Risk Assessment Policy

February 2023

**Overview**

The aim of this policy is to outline the procedures and processes that Hove Micro School implements when managing and maintaining the level of risk in the school environment. This policy is for all carers, teachers, school leaders, parents and organisations to support and assist in their understanding of managing risks and ensuring all areas are safe.

We recognise that the welfare and safety of all parties (children, parents and teachers) is paramount and we follow all necessary guidelines when assessing the safety and welfare within the school environment and all areas relating to the school day. It is the School’s policy not to engage in high-risk activities and activities involving students are normally to be only of low risk. However, if high-risk activities are required these will be carried out by specialist organisations and service providers to ensure the safety of children and adults is maintained.

This policy reflects the responsibilities of Hove Micro School in relation to the wellbeing, safety and welfare of all staff, adults and children present during the school day.

This policy works alongside the school’s Health and Safety policy, Safeguarding policy and Fire Safety Policy, in addition to the Health and Safety at Work Act 1974.

The day-to-day implementation and operation of the risk management and assessment processes specified under this policy are delegated to the Head of School: Rachael Ammari. These accountabilities may then be further delegated to staff members or others having the requisite expertise to assess the risks involved and develop mitigating strategies and solutions.

**General Approach to Risk Management**

Aims and objectives of this policy

The aim of this policy is to define the general framework the school uses to manage its risks in all areas. Effective use of the policy is therefore intended to ensure that:

• individuals with the requisite knowledge and expertise are nominated to identify risks and perform the assessment of specific risks;

• suitable and sufficient risk assessments are carried out and appropriate controls are implemented in response;

• risk assessments are recorded and routinely updated in response to changes in legislation, working practices and other relevant circumstances;

• detailed policies relevant to specific individual risks are prepared to set out the responsibilities and duties to mitigate the risks in question and to inform staff and users to help them to work safely and avoid other detriments; and

• the importance of training and supervision is recognised where necessary and to identify specific training needs.

Assessing and reviewing possible risks:

• an identification of the hazards and risk factors that have the potential to cause harm or detriment;

• an identification of who might suffer harm or how harm or detriment might affect the School and its operations;

• an analysis and evaluation of the risks of hazards in order to identify what preventative precautions can be adopted;

• the documentation of the risk, its evaluation, assessment and preventative precautions adopted; and

• the periodic review and updating of the risk analysis, evaluation and response adopted.

● school trips and visitors

● traffic and motor risk (school drop off / pick-up on main roads)

● fire safety and emergencies

● risks relating to welfare of children and adults such as equipment and resourcing

Identifying hazardous risks that may cause harm or injury

Not all risks can be accounted for and it is not possible to remove all risks from an area or an activity. All staff should seek to ensure that all areas are addressed as far as reasonably practicable. Risk assessment is a constant, systematic process with a view to promoting children’s welfare. Of particular significance are risks potentially affecting the health and safety of the School’s students, staff, visitors and any other individuals that the School interacts with.

The individuals accountable for identifying hazards and risk factors should have the necessary knowledge and expertise to carry out that work and where such skills are not available within the School, e.g. in connection with asbestos, fire, water quality and hazardous substances, advice should be sought from external experts.

Key identification methods:

●**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 consists of asking the following questions:

* What could go wrong?
* Who might be harmed?
* How likely is it to go wrong?
* What could be done to mitigate the risk?

Periodic review

Risk assessments are prepared, circulated, actioned and reviewed to meet the changing needs of the School and comply with prevailing legislation. Risk assessments should be reviewed:

• when there are changes to the activity concerned;

• 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; or

• annually if for no other reason.

All incidents and accidents are recorded and logged in the green log book kept in the school office, which are then reviewed by the school's head: Rachael Ammari. Any necessary changes are then made to risk assessment to account for these instances.

If any training is required to help manage risks more appropriately then this will be allocated accordingly by Rachael Ammari (Head of School).