

## **R7. RISK MANAGEMENT AND RISK ASSESSMENT POLICY TO SUPPORT CHILD PROTECTION, SAFEGUARDING AND HEALTH & SAFETY**

*Our mission is to develop happy, confident and successful children  
who are well prepared for their future.*

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## **RISK MANAGEMENT AND RISK ASSESSMENT POLICY GUIDANCE TO SUPPORT CHILD PROTECTION AND SAFEGUARDING – Whole School Nursery to Year 11**

*Our mission is to develop happy, confident and successful children who are well prepared for their future.*

### **SCOPE**

Safeguarding and promoting the welfare of children is everyone's responsibility. To fulfil this responsibility effectively all staff should make sure their approach is child centric. This means constantly considering the best interests of the child; identifying concerns early; providing help and support; promoting their welfare and preventing concerns escalating.

This policy is drawn up and implemented in accordance with:

- a. The most recent version of Keeping Children Safe in Education which is a key document for promoting the safeguarding and welfare of pupils and is "essential that everybody working in a school understands their safeguarding responsibilities".
- b. the Independent School Standards (the standards) in the schedule to the Education (Independent School Standards) Regulations 2014 (ISSR) with particular regard to:
  - (1) Part 3 obligations of the Governing Body that "arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State".
  - (2) the implementation of a written risk assessment policy
  - (3) Part 8 obligations of those with leadership and management roles to actively promote the wellbeing of pupils noting that
  - (4) "the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and appropriate action is taken to reduce risks that are identified".
- c. the Statutory Framework for the Early Years Foundation Stage (EYFS), made under the Childcare Act 2006 is mandatory for all early years providers.
  - (1) The EYFS framework specifically requires the school to have regard to KCSIE and to the Prevent duty guidance in addition to Working Together to Safeguard Children [paragraph 3.7].

## **UNDERSTANDING AND MANAGEMENT OF RISK**

The governors will ensure that leaders and managers have the skills, knowledge and understanding to actively promote the wellbeing of all pupils through taking a strategic, comprehensive and inclusive approach to identifying and managing the risk of harm to pupils' wellbeing. As a result, leaders must safeguard and promote the wellbeing of pupils through effectively identifying risk of harm and take appropriate action to reduce risks that are identified. Pupils' health needs must be met, and their physical and emotional wellbeing actively promoted.

This may include adapting existing risk strategies as necessary to identify and manage the risk to pupils' wellbeing of pupils experiencing harmful behaviours and attitudes. In some cases, these risks may be harder to spot, and less obvious to existing risk mitigation strategies. Therefore, leaders will have the appropriate skills and knowledge to ensure that they appreciate and understand the prevalence of potentially harmful behaviours, and therefore do not consider avoidable harms unavoidable. Leaders and managers should understand their own influence and role in risk management and the prevention of harm(s) which may negatively impact pupils' wellbeing.

In fulfilling their responsibilities effectively and consistently, leaders should be aware that positive feedback from the majority of pupils can mask smaller groups of pupils, or individual pupils who have harmful, but hidden, negative experiences. Leaders and managers will take a proactive approach, as indicated by the wording of the Standards, to promote the wellbeing of all pupils.

Leaders will ensure that information is provided as required by relevant standards.

Leaders will ensure that a complaints procedure is effectively implemented as required by relevant standards.

## **GOVERNANCE**

The Governors of Westbrook Hay are fully committed to promoting the safety and welfare of all in our community so that effective education can take place. Their highest priority lies in ensuring that all the operations within the school environment, both educational and support, are delivered in a safe manner that complies fully with not just with the law; but also with best practice in mind. Risks are inherent in everyday life. We need to identify them and to adopt systems for

minimising them. Our pupils need to be educated into how to cope safely with risk. We have clear procedures in place for supervision of the pupils. The policy does not require all assessments of risk to be in writing, but significant assessments of risk will be in writing and risk assessments will be suitable and sufficient.

The aim of this policy is not to make the school risk-averse but to ensure it takes an active approach to managing risk, and thereby reduce the likelihood that pupils will be harmed through negligence and lack of foresight or proper planning.

This policy should be read in conjunction with the school's other following policies/documents: Child Protection (Safeguarding) policy, Missing Child Policy, Pupil Supervision Policy, Recruitment Policy, Health and Safety Policy, Educational Visits Policy and Fire Safety Policy.

## **OBJECTIVES**

- To ensure that risk assessment is a constant systematic process with a view to promoting children's welfare
- To ensure that the school promotes a broad understanding of risk assessment which goes beyond assessment of premises and activities and includes a risk-based approach to welfare issues, such as medical needs, mental health and emotional wellbeing, supervision, eating disorders, peer-on-peer abuse, recruitment-related issues (e.g. late DBS checks), matters related to safeguarding (e.g. Prevent, bullying, peer abuse, allegations), lessons (activities, recreation, sport), other issues of relevance to the school
- To ensure that major risks are identified and managed as part of an overarching policy with a view to promoting children's welfare
- To meet the ISSR requirement for a written risk assessment policy to be in place and to meet the requirement for leadership in and management of schools
- To ensure that suitable and sufficient risk assessments are undertaken for activities where there is likely to be significant risk including school trips
- That identified control measures are implemented to control risk so far as reasonably practicable
- That those affected by school activities have received suitable information on what to do through appropriate training

- To identify those in the school responsible for conducting risk assessment and monitoring its implementation
- To ensure that risk assessments are appropriately recorded and reviewed when appropriate through a system for monitoring and evaluating effectiveness
- To ensure that risk assessments are appropriately authorised before they are implemented

## **RESPONSIBILITIES**

The Governors and Headteacher will be responsible for the overarching risk management policy of the school, as well as for promoting pupil welfare and well-being at the school. The Executive Group and other key organisers of activities will be responsible for the implementation of this policy.

All members of staff are made aware of the school's arrangements for risk assessments and health and safety. Specialist training is given to those whose work requires it. All members of staff are responsible for cooperating with the Headteacher, the Bursar and members of the EG in order to enable the Governors to comply with their health and safety duties. All members of staff are responsible for reporting any health and safety issues, risks or defects to the Bursar.

The Headteacher will ensure that all staff are aware of, and adhere to, the School's policies and procedures on pupil health, safety and welfare; that key staff have clearly established roles and responsibilities; that where concerns for a pupil's welfare are identified, the risks are appropriately managed and that standards of pupil welfare are regularly monitored to identify trends and improve systems.

This guidance is applicable to general risk assessment. Where specialist skills are required, e.g. asbestos, fire, water quality and hazardous substances, there are separate arrangements in place arranged by the Bursar. Teaching area risk assessment checklists are also in place for guidance.

## **WHAT IS A RISK ASSESSMENT?**

A risk assessment is a tool for conducting a formal examination of the harm or hazard to people (or an organisation) that could result from a particular activity or situation.

- A hazard is something with the potential to cause harm (e.g. fire).

- A risk is an evaluation of the probability (or likelihood) of the hazard occurring, (e.g. pupil falling from a piece of play equipment).
- A risk assessment is the resulting assessment of the severity of the outcome (e.g. loss of life, injury, destruction of property, etc.).
- Risk control measures are the measures and procedures that are put in place in order to minimise the consequences of unchecked risk (e.g. staff training, clear work procedures, heat detectors, fire alarms, fire practices, gas and electrical shut down points, safety rules and insurance).

Accidents and injuries can ruin lives, damage reputations and cost money. Apart from being a legal requirement, risk assessments therefore make good sense, focusing on prevention, rather than reacting when things go wrong. In many cases simple measures are very effective and not costly.

### **WHAT AREAS REQUIRE RISK ASSESSMENTS?**

There are numerous activities carried out at Westbrook Hay, each of which requires a separate risk assessment. The most important of these cover:

- Fire safety, procedures and risk assessments
- Educational visits and trips
- EYFS settings

Separate policies cover each of these three areas mentioned above. However, risk assessments are also needed for many other areas, including:

- pupil supervision (including safeguarding and welfare requirements). This will include implementation of the School Designated Safeguarding Lead (DSL) but will also cover a range of responsibilities outside safeguarding;
- management of visitors on school premises;
- traffic and pedestrian interaction on site;
- management of hazardous substances;
- use of hazardous equipment e.g. in DT, Art etc.;
- legionella;
- asbestos;
- The suitability of staff to undertake designated roles and checks to ensure that they are suitable including staff not employed by the school who work with pupils on another site.
- Educational – Science, DT, each sport and PE activity, Art, Music, Drama, general classroom etc. A template risk assessment form is included in the Staff Handbook. The school adopts the CLEAPSS Advisory Service model risk assessments for lessons in Science and Design & Technology.

Risk areas which are not directly related to health and safety, including but not limited to:

- financial;
- recruitment procedures including governing body oversight;
- reputational;
- terrorism, including the prevention of fundamentalism and extremism;
- security, specifically in EYFS areas, as appropriate.

Teachers of Subject write risk assessments for their own subject areas and rooms. Other staff members write risk assessments for their particular area of the school, such as the Senior Deputy Headteacher who writes risk assessments for the supervision of pupils throughout the day including break and lunch, the Bursar who writes risk assessments for various activities undertaken by the maintenance team etc.

## **PASTORAL**

Our overarching mission is to develop happy, confident and successful pupils who are well prepared for their futures. We aim to develop well rounded, self-confident, community minded and academically successful individuals. Our ethos is to be a 'welcoming, inclusive community that provides the best for, and expects the best from us all'

Our PSHE curriculum and assemblies are directed towards promoting an increasing understanding, as the pupil develops, of the risks that exist both on and offline, and on sensible precautions that should be taken.

- Topics include recognising unhealthy behaviours in a relationship, consent, sexual health, gambling, drugs and the law, and managing risks and influences among others.

Pupils are given increased independence online while being taught how to safely manage their use. Who they "friend" and the information they are sharing is regularly discussed and reviewed. Tutors also play a key role in personal and social education with concerns fed back to the Pastoral Team. This then helps advise assembly, PSHE lessons and organised talks/training.

As pupils move up through the school, they are given more responsibility and freedom. Pupil voice through committees such as The School Council inform initiatives e.g. Mental Health Week. By taking responsibility, pupils learn to

manage their own behaviours. From Year 5 pupils circulate around the school for lessons which teaches them further self-management.

### **SAFEGUARDING AND PUPIL WELLBEING**

We are deeply committed to safeguarding and promoting the welfare of all our pupils, from nursery through to senior school. This responsibility is central to everything we do, ensuring that pupils at every stage of their education feel safe, valued, and supported.

Our approach to safeguarding is twofold: prevention, which means taking all reasonable steps to minimise risks and protect our pupils, and protection, where we ensure that if any concerns about a pupil's well-being arise, swift and appropriate actions are taken.

We believe that safeguarding is not just about policy but about creating a culture where everyone, from staff to pupils, understands the importance of well-being. We ensure that our pupils, from their first days in nursery to their final years in senior school, are taught about safety, well-being, and how to protect themselves in an age-appropriate way.

Through ongoing training, regular monitoring, and a strong system of support, we work to create an environment where every pupil feels safe to learn, grow, and thrive. Safeguarding is everyone's responsibility, and we're here to make sure that every child can feel secure and confident in their school community.

### **CHILD PROTECTION AT WESTBROOK HAY**

Our Child Protection policies and the thorough training provided to all staff lie at the heart of our approach to pupil safety. We have strong safer recruitment procedures in place to ensure that everyone at Westbrook Hay, whether staff, Governors, or volunteers, is thoroughly vetted and able to provide a safe environment for our pupils.

We carry out detailed checks on all adults involved with the school to ensure that no one is employed who is barred from working with children or prohibited from working in the UK. To keep staff up to date with the latest developments in safeguarding, we offer regular INSET sessions that cover insights, trends, and updates. These sessions, along with in-depth inductions for new staff, and regular staff briefings, ensure that everyone is well-prepared to respond to safeguarding concerns.



It's important that all staff know exactly how to report any concerns to our Designated Safeguarding Lead (DSL), and we make sure they feel supported in confidently handling any disclosures made by pupils. This support is available to all staff members across every part of the school, from nursery to senior school, so that everyone feels equipped to act appropriately when needed.

### **MEDICAL AND FIRST AID**

The School Office has risk assessments for first aid and all other treatments and procedures. The accident forms are maintained in the office and the School Secretary is responsible for ensuring that accident reports are kept and reported to the Bursar and Headteacher. The School's First Aid policy explains the procedures that we would follow in the event of a medical emergency. The Bursar with the School Secretary are responsible for reporting any notifiable accident that occurs on school premises to a pupil, member of staff, parent, visitor or contractor to the HSE in accordance with the Reporting of Injuries Diseases and Dangerous Occurrence Regulations (RIDDOR). All notifiable accidents and near misses are reviewed by the school's Health and Safety Committee with a view to assessing whether any measures need to be taken to prevent recurrence.

### **CO-CURRICULAR**

The co-curricular side of life at Westbrook Hay both complements and enhances the development of the enquiring mind. Education takes place anywhere and everywhere, at all times of the day. Art, drama, music, sport and other co-curricular activities are not just add-ons; they are an essential part of the Westbrook Hay experience helping our pupils to become well-rounded individuals.

Westbrook+ is the name given to our before and after school wraparound care programme. Pupils can start school at 07:30 with age-appropriate Breakfast Clubs and stay in school until 18:00, where they can attend a wide variety of clubs and have an evening meal. There are robust systems in place to register pupils on arrival and departure. All staff involved in the before and after school care are rigorously onboarded, making sure that they are aware of the importance of safeguarding and the systems in place specific to Westbrook Hay.

Sport and Physical Education play an important part of everyday life at Westbrook Hay and there is an impressive range of options for pupils. The school takes great pride in its inclusive approach and all pupils are encouraged to pursue any sport that interests them. Westbrook Hay pupils are given support to develop and achieve to the best of their ability, competing at the level of competition that is appropriate to their progress. The PE curriculum is designed to promote positive attitudes to emotional, mental and physical health, which will remain with pupils for the rest of their lives. Senior pupils are given more choice in the sports they participate in as our model moves from one of 'Sport for All' through to 'Sport for Life' programme. Great care is taken to ensure that sporting endeavours are correctly risk assessed for the specific activity and age group.

Trips also form a crucial part of the independence journey, a chance to step outside into the wider world and develop an appreciation for different cultures. Lower Senior pupils attend a residential History trip to Canterbury Cathedral and Hastings Battlefield in their first term, every other year there is a trip abroad in the Spring Term, recent destinations have included Iceland and Rome. Through the GCSE curriculum trips, Upper Senior pupils have opportunities to visit exciting European locations such as: Amsterdam, Barcelona, Berlin, Florence, Paris, Sevilla, Sicily and the Azores. As pupils move through their final years at Westbrook Hay the onus will be on them to be self-sufficient learners, ready and prepared for the next stage of their learning journey. All trips require several stages of authorisation to make sure that all of the required documentation is in place. This ensures that all policies and procedures are followed, allowing the trips to be conducted in a safe manner and providing the best possible learning experiences.

### **UNSUPERVISED ACCESS BY PUPILS**

As pupils progress through the school, the levels of supervision change, this helps to create a safe culture but allows pupils to develop independence as they move from the age of 3 to 16.

Pupils in Pre-Prep, including those in EYFS, are supervised throughout the school day. Staffing arrangements are put in place to meet the needs of all pupils and to ensure their safety. The ratio of pupils to staff and qualifications of staff in EYFS are

in line with the Statutory Guidance in the Framework for the Early Years Foundation 4 Stage. Pupils in EYFS will only be released at the end of their day into the care of a parent or other individual whose name has been notified to us in advance, in writing. Pupils in the EYFS will always be in sight and hearing or, sight or hearing.

During the school day Prep and Senior pupils are supervised during all lessons. Pupils are expected to move around the school unsupervised and should arrive at lessons promptly. The school has expected 'Learning Behaviours' for the pupils which include actions to take if they arrive at a lesson before the teacher. Pupils understand why they do not have unsupervised access to potentially dangerous areas, such as the Swimming Pool, the Science Laboratory, the DT Suite, etc. Doors to these areas are kept locked at all times when not in use. All flammables are kept securely locked. Pupils do not have access to the Grounds, Maintenance and Catering areas of the school.

All new members of staff receive a thorough induction into the school's expectations of the appropriate levels of pupil supervision. This induction is carried out by members of the Executive Group, HR Office and Line Managers, with further and ongoing direction from the Heads of Section, together with regular advice and guidance from each new member of staff's mentor.

## **SUPPORTING AREAS**

- **Catering and Cleaning:** risk assessment and training is required for every item of catering and cleaning equipment, as well as for manual handling, slips and trips and the control of substances hazardous to health (COSHH). Induction and refresher training covers risk assessments, protective equipment and safety notices. This area is controlled by our contract catering company – Thomas Franks.
- **Caretaking and Security:** risk assessments cover every room, laboratory, stairs, corridor and emergency exit in the school. Particular emphasis in training is given to minimising the risk of both fire and to security by adhering to good practice. Risk assessments also cover manual handling, working at heights, and asbestos. Induction and refresher training covers risk assessments, protective equipment and safety notices.
- **Maintenance:** risk assessment and training is required for every tool and item

of equipment, as well as for manual handling, slips and trips, working at height, lone working, asbestos, control of contractors on site, electricity, oil, water, swimming pool maintenance and the control of substances hazardous to health (COSHH). Induction and refresher training covers risk assessments, safe working practices, communication and health and safety notices and protective equipment.

- **Grounds:** risk assessment and training is required for every tool and piece of machinery, as well as for manual handling, slips and trips, working at height, lone working, use of pesticides, storage of flammables and COSHH. Induction and refresher training covers risk assessments, protective equipment and safety notices.
- **Office staff:** risk assessments are required for the display screen equipment used by those staff (primarily office based) who spend the majority of their working day in front of a screen.

## CONDUCTING A RISK ASSESSMENT

- Risk assessments will take into account:
  - hazard – something with the potential to cause harm;
  - risk – an evaluation of the likelihood of the hazard causing harm;
  - risk rating – assessment of the severity of the outcome of an event;
  - control measures – physical measures and procedures put in place to mitigate the risk.
- The risk assessment process will consist of the following 6 steps:
  - what could go wrong;
  - who might be harmed;
  - how likely is it to go wrong;
  - how serious would it be if it did;
  - what are you going to do to stop it;
  - how are you going to check that your plans are working.
- Risk assessments will be reviewed:
  - 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;
  - annually if for no other reason

## **REVIEWS**

All risk assessments are reviewed annually, when major structural work is planned, or in the event of an accident. The separate policy on the management of health and safety 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.

## **RISK REGISTER**

The risk register is presented to the Governors as Trustees of the Charity at each termly Board meeting. It is reviewed regularly by the Executive Group and by the Finance & General Purpose Committee termly.

## Risk Assessment Form

**Task/Activity:**

**Location/Dept:**

**Date Assessed:**

**Issue Number:**

**Assessed by:**

**Review Date:**

**Reference Number:**

Hazard/Risk	Persons at risk	Controls in place	Severity (1-5)	Likelihood (1-5)	Risk rating	Additional controls required

## Risk Rating Indicator Key

Severity (Consequence)
1. Negligible (delay only)
2. Slight (minor injury / damage / interruption)
3. Moderate (lost time injury / illness / damage / lost business)
4. High (major injury / damage / lost time business interruption / disablement)
5. Very High (fatality / business closure)
Likelihood
1. Improbable / very unlikely
2. Unlikely
3. Even chance / may happen
4. Likely
5. Almost certain / imminent

Risk Rating Priority Indicator Matrix						
Likelihood	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
		Severity (Consequence)				

Summary		Suggested Timeframe
12-25	High	As soon as possible
6-10	Medium	Within next 3-6 months
1-5	Low	Whenever viable to do so

