

School:	Haywards Farm School, Juniper House School and Northcroft School		
Policy:	Risk Assessment Policy		
This policy will be reviewed on an annual basis; however, should a need arise, it will be reviewed when required. This policy will be read, understood, and signed by all staff yearly and when changes have been made in line with government and DoFE guidelines and changes. Document Controlled Subject Policies, Equality Policy, Health and safety Policy, Safeguarding policy			
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Change History

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2	February	Proprietor Approval	RR/GC
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Introduction

This policy is designed to assist the school in fulfilling their legal duties in assessing risks. Risk management is the consideration of the risks that arise in the workplace and then putting in place sensible health and safety measures to control them.

In accordance with our duties under the Management of Health and Safety at Work Regulations 2000 and part B of the Independent School Standards, the school is required to undertake regular risk assessments and take any necessary action arising from these according to provisions set out in the Health and Safety policy and elsewhere.

The Headteacher is responsible for making sure that risk assessments are completed, logged and effectively monitored. Reviews are conducted when there is any change to equipment or resources, any change to the school's premises, or when particular needs of a child or other visitor necessitate this.

The Headteacher is further responsible for conducting any necessary reviews or making changes to the school's policies or procedures in the light of any potential risks that they or other members of staff discover.

A visual inspection of both the equipment and the entire premises both indoor and outdoor will be carried out daily. This will ordinarily be carried out by a designated member of staff on arrival at the school and will be completed before any pupils arrive.

During the school day, staff will be vigilant and continuously aware of any potential risks to health and safety arising from:

- the school's environment, both indoors and outdoors
- all surfaces both indoors and outdoors
- all equipment used by pupils or staff.

On discovering a hazard, staff will take all steps necessary to making themselves and any other people potentially affected, safe. They will then notify the Headteacher and ensure that a record is made in the Incident Record Book.

The Headteacher is then responsible for ensuring that any necessary action is taken. As already stated, the Management of Health and Safety at Work Regulations (NI) 2000 require that suitable and sufficient assessments of the risk arising out of work are carried out.

Put simply a risk assessment is finding out what could cause harm to people and deciding if you have done enough or need to do more to protect them.

The Process of Risk Assessment

What can be risk assessed?

A risk assessment can be undertaken on an object or substance, a process, a location, an activity or a person. It is a five-step process:

- 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 findings and implement them.
- Step 5: Review the assessment and update if necessary.

What is a hazard?

A hazard is anything which can cause harm e.g. electricity, chemicals, etc.

What is risk?

Risk is the chance, high or low, that somebody could be harmed by these and other hazards, together with an indication of how serious the harm could be.

Evaluating the risk

Having spotted the hazards, we then have to decide what to do about them. The law requires to do everything 'reasonably practicable' to protect people from harm. The easiest way is to compare what we are doing with good practice.

First, we look at what we're already doing, think about what controls we have in place and how the work is organised. We then compare this with the good practice and see if there's more that we should be doing to bring ourselves up to standard.

In asking ourselves this, we consider:

- Can we get rid of the hazard altogether? If not, how can we control the risks so that harm is unlikely?

When controlling risks, the Headteacher will apply the below (if possible, in the following order):

- try a less risky option (e.g. switch to using a less hazardous chemical)
- prevent access to the hazard (e.g. by guarding)
- organise work to reduce exposure to the hazard (e.g. put barriers between pedestrians and traffic)
- issue personal protective equipment (e.g. clothing, footwear, goggles etc) and
- provide welfare facilities (e.g. first aid and washing facilities for removal of contamination)
- involve staff so that we can be sure that what you propose to do will work in practice.

What is a Risk Assessment?

The Health and Safety Executive (HSE) defines a risk assessment as “A careful examination of what in your work 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 assessment will help to identify the likelihood of harm and whether it can reduce the risk to a reasonable level, through the introduction of control measures.

The five-step process

Step 1: Identify the hazards

Divide work into manageable categories considering:

- Location
- Activities
- Equipment
- People

Identify the Hazards:

- Chemical – paint solvents/exhaust fumes
- Biological – bacteria
- Physical – noise/vibration
- Psychological – occupational stress

Step 2: Decide who might be harmed and how

For each hazard clarity is specified about who might be harmed, identify the groups of people – such as staff members or members of the public/pupils. It is identified how they might be harmed i.e. what type of injury or ill health might occur.

Step 3: Evaluate the risks and decide on precautions

We consider how likely it is that each hazard will occur and what control measures we already have in place. Have the control measures in place got rid of the hazard altogether or reduced the risk so that harm is unlikely? If the task has not been adequately controlled what further actions are required. If any further actions are required, the name of the person responsible for actioning the task should be recorded along with the projected completion date with the actual completion recorded in the completed column.

Step 4: Record your findings and implement them

Putting the results of the risk assessment into practice will make a difference when looking after our staff.

Writing down the results of the risk assessment, and sharing them with the staff, encourages this.

Step 5: Review your assessment and update if necessary

Risk assessments need to be reviewed and if necessary updated every year. However, a review will be required sooner if an incident or accident occurs, or there are significant changes to the premises, staff or procedures.

Definition of a Hazard and a risk:

Hazard: A hazard is anything that may cause harm, such as chemicals, electricity, working from ladders, an open drawer etc.

Risk: The risk is the chance, high or low, that somebody could be harmed by these and other hazards, together with an indication of how serious the harm could be.

Types of risk assessment:

There are three different types of risk assessments.

- generic
- specific
- dynamic

Generic activities are those which although they are carried out at different times and locations, the hazards and risks are largely the same and do not change. For this type of activity generic risk assessments can be produced as a model for guidance only.

A specific risk assessment may be applicable where the hazards and risks are only applicable to a certain activity and also where there is a requirement in legislation to undertake a specific assessment for example COSHH, new and expectant mothers.

A dynamic risk assessment is a continuous process of identifying the hazards that occur in for example an emergency situation, assessing the risks and taking immediate action to eliminate or reduce these to an acceptable level.

Generic risk assessments:

This policy contains a generic risk assessment template which has been produced to assist our school with the risk assessment process and should form a good foundation for identifying hazards, assessing risks and implementing controls.

However, we must also pay attention to our own school environment. The risk assessment template used is based on the format contained in the HSE publication “Five steps to risk assessment”, see Figure 1. The template should list the hazards identified in the school environment and their associated risks and also a range of control measures that should be in place to eliminate or reduce the risks. The form needs to be adapted by a competent person from the establishment, who can complete the rest of the form having considered the generic hazards, risks and control measures listed on the form and adding any site-specific items identified.

How to adapt a generic risk assessment:

The person carrying out the assessment identifies the template applicable to their particular activity. They would take the following steps:

- Review the list of hazards within the “risks identified” box and decide if these are applicable to the task/activity.
- Review the list of people and the consequences of the identified hazards in the “Risk rating before strategies” box and amend to suit individual school circumstances.
- Review the list of control measures in place in the “Actions and strategies to minimise the risk” box and amend the list to reflect those procedures, safe working practices that have been implemented within the school.
- A decision should then be made to determine whether the task/activity is adequately controlled. If additional control measures are identified these should be listed in the “Actions and strategies to minimise the risk”. If controls in place are deemed to be adequate, then this box would remain with the same procedures already in place.
- When the “Actions and strategies to minimise the risk” box is completed, the name of the person assigned responsibility for ensuring that the control is put in place should be inserted in the “Those responsible for implementing the identified strategies” box with a projected completion date added to the “Actions and strategies to minimise the risk” box.

When actions/controls have been completed, the assessment form will need to be signed off by the person completing the assessment and forwarded to the Headteacher. Any action that cannot be closed off by the person carrying out the assessment should be brought to the attention of the appropriate person/s, e.g. building supervisor,

Headteacher and a plan put in place to close out such actions. Some actions may be ongoing and this should be indicated in the “Actions and strategies to minimise the risk” box. It is good practice that any action plan arising out of the risk assessment process is presented to the Board of Governors for their information, approval and action if required.

The risk assessments will then need to be reviewed and if necessary updated, every year. A review will be required sooner if an incident or accident occurs, or there are significant changes to the premises, staff or procedures.

Further Guidance

If staff require any further assistance with completing these generic risk assessments, contact the Health and Safety Lead.

Please note this guidance is also written in parallel to the Health and Safety Report.

Appendix 1: Risk Assessment Form



Risk Assessment for Local Parks- Victoria Park and Northcroft Lane Park and Cricket Pitches

Red= High risk/impact

Amber= Moderate risk/impact

Green= Low risk/impact

Location : The local parks, Victoria Park and Northcroft Lane Park and Cricket Pitches		Date of Risk Assessment: February 2026		
Risk Identified	Risk Rating Before Strategies	Actions and strategies to minimise the risk	Risk Rating After Strategies	Those responsible for implementing the identified strategies and date.
Walking to the park along the main road.		High staff child ratio. For children to wear high vis jackets For them to be spoken to about road safety. For a member of staff to walk in front and behind students		All staff
A child running off		The child is followed A phone call to the school is made If you lose site of the child, the police are informed.		The child's 1-1 plus an additional staff member. All other students put in the <u>mini bus</u> if needed.