

Invested Education

Risk Assessment Policy

Last review: September 2026

Next Review: September 2027

Signed: C Fleming-Smith

Head Teacher

Contents:

Statement of intent

1. [Legal framework](#)
2. [Definitions](#)
3. [Roles and responsibilities](#)
4. [Areas of risk](#)
5. [Risk ratings](#)
6. [Principles of effective risk management and assessment](#)
7. [Hazard identification](#)
8. [Individuals at risk of harm](#)
9. [Evaluating risks](#)
10. [Recording findings](#)
11. [Reviewing](#)
12. [Training](#)
13. [Monitoring and review](#)

Statement of intent

At Invested Education, we are committed to providing a safe environment for all members of our school community. This policy sets out the procedures the school will follow to identify and manage risks to the health and safety of staff members, pupils and visitors.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Health and Safety at Work etc. Act 1974
- The Management of Health and Safety at Work Regulations 1999
- Education Act 2002
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)
- The Education (Independent School Standards) Regulations 2014, particularly Parts 3, 5 and 8
- DfE (2026) 'Keeping Children Safe in Education'
- DfE 'Health and safety: responsibilities and duties for schools' (current guidance)
- DfE (2026) 'School and college security'
- DfE (2026) 'Restrictive interventions, including use of reasonable force, in schools'

This policy operates in conjunction with the following school policies and documents:

- Health and Safety Policy
- Fire Safety Policy
- Fire Safety Risk Assessment
- Educational Visits Policy
- Positive Handling Policy
- Behaviour Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Records Management Policy

2. Definitions

For the purpose of this policy:

- **"Risk assessment"** is defined as a careful examination of what, in the school, could cause harm to people, so that the school can determine whether the necessary precautions are in place or whether more should be done to prevent harm.
- **"Hazard"** is defined as anything that may cause harm, such as chemicals, electricity, working from ladders, an open drawer, etc.
- **"Risk"** is defined as the chance, low to high, that someone could be harmed by a hazard, together with an indication of how serious the harm could be.
- **"Dynamic risk assessment"** is defined as an assessment that takes into account unexpected or short, temporary changes that require immediate amendments to be made to control measures.
- **"Generic risk assessment"** is defined as an individual assessment covering the common, significant hazards that staff and others face on a daily basis, such as low-risk activities or repeated activities that can be documented in another way.
- **"Suitable and sufficient risk"** is defined as an assessment that is proportionate to the risk and ensures that all relevant hazards are addressed, complies with statutory

requirements, ensures all groups who are affected are considered, takes account of existing control measures, and identifies further measures as necessary.

3. Role and responsibilities

The Proprietor, acting through the Directors, is responsible for:

- Holding ultimate accountability for ensuring risks to pupils, staff, visitors and others affected by the school's activities are assessed and managed appropriately. Operational duties may be delegated, but such delegation does not remove the Proprietor's overall accountability.
- Overseeing the management of risk, health and safety and compliance with the relevant Independent School Standards.
- Delegating strategic decisions for operational management of risk and health and safety to the headteacher.
- Ensuring the relevant incidents and injuries are recorded and reported in line with RIDDOR.

The headteacher is responsible for:

- Appointing a competent health and safety lead to ensure the school meets its health and safety duties.
- Ensuring there is an effective approach to risk management in the school.
- Ensuring that any individual tasked to carry out a risk assessment is suitably trained to do so.
- Allocating resources in response to risk assessments and determining a course of action, if it has been identified that a risk cannot be suitably controlled so far as is reasonably practicable.
- Implementing frameworks for decision-making and corporate strategies which consider risk assessment principles.
- Implementing appropriate mechanisms to communicate safe systems of work identified as part of the risk assessment process.
- Communicating significant risk and health and safety information to the Proprietor/Directors.
- Developing a Health and Safety Policy, subject to reviews based on thorough risk assessment to reflect on and reduce occurrences of newly established risks.
- Recording any significant findings from risk assessments.

The health and safety lead is responsible for:

- Developing and implementing an effective approach to risk management in the school.
- Reporting to the Head Teacher (or in the case where the H&S lead is the Head Teacher) Directors, as required.

Staff members are responsible for:

- Taking reasonable care of their own safety, as well as that of pupils, visitors and other staff members.

- Being aware of any established risks and understanding the measures the school has put in place to manage these.
- Undertaking their work in accordance with training and instructions.
- Cooperating with the school on health and safety matters.
- Carrying out assigned risk assessments effectively, ensuring all risks are identified as well as suitable control measures.
- Reporting any risks or defects to the headteacher in order to create new, or update, risk assessments.
- Participating in risk management training delivered by the school.

4. Areas of risk

The school identifies key areas that present risks to the school community – these include, but are not limited to, the following:

- Safeguarding
- Pupil welfare
- Health and safety
- Security
- Fire safety
- Critical incidents
- School trips
- Lessons and activities
- Staff recruitment
- SEND needs
- Absconding/elopement and missing-pupil risks
- Distressed or dysregulated behaviour, self-harm and violence/aggression
- Restrictive interventions and the risks of both intervention and non-intervention
- Medical, sensory, communication, mobility and individual emergency evacuation needs
- School vehicles, minibuses and pupil transport
- Alternative provision, vocational placements and other off-site education
- Community access and local environmental hazards
- Exploitation and other pupil-specific safeguarding vulnerabilities

Specialist risk assessments will be undertaken by competent persons with appropriate knowledge, skills, training and experience under categories including:

- Asbestos
- Legionella
- Gas safety
- Electrical safety
- Fire safety

5. Risk ratings

The school uses a likelihood × impact matrix to determine the level of risk. The multiplication method gives appropriate weight to low-likelihood but potentially catastrophic events and supports consistent decision-making:

Likelihood	Impact			
	1 – Minor	2 – Moderate	3 – Major	4 – Catastrophic
1 – Unlikely	1	2	3	4
2 – Rare	2	4	6	8
3 – Possible	3	6	9	12
4 – Likely	4	8	12	16

In line with the above point, the school has identified the following risk actions depending on the determined risk rating:

Degree of risk	Risk treatment
Low (1–4)	Acceptable where appropriate controls are in place. Risks should be monitored and reassessed at intervals proportionate to the activity. No further controls are normally required unless reasonably practicable improvements are identified.
Moderate (5–8)	Additional controls should be considered and implemented where reasonably practicable. The activity may proceed only where the residual risk is judged acceptable by the responsible person. Actions, responsibilities and timescales should be recorded where further controls are required.
High (9–12)	Unacceptable without further action. The activity must not proceed, or must be stopped, until controls reduce the risk to an acceptable level. The Headteacher or delegated competent person must review the assessment and ensure appropriate resources and controls are in place.
Very High (13–16)	Intolerable risk. The activity must not proceed or must cease immediately. Immediate senior leadership action is required and competent advice should be obtained where necessary. The activity may only restart when effective controls reduce the residual risk to an acceptable level.

When completing risk assessments, staff will score likelihood and impact, multiply the two values, identify the corresponding risk level and record both the initial and residual risk after controls.

6. Principles of effective risk management and assessment

The school follows the following key principles of risk prevention:

- If possible, avoid a risk altogether
- Avoid introducing new hazards
- Evaluate unavoidable risks via a risk assessment
- Combat risks at the source
- Consult with those affected to adapt work to the requirements of the individuals
- Where appropriate and practicable, involve pupils in individual risk assessment and support planning in a way suited to their age, understanding and communication needs, and consult parents/carers and relevant professionals where this will improve risk management.
- Consult with the health and safety lead
- Take advantage of technological and technical progress where appropriate
- Implement risk prevention measures within policies
- Give priority to protection measures that safeguard the whole school
- Ensure that staff and pupils understand what they must do to minimise risk
- Develop a positive approach to health and safety within school

The school will use a five-stage process to undertake a risk assessment:

- Identify the hazards
- Decide who might be harmed and how
- Evaluate the risks
- Record the findings
- Review

Hazards that are already covered under other risk assessments will be ticked as 'checked' in the general risk assessment. There will then be no need to conduct a separate risk assessment unless the risk changes.

7. Hazard identification

When identifying hazards, staff members will:

- Consider what could reasonably be expected to cause harm – this could include anything related to the school premises or the delivery of its curriculum, whether on- or off-site.
- Consider potential risks from the perspective of other staff, visitors and pupils, including consulting these groups where necessary.
- Give priority focus to significant hazards that could result in serious harm or affect several people.

To identify hazards, staff members will have regard to factors including, but not limited to, the following:

- The environment, e.g. poor lighting or low/high temperature
- Slipping and tripping hazards, e.g. poorly maintained floors or stairs

- Fire, e.g. from flammable materials
- Chemicals and how they are used, and in what quantities, e.g. cleaning chemicals
- Moving parts of machinery, e.g. within faculty workshops
- On-site vehicle movements
- Asbestos on school premises
- Selection and management of contractors
- Work at height, e.g. scaffolding around buildings
- Ejection of materials, e.g. workshops and experiments
- Pressure systems, e.g. within laboratories
- Electricity, e.g. poor wiring, portable appliances, electrical experiments
- Dust, e.g. metal grinding and cement
- Fumes, e.g. welding and chemicals
- Manual handling
- Noise
- Building design and maintenance
- Biological hazards, e.g. gardening or contact with bodily fluids
- Management of work-related stress
- Behaviour management, e.g. kicking, hitting and verbal abuse
- Absconding/elopement and local environmental hazards, including road, water and exploitation risks where relevant
- Restrictive intervention, including the risks associated with both intervention and non-intervention
- Transport, including seatbelt refusal/removal, dysregulation, medical needs and supervision
- Alternative provision, community learning and vocational/off-site placements
- Pupil-specific communication, sensory, medical, mobility and emergency evacuation needs

8. Individuals at risk of harm

In addition to staff and pupils, those conducting a risk assessment will also consider individuals and groups who may not be in the workplace consistently.

Staff will have regard to the following groups of people:

- Staff members
- Operators
- Maintenance personnel
- Cleaners
- Contractors
- Parents
- Pupils
- Visitors

Staff will also have due regard to the following groups:

- Staff and pupils with disabilities
- Pupils' SEND needs

- Inexperienced staff
- Lone workers
- Pregnant workers
- Staff and pupils with mental health needs
- Pupils with safeguarding needs
- Other groups which could be particularly at risk depending on the nature of the hazard

9. Evaluating risks

Staff will evaluate the risks arising from the hazards and decide whether existing precautions are adequate, or more should be done in line with the '[Risk rating](#)' section of this policy.

For each significant hazard, staff will record the initial risk and the residual risk following controls as low, moderate, high or very high in accordance with the risk matrix.

Staff will consider whether industry standards are in place and whether all has been done that is reasonably practicable to keep the workplace safe.

Staff will ensure that managing additional hazards does not interfere with other control measures, such as fire safety.

Staff will ensure that the following are in place:

- Adequate information, instruction or training
- Adequate systems or procedures

When implementing control measures, staff will have due regard to whether the precautions:

- Meet the standards set by a legal requirement.
- Comply with the recognised industry standard.
- Represent good practice.
- Change existing precautions in place.

To reduce risks as far as reasonably practicable, staff will aim to eradicate the hazard completely, or control the risk significantly to ensure that harm can be deemed unlikely, or the likelihood of harm occurring is sufficiently minimised.

Where foreseeable distressed behaviour may require restrictive intervention, the assessment will consider the pupil's SEND, medical needs, known triggers, de-escalation strategies, environmental adjustments, staffing, communication needs and the risks associated with both intervention and non-intervention. Arrangements will be consistent with the Behaviour Policy, Positive Handling Policy and current DfE restrictive-intervention guidance.

For educational visits and trips, the school records and manages risk assessments using EVOLVE. Provider or destination risk assessments may inform the school's assessment but do not replace consideration of school-specific and pupil-specific risks. The school's assessment is verified by the EVC and approved by the Headteacher in accordance with the Educational Visits Policy.

For commissioned alternative provision, vocational placements, community learning and other off-site education, the school will consider provider suitability, safeguarding, travel,

supervision, emergency arrangements, individual pupil vulnerability and how the placement contributes safely to the pupil's agreed programme.

10. Recording findings

Staff will ensure that significant hazards are recorded, as well as the control measures in place to mitigate those hazards, and the expected outcomes following the implementation of the control measures.

Up-to-date copies of risk assessments will be stored in the school office or online.

Where a risk assessment includes personal details about an individual, e.g. personal health information, the school will ensure that the risk assessment maintains that individual's confidentiality, and will therefore only share the details of the assessment where necessary.

Risk assessments must be suitable and sufficient, clearly recording significant hazards, who may be harmed and how, existing controls, further actions required, responsible persons, timescales and the residual risk. They must be clear enough for relevant staff to understand and implement.

All findings will be reported to the headteacher. Where the impact or likelihood of major risks cannot be minimised, the headteacher will decide whether the activity will still take place.

11. Reviewing

Staff should raise concerns about risk controls with their line manager, the Health and Safety Lead or the Headteacher. Staff may seek advice or representation from a trade union or other appropriate representative where applicable. Serious unresolved concerns may be escalated to the Proprietor and, where appropriate, the relevant external enforcing authority.

Risk assessments will be treated as living documents and reviewed in line with the school's Risk Assessment Review Tracker. Review frequency will be proportionate to the nature and level of risk. Assessments will always be reviewed when:

- When there are changes to an activity
- After a near-miss or accident
- When there are changes to the type of people involved in the activity
- When there are changes to good practice
- When there are changes to related legislation
- At planned intervals appropriate to the level and nature of risk

Reviews of risk assessments will be dynamic, as necessary.

A new risk assessment will not be conducted unless there are significant changes relevant to the activity in question.

High and very high risk assessments will receive enhanced senior oversight and be reviewed at intervals proportionate to the risk, as well as immediately following significant change, incident, near miss or new information.

All reviews will be recorded on the Risk Assessment Review Tracker. Changes will be communicated to all relevant stakeholders immediately.

Risk assessments and associated records will be retained in accordance with the school's Records Management Policy and any applicable legal, safeguarding, employment, insurance or claims requirements.

12. Training

All staff members will receive **annual** training on basic risk management procedures. Staff members with a responsibility for creating and completing risk assessments will receive in-depth training on risk management on an **annual** basis, in addition to the basic risk management training offered. All new staff members will receive training on risk management and will be required to familiarise themselves with this policy as part of their induction training.

Staff whose work involves a greater element of risk will have extra or specific training, including:

- Using industrial machinery.
- Managing asbestos.
- Having responsibility for the storage of, and accountability for, potentially hazardous materials in their buildings.

13. Monitoring and review

This policy will be reviewed annually by the Headteacher and the Proprietor/Directors, and sooner where legislation, guidance, premises, provision or significant risk changes.

The Proprietor/Directors will receive proportionate assurance information about significant and emerging risks, high-risk actions, serious incidents and overdue controls so that resources and priorities can be addressed.

Any changes made to this policy will be communicated to all relevant stakeholders.