



Oxenhope Church of England Primary School

Risk Assessment Policy

November 18



Created By:	Date:	Next Review Date:
A Jones	November 2018	November 2021

We are a community where each person is valued by God. We nurture confidence, delight and discipline in seeking the skills needed to shape life well.

Life in all its fullness; John Chapter 10 v 10.

At Oxenhope CE Primary School, we believe in a broad, balanced and creative curriculum, which provides *each child* with a chance to flourish and achieve their potential by becoming successful, life-long learners who are able to enjoy life in all its fullness. Our Christian ethos, character and values pervade Oxenhope CE Primary ensuring the exceptional personal development and academic achievement of the whole child, as well as the overall 'well-being' of the school community. The school is wholehearted in its commitment, putting faith and spiritual development at the heart of the curriculum.

Christian beliefs and practices that underpin this policy

<p>Love / Compassion</p> 	<p>'Love your neighbour as yourself' Luke 10 v 27 Just like Jesus was 'moved with compassion' we want to instil the children of Oxenhope with selfless kindness towards others. The ultimate aim is to do good to other people, whoever they may be.</p>
<p>Service / Community</p> 	<p>'Serve one another in love' Galatians 5 v14 At Oxenhope we actively seek opportunities to work together to help others. As even Jesus washed the disciple's feet we can learn from his example and seek to do good where we can, both locally and globally.</p>
<p>Wisdom</p> 	<p>'Blessed are those who find wisdom, those who gain understanding.' Proverbs 3 v 13 As the children at Oxenhope are faced with situations and dilemmas, we endeavour to teach and direct them to make wise choices which will develop their characters and shape their lives. Wisdom is rooted in a proper reverence for God, the source of all life and values.</p>
<p>Forgiveness</p> 	<p>'Forgive us our sins as we forgive those who have sinned against us.' Luke 11 v 4 These are the words we quote in our school prayer. As we appreciate how much we have been forgiven, we can forgive others.</p>
<p>Courage</p> 	<p>"Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go." Joshua 1 v 9 It is important that the children go from Oxenhope with a determined strength that they can bravely overcome whatever challenges they are faced with.</p>
<p>Endurance / Hope</p> 	<p>'Be joyful in hope, patient in affliction, faithful in prayer.' Romans 12 v 12 Jesus' followers are challenged to think of life like a race. However - NOT a short sprint but a marathon! The bible says that we are made stronger for the future every time we endure and refuse to give up. We teach our children to persevere and not give up hope.</p>
<p>Truth</p> 	<p>'Instead, we will speak the truth in love, growing in every way more and more like Christ' Ephesians 4 v 15 We teach the children to be full of integrity and honesty, knowing the difference between right and wrong. If they have strong moral principles they will be the much needed light in this world. As Jesus said 'the truth will set you free.'</p>

INTRODUCTION

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 buildings, our grounds, in our daily routine and at all school events.

1.1. 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).

1.2. Who Conducts Risk Assessment?

Risk Assessments are conducted by the Headteacher, the 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.

2. RISK ASSESSMENTS

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

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

2.2. *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?

2.3. 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.

2.4. 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 need 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.

2.5. 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.

2.6. Risk Assessments for taking children off site

Staff responsible for taking children off site must carry out a risk assessment using the standard pro forma. Before it can take place the activity must be authorized and the form signed by the Headteacher.

2.7. Specialist Risk Assessment

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

- Fire safety
- Asbestos
- Legionella
- Electrical safety

2.8. 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.

2.9. 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 (which is recorded). 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 Headteacher 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 Headteacher or Bursar.

2.10. Rolling Annual Survey

Rolling Risk Assessments are carried out on the inside and outside of the premises every term, with the addition of an off-site Assessment in the summer term.

2.11. Reporting Procedures for Surveys

The results of the periodic risk assessment surveys are reported to the full Governing body. The main report is made towards the end of the school year, when the rolling annual survey has been completed.

RESPONSIBILITY OF THE BOARD OF GOVERNORS

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

