

Risk Management

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Aims and Ethos

Surbiton High School aims to **inspire, encourage and empower** our young people to discover and embrace their individuality in an intellectually rigorous academic environment. Balanced with outstanding pastoral care, our students become compassionate, respectful, courageous, and inquisitive members of the community, living out the School's motto: *Amor nos semper ducat* (May love always lead us).

Our Values

We are compassionate:

We are kind and we care, in both thought and action. We consider those less fortunate and strive to support and offer aid. We are mindful of the gentle power of positive actions. We support and encourage those around us.

We are respectful:

We respect all people equally. We respect ourselves, our learning, our community, our environment, and the planet we all share. We strive to act with respect and integrity in all things. When we disagree, we do so respectfully.

We are courageous:

When challenged by our fears we are determined, not deterred. We call on resilience for strength when in the heat of the struggle. We bravely chase our dreams and fight for what we believe. When we fall, we pick ourselves up and forge forward.

We are inquisitive:

We understand that a thoughtful question is the key to unlock understanding. We believe where answers provide ends, questions pose exciting beginnings. We are eager to explore, we question to discover, we are curious to learn more of the world at large.

We are a community:

We are united - with a common focus. We value belonging to a wider community: our school community, our local community, our global community. We are inclusive of all, no matter our differences. We value and nurture the connections we form.

We achieve these aims through our *Charter for Happiness and Well-being*. Our pupils:

- **are inspired to deploy their highest strengths to tackle all situations**, developing a growth mind-set and a can-do attitude, equipped with the tools to maximise their positive emotions
- **are encouraged to find their niche**, to be fully engaged in educational activities and to meet the highest challenges that come their way
- **are coached and encouraged to develop strong relationships**, to be empathetic and responsive to the needs of themselves and others

- **are empowered to lead a meaningful life**, to be able to understand what their goals are and to know what they are striving for
- **are empowered to draw strength from celebrating their accomplishments**, in order to tackle new challenges

We achieve these aims through our inculcation of *Learning Habits*. Our children:

- **are inspired in their thinking**, to ask questions, to make connections, to imagine possibilities, to reason methodically and to capitalise on their resources
- **are encouraged to be emotionally invested in their learning**, persevering in the face of difficulties, noticing subtle differences and patterns, managing their distractions, and becoming absorbed in their learning
- **are empowered to be fully involved in their learning**, growing in interdependence, collaborating effectively, listening empathetically to others, and imitating their learning habits
- **are inspired, encouraged, and empowered to be productive**, planning their learning in advance, revising and reviewing their progress, distilling important information, and developing their own meta-learning.

United Learning and the United Church Schools' Trust

Surbiton High School is part of *United Learning* and the *United Church Schools' Trust*. The School has an Anglican foundation, valuing its Christian heritage whilst welcoming staff and children from all faiths and none. We share with United Learning its core mission statement "to bring out the best in everyone". We are committed to the aims of United Learning, including its *Framework for Excellence*, which can be found at: www.unitedlearning.org.uk

1. Policy Statement

To provide a safe environment for all members of the school community, and in line with the Management of Health and Safety at Work Regulations, Surbiton High School is committed to carrying out and committed to writing appropriate risk assessments of its work and activities. All reasonably foreseeable risks are assessed, as are other risks identified by specific health and safety regulations, particularly the risk of fire.

The school is also committed to having detailed written procedures to deal with foreseeable situations that could present serious and imminent danger.

All risk assessments are carried out with the intention of ensuring the reasonable safety of those involved and, where appropriate, emergency procedures are regularly practised.

This policy applies to all members of our School community, including those in our EYFS setting.

It should be read in conjunction with the following documents:

- UL Group Health & Safety Policy
- Fire Policy
- Premises & Accommodation Statement

This document is reviewed annually by the Assistant Principal with oversight of Health and Safety, or as events or legislation require. This policy is sent to LGB Members so that they can familiarise themselves with it, discuss it, and monitor its implementation going forwards. The next scheduled date for review is March 2026.

Heads of departments, line managers, and in certain cases contractors are responsible for risk assessment and for the production of written risk assessments. Appropriate training in risk assessment is provided to relevant staff.

The forms in use for on-site and off-site risk assessment are available on the school MIS.

Risk Assessments are routinely carried out for the following:

- Fire
- Facilities
- Curriculum activities
- Asbestos
- Legionella
- School events
- Lone working
- Working at height
- Manual handling
- COSHH (separate assessment arrangements in place)
- Visits, Trips and work experience

Where appropriate, risk assessments are carried out for the following:

- One-off events in school
- New or expectant mothers
- Employees under the age of 18
- DSE

Risk assessment is also taken into consideration when hiring or purchasing equipment.

Records of risk assessments carried out are regularly monitored by the Assistant Principal responsible for Health and Safety to identify whether review or change in practice is needed.

At Surbiton High School both qualitative and quantitative methods of risk assessment are employed.

Model risk assessments produced by CLEAPSS have been utilised in Science and Technology in developing their local risk assessments.

Premises-related risk assessments are managed by the Head of Facilities and are stored in the facilities area of the Staff Admin drive.

Support and teaching staff related risk assessments are managed by the HR team and are stored in the HR area of the Staff Admin drive.

2. Scope

This Policy outlines the arrangements in place to achieve compliance with the duties contained within the Health and Safety at Work etc Act 1974 and specifically, the Management of Health and Safety at Work Regulations 1999.

3. Definitions

- Hazard – anything with the potential to cause harm, be it physical, ill-health, or property damage, e.g. spilt oil
- Hazardous Event – the coming together of a hazard and a person e.g. a person slipping on the oil
- Likelihood – the probability that the hazardous event will occur e.g. greater likelihood in a corridor than on the roof
- Severity – the most probable outcome of the hazardous event occurring, e.g. injury requiring first aid. Note that while ‘death’ is feasible for any event, it is the most probable outcome that must be considered.
- Risk – The overall product of Likelihood and Severity, sometimes expressed numerically.

4. Why Carry Out Risk Assessments?

The requirement for risk assessment is detailed in Regulation 3 of the Management of Health and Safety at Work Regulations 1999. ‘Every Employer shall make a suitable and sufficient assessment of:

- a) The risks to the health and safety of his employees to which they are exposed whilst they are at work.
- b) The risks to the health and safety of persons not in his employment arising out of or in connection with the conduct by him or his undertaking.

The Regulations require risk assessment of all work-related activities. All reasonably foreseeable risks must be assessed as must other specific risks which are identified by other regulations, e.g. the risk of fire. The significant findings of these assessments must be committed to writing.

Proper risk assessment can help all Sites in setting their action priorities. It also assists with decision making and balancing risk, benefit, and cost. ‘Risk’ as a term can be used to relate to a multitude of work areas, e.g. financial, educational, reputational. However, in this Policy it is used only in the context of health and safety.

5. The Risk Assessment Process

We follow the HSE process of 'Five Steps to Risk Assessment', which is as follows:

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 the findings and implement them

Step 5 - Review the risk assessment and update if necessary

However, to assist schools with this process and to ensure the nuances of the teaching and learning process are considered, a preceding and subsequent step may be beneficial.

Step 0 - Identify the activity to be assessed and consider if items can be grouped together, e.g. hand-tool use, running sports, low-level/weight manual handling operations, rather than writing a risk assessment for each individual piece of equipment or task.

Step 6 - For any activity involving students/pupils, ensure that the relevant risk assessment is reviewed, localised, and personalised, based on the additional dynamics the particular group of children presents. In some cases, e.g. science this can be as simple as annotating the lesson plan as the main risk assessment details will be on other materials such as CLEAPSS Hazards, method statements.

We commit to a process of proactive risk assessment and use the information obtained from this process in the development of local risk registers, i.e. a log of activities for which the residual risk remains high.

All activities must be assessed by those who control them prior to the activity taking place. The principles of prevention detailed below must be considered in the development of our approach to risk management.

Risk assessments and procedures must be kept up-to-date and therefore should be reviewed regularly and formally at least every two years.

The review and update process must not result in the preceding risk assessment being lost or overwritten. It is essential that an audit trail is preserved in line with the Group Records Management and Retention Policy so that in the event of an incident occurring, the historical approach to risk management can be demonstrated and evidenced.

Principles of Prevention (Schedule 1 to the Management of Health and Safety at Work Regulations 1999)

The general principles of prevention (detailed below) must be followed when implementing preventive and protective measures.

- a) avoiding risks

- b) evaluating the risks which cannot be avoided
- c) combating the risks at source
- d) adapting the work to the individual, especially as regards the design of workplaces, the choice of work equipment and the choice of working and production methods, with a view, in particular, to alleviating monotonous work and work at a predetermined work-rate and to reducing their effect on health
- e) adapting to technical progress
- f) replacing the dangerous by the non-dangerous or the less dangerous
- g) developing a coherent overall prevention policy which covers technology, organisation of work, working conditions, social relationships and the influence of factors relating to the working environment
- h) giving collective protective measures priority over individual protective measures, and
- i) giving appropriate instructions to employees

United Learning does not require risk assessments to be produced in a specific format and some departments have template assessments provided by third parties e.g. CLEAPSS for science and design and technology. It must be noted, however, that where generic/template assessments are used these need to be customised to make them specific to the 'department(s)' concerned. If customisation is not carried out the law says that there is no risk assessment in place.

6. Risk Assessment – a 'verb' not a 'noun'

While the term risk assessment is commonplace, it is helpful to remember that it is a process, not a product.

Risk Assessment as a Process	Risk assessment as a Product
<ul style="list-style-type: none"> • Verb • Systematic thinking process • Research, conclusions, decisions • An ongoing process • Involves those to whom it relates 	<ul style="list-style-type: none"> • Noun • Mountain of paper • Tick box exercises • Done once • Carried out in isolation

It is for these reasons that template risk assessments have not been produced centrally as doing so reinforces the error of risk assessments being a product rather than a process and their use can result in risk assessments not meeting the requirements of a suitable and sufficient assessment.

7. Who should carry out Risk Assessments?

Risk assessments are the responsibility of whoever is in control of the work activity in question, normally the line manager or head of department. This may be delegated locally and where this is the case it must be detailed in the department's local management arrangements.

8. Classroom Risk Assessments

Also known as 'space surveys', these need to be carried out at least annually and should be carried out by the member of teaching staff that most frequently uses this space. A template is available in the A-Z section of United Hub.

Classroom risk assessments are not required for laboratories or workshops where these departments utilise the periodic check documentation produced by CLEAPSS.

9. Priority Risk Areas in Education

HSE have identified the following priority risk areas in the education sector. That is, these are the activities that give rise to the most significant adverse events. Sites should prioritise their efforts into these topic areas and reducing the risks as far as reasonably practicable.

1. Work at height
2. Slips and trips
3. On-site vehicle movements
4. Asbestos management
5. Construction and maintenance
6. Manual handling
7. Legionella
8. Stress
9. Educational visits

10. Qualitative vs. Quantitative Risk Assessments

Qualitative Risk Assessment is a straightforward process based on judgement and requiring no specialist skills or complicated techniques. A subjective assessment is made on whether the residual risk, once all controls are applied, is acceptable.

Quantitative Risk Assessment involves a numerical estimate being made of the likelihood (L) and severity (S) of a hazardous event occurring. The resulting product ($L \times S = R$) is the probability that a defined harm will result from the occurrence of a particular event. This approach facilitates the ranking of risks to support a programmed risk improvement programme.

There are pros and cons for the use of either approach and Sites are free to utilise whichever approach works best for them, which could involve a combination of both approaches across all Site operations.

11. Defining ‘Suitable and Sufficient’

To meet the regulatory requirements, all risk assessments must be suitable and sufficient. Whilst this is a complex legal concept, a risk assessment that is suitable and sufficient should broadly be able to show that:

1. a proper check was made
2. those to whom the assessment applies were consulted during its development
3. all the obvious significant risks have been dealt with
4. the precautions are reasonable, and the remaining risk is low

The level of detail in a risk assessment should be proportionate to the risks and appropriate to the nature of the work. Insignificant risks can usually be ignored, as can risks arising from routine activities associated with life in general, e.g. making a hot drink, unless the work activity compounds or significantly alters those risks in some way.

12. Manual Handling and Control of Substances Hazardous to Health (COSHH)

Manual handling and COSHH assessments have their own approaches and requirements for risk assessment. Refer to their respective topic policies for further information.

13. Educational Visits

Risk assessments are required for all educational visits; however, the typical approach detailed above can often overlook the benefits of the educational visit itself, only identifying the hazards. For this reason, United Learning advocates the OEAP approach of Risk-Benefit assessment for educational visits. Further details are provided in the Educational Visits Policy.

14. Summary of Requirements

1. All foreseeable risks to be assessed by the person(s) in control of the activity
2. Records of all risk assessments to be made and retained

15. Document Information

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Name of individual/department responsible	Charlotte Demetz, Assistant Principal
Name of LGB member responsible	Claudia Vincenzi
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