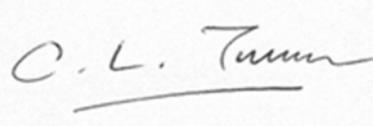
SECTION 2

Statement of Intent

The School is committed to achieving and maintaining the highest standards of health and safety for all employees, students and anyone else who be affected by the schools activities.

The Governing Body and Headteacher will ensure all activities, educational visits, materials and equipment are suitably managed. The main purpose of this policy is to ensure any hazards associated with our activities are identified and eliminated or minimised to an acceptable level by implementing the following processes:

- Major risks are identified and managed as part of an overarching Health and Safety policy with a view to promoting the safety and welfare of all in our school
- Suitable and sufficient risk assessments are undertaken for activities
- That identified control measures are implemented to control risk
- That those affected by school activities have received suitable information on what to do
- That risk assessments are recorded and reviewed on a regular basis
- To identify and train those in the school responsible for conducting risk assessment and monitoring its implementation.

Name:	Chris Turner	Name:	David Laird
Position:	Head of Governors	Position:	Headteacher
Dated:	9 th October 2025	Dated:	9 th October 2025
Signed:	 _____	Signed:	

SECTION 3

Policy Arrangements

3.1 Aims and Purposes of the Risk Assessment Policy

The risk assessment policy has been written in accordance with “The Management of Health and Safety at Work Regulation 1999 (the Management Regulations)”. The main requirement on employers outlined in this regulation is the requirement to carry out a risk assessment. This policy has been written to meet ISI and ISSR requirement for a written risk assessment policy to be in place, and the Policy is designed to promote an active approach to managing risks for the leadership and management of the School.

The aim of this policy is to provide a clear framework to identify hazards and evaluate any associated risks to health and safety arising from our activities and enabling informed decisions to be taken to eliminate or minimise any risks of harm to those who may be affected.

3.2 Scope of Policy

This Policy is applicable to all those with responsibilities for implementing risk management strategy and undertaking risk assessments for activities which are under their control.

This Policy should be read in conjunction with the school’s educational visits policy and the health and safety policy.

3.3 Early Years Foundation Stage

“It is essential that children are provided with safe and secure environments in which to interact and explore rich and diverse learning and development opportunities. Providers need to ensure that, as well as conducting a formal risk assessment, they constantly reappraise both the environments and activities to which children are being exposed and make necessary adjustments to secure their safety at all times.” (EYFS Welfare requirements)

The Early Years Foundation Stage requires childcare providers to conduct risk assessments and review them regularly.

In Foundation Stage we aim to provide a stimulating and exciting curriculum both indoors and outdoors. Therefore, in order to ensure the safety of all the children we follow the guidelines stated in EYFS Requirements taking all reasonable steps to ensure that hazards to children, both indoors and outdoors, are kept to a minimum.

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We have risk assessments for both our outdoor areas and our indoor classrooms. We also have risk assessments for activities such as Breakfast Club and After School Care, the Nursery kitchen area, etc. Many risks are assessed as ongoing and are part of the daily routine.

We review our risk assessments once a year or more often as needed and this is reported to the Bursar. Some aspects of our risk assessments are checked and noted on a daily basis; checks are carried out daily to assess the classroom and outside areas prior to the start of the day. Any defects identified are reported to the caretaker via the schools defect reporting procedure.

3.4 Responsibilities

The Headteacher, through the Bursar, is responsible for ensuring that:

- Ensuring all risk assessments are identified and completed;
- Delegate responsibilities for risk assessment where appropriate; departmental, early years, premises and educational visits risk assessments;
- Staff required to complete risk assessments have received suitable training and guidance for the task;
- There is a system in place for the ongoing review of all school risk assessments to ensure risks are effectively managed;
- Ensure professional membership is ongoing (CLEAPSS, DATA, AfPE).

Staff are responsible for ensuring that they:

- Assist with, and participate in risk assessment processes;
- Familiarise themselves with risk assessments;
- Implement control measures identified in risk assessments;
- Alert the Headteacher to any risks they find which need assessing;

Pupils, parents and visitors are responsible for following the school's advice in relation to risks on-site and off-site, and for reporting any hazards to a member of staff.

Contractors and hirers of the school premises are expected to provide evidence they have adequately risk assessed all their planned work or activities.

3.5 HSE Guidance

Sensible and effective risk management of health and safety relies on every member of the school management team making sure risk is managed responsibly and proportionately by promoting risk awareness rather than risk avoidance.

The Health and Safety Executive promote school Heads and Governors leading sensible health and safety in schools and have produced the following statement and guidance for schools:

“Sensible health and safety management means making sure that the focus is on real risks with the potential to cause harm, not wasting resources on trivial matters and unnecessary paperwork. In short effective leaders follow a sensible and proportionate approach to health and safety management that promotes risk awareness rather than risk avoidance.

While many schools manage health and safety effectively and sensibly, some have adopted over cautious approaches. This means that pupils are missing out on challenging and exciting activities and learning opportunities, and the chance to develop new skills.

In schools, sensible health and safety starts at the top and relies on every member of the management team making sure that risk is managed responsibly and proportionately. It is about creating a safe learning environment, giving pupils an appreciation of risk and how to deal with it. It means doing what is reasonably practicable to reduce significant risks by putting in place control measures to manage the real risks. It is not about the elimination of all risk.

Health and safety arrangements in schools need to be proportionate and appropriate to the risks involved:

- *Primary schools and ‘traditional’ classrooms in secondary and sixth form colleges are typically lower risk environments, and you will probably already be doing enough. The HSE classroom checklist, which is not mandatory, provides a useful prompt for these types of classroom.*
- *Risks may increase in Design and Technology workshops, science laboratories, art studios, textiles, drama, and PE.*
- *Some of the higher risks to manage include vehicle and pedestrian movements on site, refurbishment and construction work, and adventure activities”*

HSE – “Leading sensible health and safety management in schools”

This means balancing the level of risk against the measures needed to control the real risk in terms of money, time or trouble. However, you do not need to take action if it would be grossly disproportionate to the level of risk.

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It is important that the school strike the right balance when putting in place health and safety management systems and procedures. This includes the requirements for completing paperwork. This must not be over complicated or burdensome. The HSE sets out the following criteria for school managers to ensure they are striking the right balance:

HSE – “Sensible Management Test”:

When we have sensible health and safety management:

- *The school leadership team understand the safety policy and apply it practically to the real risks in the school;*
- *Key staff have clearly established roles and responsibilities;*
- *Paperwork is kept to a minimum with the significant hazards identified, their risks adequately controlled and precautions clearly documented where needed;*
- *School leaders consult with staff looking for practical solutions to health and safety issues;*
- *Learning is enabled by making proportionate decisions.*

When we go beyond sensible health and safety management:

- *The Board of Governors and school managers adopt an overly cautious approach which might include insisting on written precautions for even the most trivial risks;*
- *The culture aims to provide an environment of absolute safety, where the elimination of all risks squeezes out all other considerations;*
- *Paperwork becomes a priority taking up staff time while sensible and practical suggestions for more appropriate approaches are not considered;*
- *Existing resources to make life easier, for example HSE’s Classroom checklist and CLEAPSS advice, are not used as intended.*

Completing risk assessments enables the school to ensure compliance with health and safety legislation and ensure that identified risks are either eliminated or managed adequately.

3.6 Definitions

For the purpose of this policy the following definitions apply:

Risk Assessment -

A careful examination of what in your school could cause harm to people so that you can weigh up whether or not you have taken enough precautions or should do more to prevent harm. The school should then put in place

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sensible health and safety measures to control hazards and risks.

Hazard - Something with the potential to cause harm. These can be hazards to physical health such as chemicals, electricity, working from ladders or to mental health.

Risk - The chance (very high, high, medium or low), that somebody could be harmed by these and other hazards, together with an indication of how serious the harm could be.

Control Measure - Action taken to prevent people being harmed.

Section 4

4.1 Risk Assessment Process

Risk assessments will follow the guidance from the HSE regarding the general conduct and approach to the risk assessment process. The HSE's 5 steps to risk assessment are as follows;

Step 1: Identify the hazards.

Step 2: Decide who might be harmed and how.

Step 3: Evaluate the **risks** and decide on precautions.

Step 4: Record your findings and implement them.

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

Step 1: Identify the hazard

The School will consider activities, processes and substances within the school and establish what associated hazards could injure or harm staff, students and visitors.

Step 2: Decide who might be harmed and how

For each hazard the School will establish who might be harmed. The School will bear in mind those with special requirements, for instance pupils with special educational needs (SEN) and expectant mothers.

Step 3: Evaluate the risks and decide on precautions

The School will assess and understand how each hazard identified and the types of incidents that could result from exposure to those hazards.

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The risk from the hazard will be determined by estimating the potential severity of harm and the likelihood that harm will occur. The following risk matrix can be used to determine the level of risk.

		Severity			
		Minor Injury	Reportable Injury	Serious Injury	Critical
Likelihood	Unlikely	Low	Low	Low	Medium
	Possible	Low	Medium	High	High
	Probable	Medium	High	High	Very High

Step 4: Record your findings and implement them

The school will ensure findings will be recorded in order to produce a written risk assessment.

In order to assist those responsible for completing risk assessment, risk assessment templates can be found on the intranet under Health & Safety/Risk Assessment. Login information can be requested from the Bursar. Staff are responsible for ensuring any templates used are reviewed and amended to ensure they are suitable and sufficient for the activity carried out by the School.

A risk assessment template is also located within Appendix 1 of this Policy

Step 5: Review your assessment and update if necessary

The Bursar and those delegated with responsibilities will review risk assessments;

- When there are changes to the activity
- After a near miss or accident
- When there are changes to the type of people involved in the activity
- When there are changes in good practice
- When there are legislative changes

4.2 Staff Training

The Bursar will ensure all those responsible for completing risk assessments are provided with, and complete appropriate training. Additionally, staff are encouraged to seek support from the school when necessary.

4.3 Professional Membership

We subscribe to CLEAPSS Advisory Service, and Afpe (Association for Physical Education). Additional guidance and example risk assessments are available via their websites. We provide training courses for both teachers and technicians who work within the science and PE Departments. All teaching staff and technicians receive induction and refresher training in risk assessments tailored to their specific areas.

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Risk Assessment Form



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Event/Activity & Location:	
Date of Event/Activity:	
Risk Assessor's Name:	
Review Date:	

What are the Hazards?	Who might be harmed and how?	Risk Grading (High, Medium, Low)	What controls can be put in place to mitigate the risk?	Risk Grading after controls in place	Who is responsible?

Signed by:

Date:

Appendix 2 – Guide to Risk Assessment

Overview

Health & Safety Regulations require that hazards and risks to health, safety and welfare arising out of work activities be controlled as far as is reasonably practicable by designing and implementing safer working practices. If adequate control cannot be achieved by redesigning work processes or implementing procedural controls, then personal protection must be provided and used.

To fulfil this duty, for each workplace or work activity an employer must identify the hazards and assess the degree of risk that they pose to the people in question, be they employees, customers, service users, visitors, contractors or simply members of the public. They must then consider the safety controls currently in place or available and decide if these remove the risk or reduce it to an acceptable level. If they consider this not to be the case, then they must identify additional measures to control risk or adopt different work practices. This process is known as **Risk Assessment**.

Assessing the Level of Risk

In these risk assessments the level of risk is expressed qualitatively as **Low, Medium, High or Very High**. Underlying these descriptors of risk is a probabilistic model which factors the **likelihood** of an accident or event against the **severity** of harm that may occur. The **risk rating**, calculated as **likelihood x severity**, maps into the qualitative terms used as follows:

		Severity			
		Minor Injury	Reportable Injury	Serious Injury	Critical
Likelihood	Unlikely	Low	Low	Low	Medium
	Possible	Low	Medium	High	High
	Probable	Medium	High	High	Very High

Reportable Injury is an important threshold and refers to UK legislation in this respect, often referred to as **RIDDOR**. A reportable injury or occurrence includes:

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- major injuries as defined in RIDDOR,
- accidents that resulted in more than 7 days off work,
- An injury to a member of the public, a customer or visitor, or a school pupil, that required hospital treatment.

Planning for Action

The following table matches Action Guidelines with Risk Rating:

Risk Rating	Action Guidelines
Very High	Work should not be started or continued until the risk level has been reduced. While the control measures should be cost-effective, the legal duty to reduce the risk is absolute. If it is not possible to reduce the risk, even with unlimited resources, then the work must not be started or must remain prohibited.
High	Work should not be started until the risk has been reduced. Considerable resources may have to be allocated to reduce the risk. Where the risk involves existing activities, the problem should be remedied within three months.
Medium	Efforts should be made to reduce the risk, but the costs of prevention may determine what is practical. Risk reduction measures should normally be implemented within three to six months, depending on the number of people exposed to the hazard.
Low	No further preventative action is necessary, but consideration should be given to cost-effective solutions, or improvements that impose minimal or no additional cost burden. Monitoring is required to ensure that the controls are maintained.

Recommended Control Measures

Having assessed risks in the context of the precautions and practices that you already have in place, and assigned a **risk rating**, we may propose additional **Control Measures** to eliminate or to improve control of the risk. This is the important output of the risk assessment process and this list of additional controls or revised work methods should be carefully considered and implemented.

It is appropriate to attach a **Priority Level** to each recommendation both from the point of view of the urgency of implementation and the degree to which other considerations, for example affordability, may be allowed to delay or prevent implementation. Each recommendation may be assigned a differing priority depending on ease of implementation, cost and effectiveness: For example, if an area of risk is assessed as Medium we may still give a high priority for implementation to a particular action that is sensible and practical, does not involve cost and can be put in place without delay.

Implementation Responsibility

Risk control measures have been specified and it is the responsibility of the Employer to ensure that they have adequate systems in place to ensure that they are implemented and monitored in such a way that they remain as normal working practice.

Appendix 3 - Areas requiring risk assessment (non-exhaustive)

Educational (all areas and activities)

- Science experiments and other significant activities within Chemistry, Biology and Physics
- Design & Technology
- Food Technology
- Sports and PE activity
- Duke of Edinburgh Award
- Art

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- Adventure Activities
- Music
- Drama & Dance
- General classroom
- Educational visits
- Early Years Foundation
- Forest School
- Extra-curricular clubs
- Breakfast and After school clubs

Support (all areas and activities)

- Catering
- Cleaning
- Premises Team activities and equipment
- Security
- Grounds Maintenance
- Open Days
- School Events
- School Productions
- Traffic Management / Vehicles on site
- Office Safety
- Site Visitors

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Other (all areas and activities)

- Playground use and supervision
- Work at Height
- Manual Handling
- New and Expectant Mothers
- SEN Students
- Display Screen Equipment
- Lone Working
- School Pets