



ST TERESA of CALCUTTA
Catholic Academy Trust

RISK ASSESSMENT POLICY

Policy Control Sheet

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Summary of Changes

Date	Version	Action	Summary of Changes
April 2026	1.2	Minor Changes	Updates to titles, such as CFOO (previously CFO) and Health & Safety Manager (previously health & safety, and compliance manager) and training software used, now National College (previously TES). Appendices merged into policy document. Section 7.4 updated with further guidance and location for Risk Assessment Examples.

			Section 9.4 added to provide a further risk assessment case study.

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1.0 Statement of Intent

1.1 St Teresa's Multi Academy Trust (STOCCAT) and the schools in the Trust are committed to ensuring our sites are a safe place to work and learn. This policy sets out the procedures the school will follow to identify and manage the significant health and safety (H&S) risks to the staff members, pupils and visitors.

2.0 Scope

2.1 This policy and associated procedures are to be followed by all staff who work within our schools. It is especially relevant to those with responsibility for the completion and communication of risk assessments within a school environment.

3.0 Definitions

3.1 For the purposes of this policy and associated documents the key definitions are:

- **Hazard** - something (activity, equipment, substance, premises, person) with a potential to cause harm
- **Risk** - Likelihood that harm will occur and its consequences
- **Harm** - Injury to people, damage to products, equipment, plant and buildings; pollution of the environment
- **Risk Assessment** - A way to review the hazards linked to a particular activity or situation, and establishing whether sufficient precautions have been taken in order to prevent harm.
- **Control measure** - Action taken to prevent people being harmed
- **Responsible person** - The person responsible for the work area, activity, or high-risk curriculum area.
- **Reasonably practicable** - The term 'Reasonably Practicable' is fundamental in UK Health and Safety law. It allows those responsible for health and safety to balance the benefits of control measures against the time, money and effort required to achieve them.

4.0 Introduction to Risk Assessment in Schools

4.1 A basic risk assessment is simply a careful examination of what, in your work, and in schools, could harm people, so that you can weigh up whether you have taken adequate precautions or should do more to prevent harm to yourself, pupils, your colleagues, contractors, visitors or anyone else who may be affected by your work.

4.2 Risk assessment is something we all automatically do in our personal lives. Formal risk assessments are a process that becomes easier with training and experience. Initial training is available via The National College for employees who are expected to undertake risk assessments. The Trust Health and Safety Manager on request. Those identified as responsible for conducting risk assessments should complete training to ensure correct and effective application of the risk assessment process.

4.3 Some teaching staff will complete risk assessment training as part of their disciplines.

5.0 Risk assessments Why Must we Complete Them

5.1 The main purpose of risk assessments is, to simply and effectively:

- Meet our legal obligations under the Management of Health and Safety at Work Regulations
- Identify significant health and safety hazards and risks present in our work areas and schools
- To demonstrate that H&S is a priority in the Trust and schools we work alongside
- To highlight significant risks and to ensure they are acted upon
- To manage significant risks and to ensure the safety of staff, pupils, contractors and visitors.

6.0 Roles and Responsibilities

6.1 The Trust Board has ultimate responsibility for health and safety matters in the school but will delegate day-to-day responsibility to the Headteacher.

6.2 The Trust Board with support from the Catholic Senior Executive Leader is responsible for:

- Ensuring this policy is in place. It is ratified, and communicated to all schools
- Having a strategic overview of risk management within the trust and schools
- Gaining assurance that risk assessments are completed and communicated across all trust schools
- Providing positive strategic leadership and a visible commitment to this policy

6.3 Those with responsibility for completing suitable and sufficient risk assessments in this school [see section 7] must ensure:

- They identify and recognise the significant hazards in their work area and develop and maintain a basic risk register to ensure risk assessments are completed and reviewed
- They complete relevant risk assessments and share them with staff and others that need the information to work safely
- They confirm that the control measures identified by the risk assessment are effectively implemented and complied with.
- They complete suitable risk assessment training to help them discharge their responsibilities
- Headteachers, with, support of the school's health and safety lead are responsible for;
- Having strategic leadership with a day-to-day overview of the risk management process within school
- Ensuring staff are aware of risk assessments they must complete. The table in section 7 can be used for this purpose
- Confirming staff have relevant training to complete risk assessments within their work area or area of expertise
- Confirming risk assessments are completed and regularly reviewed
- Assisting with, and participating in, risk assessment processes, as required
- Implementing control measures identified in risk assessments, where this would be part of their responsibility
- Providing advice on risk assessments and confirming control measures are in place
- Seeking support from the Trust Health and Safety Manager, as needed.

6.4 School staff are responsible for:

- Assisting with, and participating in, risk assessment processes, as required
- Familiarising themselves with risk assessments
- Implementing control measures identified in risk assessments relevant to their work area
- Alerting the headteacher to any risks they find which need assessing
- Understanding and complying with this policy.

7.0 Who Should Complete Which Risk Assessments

7.1 It is each school's responsibility, through its management chain, to ensure risk assessments are completed and implemented.

7.2 As long as risk assessments are completed for all significant risks, and risk assessments are completed by staff who have a good understanding of the location, subject, or activity they are assessing (with authority to change the way an activity is managed). Then schools can decide who on site will complete which risk assessments. It is important that all staff with risk assessment roles are aware of their responsibilities and this should be communicated during the induction process and management meetings.

7.3 The work involved to meet this responsibility is normally agreed and delegated to key roles within the school; namely headteachers, deputy's, heads of department caretakers/business managers, catering/cleaning and other line managers on school site.

7.4 To help guide schools. The table below demonstrates how one secondary school managed its risk assessment allocation. This is an extract from a working document and is not meant to be a final document for use. In addition, there is now an extensive library of example/generic risk assessments available.

ACTIVITY	RISK ASSESMENT RESPONSIBILITY	RISK ASSESMENTS (EXAMPLE LIST)	2026 REVIEW	SHARED WITH STAFF
Trips and Visits	Trip/visit leaders (overseen by EVC Deputy head (Co-Curricular	Trip to museum Rome 2026	As Required	
Internal; basic maintenance activities	The Facilities Manager with support from the Caretakers	Work at height Manual handling Dealing with spills Delivery management Setting up for exams lone work	√	√
Grounds Maintenance	External company (Bury Council) they complete and share their own risk assessments	Cutting the grass Removal of sharps/faeces Using the strimmer COSHH	√	
Internal and external risk assessments. Including low risk classrooms and boiler rooms	The Facilities Manager with support from the Caretakers	Internal risk assessment, corridors, communal areas Low risk classrooms Offices	√	

		External paths, stairwells, trees and quads Traffic management		
Cleaning & Room/Venue set ups	Cleaning Manager with support from the Facilities Manager	Use of a buffer Mopping Theatre seating	√	
Kitchen	Catering Manager with support from the Facilities Manager	Use of steriliser Manual handling COSHH Hygiene/food prep	√	As Required
Building Work Activities external	External contractors		As Required	
Building RA **Fire Risk Assessment** **Legionella** **Asbestos**	Facilities Manager Manchester Fire Compliance GMS AL Consultants	FRA Legionella Asbestos	√ √ √	As Required
Pregnant worker Risk Assessment	Line manager with support from Operations Lead		As Required	As Required
DSE	Operations Lead		As Required	As Required
Display work	Class teachers with the Facilities Manager		√	
Young worker or work experience	N/A		N/A	
First Aid	Operations Lead and Facilities Manager		√	√
Individual risk assessments for staff and pupils	Line manager with support from facilities manager and Operations Lead and SENDco for pupils		√	
High risk classrooms, external areas and prep rooms	Head of Department and Technician (Science, DT, PE, Art) with support from Facilities Manager.		√	√
Curriculum risk assessments	Subject coordinators Heads of Department (with support from CLEAPSS, AfPE, NSEAD	Risk assessments / lessons plans based on CLEAPSS, AfPE, NSEAD guidance	√	√
Machinery/Equipment	Head of Department and Technician (Science, DT, PE, Art) using CLEAPSS advice		√	
Events	Event Organiser	Sports day PTA event at Christmas Play	As Required	

7.5 Those responsible for risk assessments in this school, should ensure that these are stored in the following locations

Risk Assessments	Drive
Premises, work equipment and classrooms	SharePoint
Curriculum	SharePoint
People Based (staff/adults)	Arbor and shared with relevant staff
Pupils	Arbor and shared with relevant staff

7.6 On request the Health and Safety Manager can work with all those completing risk assessments to provide advice and support either over the phone, via teams or on a 1 to 1 basis.

7.8 In schools, when completing risk assessments, it is good practice for the assessor to confirm where needed, they have considered the following general hazards/situations. These tend to be the main areas associated with accidents/incidents in an educational environment.

- Safeguarding of pupils and others who could be at risk
- Behaviours
- Supervision arrangements
- Manual handling
- Working at height
- Slips and trips
- Hazards from equipment/machinery used
- Lone working
- Substances hazardous to health (COSHH)
- Noise
- Access and egress
- Preventing unauthorised access to high-risk areas
- New and expectant mothers
- Traffic on site
- Display screen equipment (DSE)
- Event risk assessment

7.9 A variety of generic risk assessments have been created covering some of the above generic risks, (available on the intranet). However generic risk assessments should be treated with caution, whilst these can be a useful starting point for schools, assessments need to be specific to each school. Assessors must ensure the generic assessments are changed to meet the needs of the school.

8.0 Teaching Based Activity Risk Assessments

8.1 Primary school teaching activities

8.1.1 Primary schools are required to have risk assessments in place covering teaching activities. As such, each school will need to have a year specific general risk assessment in place for each year's teaching activities i.e. separate risk assessments for Reception to Year 6 inclusive.

8.2 Secondary school teaching activities

8.2.1 Secondary schools are required to have risk assessments in place to cover higher risk teaching activities, such as those carried out in laboratory (via CLEAPSS) workshop or catering facilities as well as sports-based teaching.

8.2.2 It is also expected that lower risk teaching activities in secondary schools would be covered by a singular school risk assessment encompassing all such activities and areas.

8.2.3 The risk assessments set out above for both primary and secondary settings, should encompass the risks associated with activities to be undertaken, any associated equipment, ways of working

and anything else relevant to the teaching environment. As such, there should be no additional need to have classroom specific risk assessments in place as all significant risks should be covered by the aforementioned activity risk assessments.

8.2.4 If however, there are further significant teaching-based risks identified which are not covered by the arrangements outlined above, then it will be incumbent on the school in question to formulate an additional risk assessment.

8.3 Educational Visits

8.3.1 Risk assessments covering educational visits, outside school activities etc. are separate from the above arrangements. All such assessments should be formulated by the school's educational visits coordinator (EVC) and submitted to the Trust via the Evolve system for review and approval.

9.0 Types of Risk Assessment

9.1 There are three main types of assessment.

9.2 Dynamic risk assessment – Case Study

9.2.1 A teacher is on a local visit to church with 30 pupils, and two other supervising staff. She realises the road they planned to cross is not safe due to parked cars and roadworks. She quickly alerts her colleagues and reminds them if a safe crossing 5 minutes away.

9.2.2 A dynamic risk assessment can lead to a more formal assessment being completed. In this case the teacher went back to school and updated her risk assessment. She decided to use the safe crossing area the next time the trip was completed.

9.3 Generic risk assessment- case study

9.3.1 A caretaker and his colleague regularly complete a number of basic maintenance and cleaning tasks around the school site. They use the same equipment and substances and work methods for these tasks. They work together to develop a simple risk assessment that they use to cover all those tasks. The caretaker reads over the risk assessment regularly to ensure it does not need updating. The caretaker and his colleague ensure they follow the risk assessment each time and make changes as needed or as they arise.

9.3.2 Generic risk assessments can also be used as a starting point for a specific assessment.

9.4 Generic risk assessment-case study

9.4.1 A teacher is a subject co-ordinator. Several times a year he completes a basic DT task with Primary school pupils. He has developed a basic generic risk assessment based on Consortium of Local Education Authorities for the Provision of Science Services (CLEAPSS) advice. As they provide advice to schools on Science and Design Technology matters. He reviews the assessment and his lesson plan before each DT lesson and amends control measures if needed based on the pupil's needs, their maturity and any other differences of note. This becomes specific to each group.

9.5 Specific risk assessments

9.6 Specific risk assessment-case study

9.6.1 A school has recently had some work completed in the carpark to make it safer for use. The caretaker and office manager meet before school is open to observe how the carpark is used and to note any hazards and risks. They then work together to develop a specific risk assessment. This is shared with the Headteacher and Trust Health and Safety Manager for comment.

9.6.2 Specific risk assessments are relevant to a certain activity, location, or person. Staff can use a general risk assessment that closely fits what they want to assess and develop that. Or they can start the assessment from scratch. This might be relevant where the school is developing a new activity, has purchased new equipment, has had works completed or following an accident.

10.1 Specific risk assessment-case study

10.1.1 An accident in a school lead to the headteacher realising the new all-weather pitch does not have a risk assessment. He asks the Head of PE and Facilities Manager to complete a specific risk assessment to help them reduce the chances of a similar accident. Due to the wide range of users, the different types of games being managed and the location of the pitch both assessors decided a specific risk assessment was needed.

10.1.2 When assessing risks in the school, we expect schools to process outlined below, this is based on the HSEs suggested process. Schools should also use the Trust risk assessment template. Appendix 1.

10.1.3 Assessors should also involve relevant staff, to ensure that all possible hazards have been identified and to discuss control measures, following a risk assessment.

10.2 Step 1: identify hazards - Consider activities, processes and substances within the school and establish what associated **significant** hazards could injure or harm the health of staff, pupils and visitors.

10.2.1 When completing a risk assessment, the focus should be on significant risks associated with the activity, you do not need to include insignificant risks. In other words, you do not need to include risks from everyday life unless school/work activities increase the risk.

10.3 Step 2: decide who may be harmed and how - for each hazard, establish who might be harmed, listing groups rather than individuals. Where needed consider those with special requirements, for instance pupils with special educational needs (SEN) and expectant mothers. Make sure you also include how they may be harmed i.e. the result (potential injury/ill health) of each hazard listed.

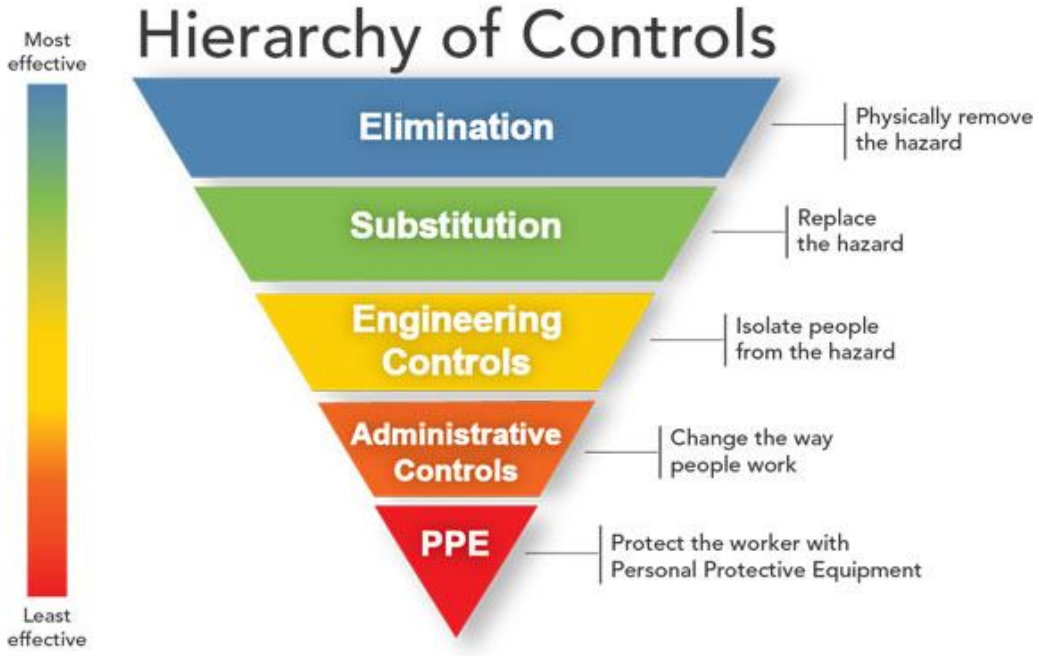
10.4 Step 3: evaluate the risks and decide on control measures (reviewing existing ones as well)

10.4.1 Ensure the following actions are taken for Step 3 of the risk assessment process:

- Evaluate the level of risk, or the likelihood of harm occurring
- Consider the potential seriousness of that harm, should it occur
- Establish proportionate control measures required

10.4.2 Do everything that is reasonably practicable to protect people from harm.

10.4.3 Follow a simple ***hierarchy of control*** when completing risk assessments to identify control measures.



10.4.4 Only after all the previous measures have been tried and found ineffective in controlling risks to a reasonably practicable level, must personal protective equipment (PPE) be used. If chosen, PPE should be selected (the correct specification must be established) and fitted by the person who uses it. Workers must be trained in the function and limitation of each item of PPE.

10.4.5 The Trust template helps you to consider the hazard, the risk, what controls you have or need to put in place and then consider what the likelihood or consequence might now be of an incident occurring. Schools should aim to reduce risk to a rating of D or E wherever possible and seek support from the headteacher where this is not possible.

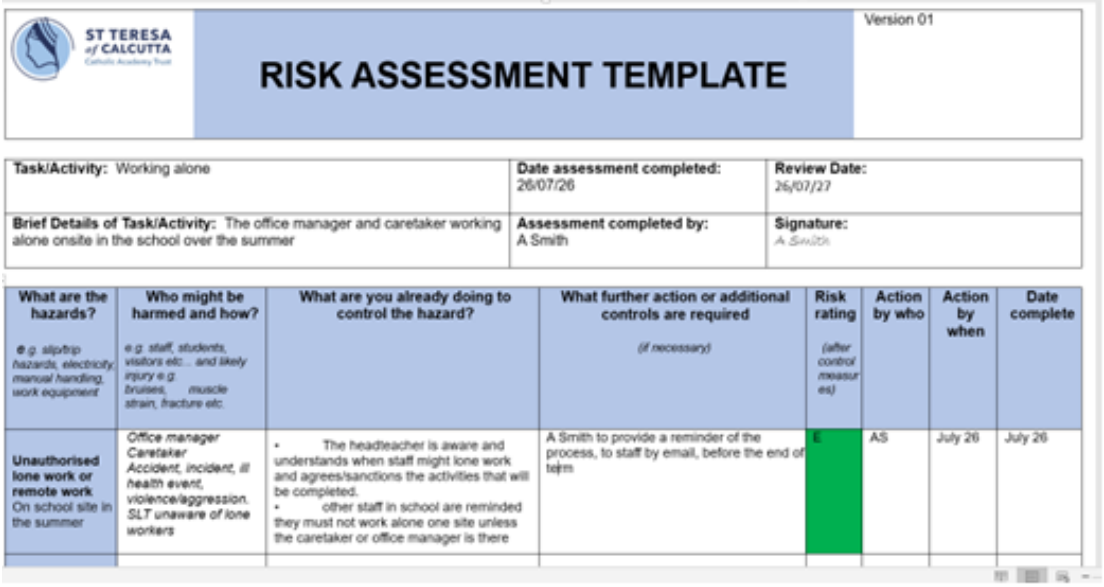
CATEGORIES OF LIKELIHOOD	
Highly Likely	Expected to happen/reoccur, possibly frequently
Possible	Might happen/reoccur at some time depends on circumstances
Unlikely	Not expected to happen/reoccur but possible in certain circumstances
Very Unlikely	Would only occur in very exceptional circumstances

CATEGORIES OF CONSEQUENCE SEVERITY	
Catastrophic	Incident could result in one or more fatalities
Major	Major injury resulting in incapacity, hospitalisation >24 hours
Significant	Injury requires attention of a Doctor or Hospital treatment or hospitalisation <24 hours
Minor	Small cut, bruise, abrasion, basic first aid treatment provided
Negligible	Some discomfort, self help. No treatment required

RISK RATING				
	Highly Likely	Possible	Unlikely	Very Unlikely
Catastrophic	A	A	B	E
Major	A	B	C	E
Significant	B	C	D	E
Minor	C	D	E	E
Negligible	E	E	E	E

RISK CLASSIFICATIONS	
A	Unacceptable risk, requires immediate attention. Work should not be started or continued until the level of risk has been reduced.
B	High risk, requires immediate attention. Control measures must be identified and put into place as soon as possible
C	Medium risk, requires attention as soon as possible. The risk should be only be tolerated in the short term and only when further control measures are being planned and introduced. Timescales must be short
D	Low risk, confirm that there are no low/no cost solutions which may eliminate/ reduce the risk further
E	Trivial risk, no further action required but review at regular intervals to ensure controls remain effective.

Here is an example extract from a risk assessment, demonstrating risk management and the allocation of a risk rating.



ST TERESA of CALCUTTA Catholic Academy Trust

RISK ASSESSMENT TEMPLATE

Version 01

Task/Activity: Working alone	**Date assessment completed:** 26/07/26	**Review Date:** 26/07/27
Brief Details of Task/Activity: The office manager and caretaker working alone onsite in the school over the summer	**Assessment completed by:** A Smith	**Signature:** A Smith

What are the hazards? *e.g. slip/trip hazards, electricity, manual handling, work equipment*	Who might be harmed and how? *e.g. staff, students, visitors etc... and likely injury e.g. bruises, muscle strain, fracture etc.*	What are you already doing to control the hazard?	What further action or additional controls are required *(if necessary)*	Risk rating *(after control measures)*	Action by who	Action by when	Date complete
Unauthorised lone work or remote work On school site in the summer	*Office manager Caretaker Accident, incident, ill health event, violence/aggression. SLT unaware of lone workers*	• The headteacher is aware and understands when staff might lone work and agrees/sanctions the activities that will be completed. • other staff in school are reminded they must not work alone one site unless the caretaker or office manager is there	A Smith to provide a reminder of the process, to staff by email, before the end of term	E	AS	July 26	July 26

10.5 Step 4: record significant findings and communicate the risk assessment - the findings from steps 1-3 will be written up and recorded to produce the risk assessment. A risk assessment template can be found in Appendix 1 of this policy.

10.5.1 Once a risk assessment has been completed the significant risks **must be communicated** to staff and anyone else affected, to help them follow the agreed ways to manage risk. This is a line managers/ Head of Department responsibility. Such communication can be done verbally, for example through a Toolbox Talk (informal discussion) or where appropriate more formally by providing a copy of the risk assessment and discussing the findings during a team or department meeting.

10.6 Step 5: review the assessment and update, as needed - schools must review risk assessments regularly and as needed, and the following questions will be asked when doing so:

- Have there been any significant changes to pupils, staff, processes, or legal requirements?
- Are there improvements that still need to be made to the risk assessment?
- Have staff or pupils spotted an issue linked to the risk assessment?
- Has an accident, incident or near misses occurred which is linked to the risk assessment?
- Is the current risk assessment effective in controlling risk

10.7 Step 6: retaining risk assessments - most risk assessments are retained for 3 years +1 after the length of time they apply. Legionella, asbestos and fire risk assessments should be retained for 10 years or longer if any significance accidents have occurred.

11.0 Training

11.1 All new members of staff are given an induction into the school's arrangements for risk assessments, health, and safety. This is provided by Mr P Tait – Facilities Manager

11.2 All staff responsible for completing risk assessments will be provided with training to provide them with the knowledge and understanding of the risk assessment process and the skills required to

undertake a suitable and sufficient risk assessment. Headteachers have access to National College training and staff can complete the Risk Assessment training available.

11.3 Teachers and technicians who work in Science, Art and Design and Technology. Should contact Mr P Tait if they need specialist risk assessment training related to their discipline.

11.4 The Trust Health and Safety Manager can provide schools with a staff risk assessment session on request.

12.0 Monitoring

12.1 This policy will be reviewed every three years, following a significant incident or change in legislation.

Appendix 1: Risk Assessment Template

ST TERESA of CALCUTTA Catholic Academy Trust

RISK ASSESSMENT TEMPLATE

Version 01

Task/Activity: To be completed	**Date assessment completed:**	**Review Date:** To be completed
Brief Details of Task/Activity: To be completed	**Assessment completed by:** To be completed	**Signature:** To be completed

What are the hazards?							Who might be harmed and how?	What are you already doing to control the hazard?	What further action or additional controls are required	Risk rating	Action by who	Action by when	Date complete
Hazards: e.g. slip/trip hazards, electricity, manual handling, work equipment etc.	***Who: e.g. staff, pupils, visitors and likely injury*** ***How: e.g. bruises, muscle strain, fracture etc.***	***Control measures: e.g. training, personal protective equipment, supervision, regular inspections, equipment servicing, ventilation, machinery guarding etc.***	***Additional controls: If necessary***	***After control measures State A to E***	***Assigned responsibility Name(s)***	***Date***	***Date***						

ALL RELEVANT HAZARDS SHOULD BE LISTED AND ALL COLUMNS MUST BE COMPLETED AS REQUIRED							
	To be completed	To be completed	Where required	To be completed	Where required	Where required	Where required

LIKELIHOOD	
Highly Likely	Expected to happen/reoccur, possibly frequently.
Possible	Might happen/reoccur at some time depends on circumstances.
Unlikely	Not expected to happen/reoccur but possible in certain circumstances.
Very Unlikely	Would only occur in very exceptional circumstances.

SEVERITY	
Catastrophic	Incident could result in one or more fatalities.
Major	Major injury resulting in incapacity, hospitalisation >24 hours.
Significant	Injury requires attention of a Doctor or Hospital treatment or hospitalisation <24 hours.
Minor	Small cut, bruise, abrasion, basic first aid treatment provided.
Negligible	Some discomfort, self-help. No treatment required.

RISK RATING				
	Highly Likely	**Possible**	**Unlikely**	**Very Unlikely**
Catastrophic	**A**	**A**	**B**	**E**
Major	**A**	**B**	**C**	**E**
Significant	**B**	**C**	**D**	**E**
Minor	**C**	**D**	**E**	**E**
Negligible	**E**	**E**	**E**	**E**

RISK CLASSIFICATIONS	
A	**Unacceptable risk,** requires immediate attention. Work should not be started or continued until the level of risk has been reduced.
B	**High risk,** requires immediate attention. Control measures must be identified and put into place as soon as possible.
C	**Medium risk,** requires attention as soon as possible. The risk should be only be tolerated in the short term and only when further control measures are being planned and introduced, Timescales must be short.
D	**Low risk,** confirm that there are no low/no cost solutions which may eliminate/ reduce the risk further.
E	**Trivial risk,** no further action required but review at regular intervals to ensure controls remain effective.

Appendix 2: Advice on Specific Risk Assessments that Might be Needed in Schools

1. Introduction

This guide outlines the risk assessments that are required in the majority of primary and secondary schools. Schools with other specific risks should add them to this list and confirm the assessments have been completed. The list below is not exhaustive.

Risk assessments must be reviewed annually or sooner if there is an incident, change in circumstances, equipment etc.

2. Main List of Risk Assessment

Risk Assessment	Guidance	Completed by school (tick)
Activities undertaken by the school and equipment used	Consider activities carried out by site team, support staff, teachers and others on site. Consider equipment used. The headteacher must ensure risk assessment duties are allocated to relevant staff, and monitoring checks take place to confirm the assessments are completed and communicated. Curricular/teaching activities should be risk assessed by the teacher as part of their lesson planning. Generic 'high risk' activities such as PE, ART, FT, D&T and Science activities should be risk assessed. These can be completed by subject leads/heads of department that have had risk assessment training. D&T and Science is managed by following the CLEAPSS risk management process. Other school activities such as snow clearance should be assessed.	
Asbestos	All schools have an Asbestos Survey which acts as the risk assessment for asbestos containing materials in their site. Schools should use the asbestos survey to develop their 'Asbestos Management Plan' which includes the survey, risk assessment and emergency procedures.	
First Aid	A First Aid needs assessment must be undertaken to ensure there is adequate First Aid provision available to all employees. A template form and detailed guidance on conducting the First Aid needs assessment is provided by the Trust.	

Risk Assessment	Guidance	Completed by school (tick)
Fire	Each school should have a Fire Risk Assessment in place. This .is completed annually. Speak to the Trust Operations Team if the assessment needs reviewing	
Glazing	A risk assessment of all windows/glazing within the school site should be assessed to identify any high-risk locations. The risk assessment can be used to inform a programme of repair/replacement of high-risk glazing. These assessments are completed every 10 years or more frequently. Speak to the Trust Operations Team if the assessment needs reviewing	
Legionella	This assessment is carried out by competent contractors and forms part of the schools 'Written Scheme' for managing Legionella. These assessments are normally updated every 24 months. Speak to the Trust Operations Team if the assessment needs reviewing	
Movement around School	This assessment covers all corridors, landings and common ways within the school. Key issues to consider include overcrowding, supervision, slipping/tripping and falling hazards and the general condition of the walkways. There is a generic risk assessment that Caretakers and site managers can use and develop to identify risk in their own schools	
Offsite visits	All trips including travel arrangements need to be covered by risk assessment. Generic travel risk assessments can be developed for frequent/ multiple trips (rather than developing a new assessment each time.) There are several generic trip risk assessments available within Evolve.	
Playground/Grounds	Covering (where appropriate): • Play equipment and surfacing • Playground use/activities • Level of supervision • Public access The Trust has a generic risk assessment that schools can develop and adopt	

Risk Assessment	Guidance	Completed by school (tick)
Site access/vehicular movements/parking areas	Covering onsite parking (whether for staff and/or visitors); movement of delivery vehicle/cyclist and pedestrian segregation. A generic risk assessment can be provided by the Trust; this should be developed by the school.	
Site maintenance/ caretaking activities	Where the school employs a caretaker or site manager, a risk assessment needs to be in place to cover all their activities. A generic risk assessment can be provided by the Trust; this should be developed by the school. Where they undertake high risk tasks such as working at height or lone working, a specific risk assessment will also need to be undertaken (see below.)	

3. Specific Risk Assessments

Risk Assessment	Guidance	Completed by school
Animals in Schools	The health and safety aspects of keeping animals within the school need to be risk assessed – infection control/hand hygiene, animal welfare duties etc need to be considered. Specific advice related to hazards and animal husbandry is available on the CLEAPSS website.	
Bodily Fluids/infection control (clean up and disposal)	Where school staff are expected to clear up bodily fluids (blood, urine, vomit, faeces), this activity needs to be risk assessed. This activity can either be a standalone risk assessment or included as a hazard within the 'Caretaking Activities' risk assessment if undertaken by site staff.	
Chemicals (COSHH)	Hazardous materials need to be risk assessed using a specific COSHH risk assessment form. The diagrams in the left-hand column represent a hazard. Materials with any of these diagrams on the label will require a COSHH risk assessment:	

Risk Assessment	Guidance	Completed by school
	Primary, infant and nurseries should have very few hazardous materials on their site e.g. there are sufficient alternative safe cleaning materials available. Secondary Schools - Hazardous chemicals for curricular science and Design Technology/ Art should be managed using the CLEAPSS risk management process. Science departments should hold CLEAPSS Hazards as part of their risk management arrangements.	
Events – fetes, PTA events, shows etc	A risk assessment for the preparation/set up, running and dismantling/completion of an event should be covered by risk assessment. Where events are undertaken annually, the risk assessment from the previous year can be used (just check to make sure it is still relevant and re-date it.) Events may need to include the following: • First aid provision • Fire safety and emergency procedures • Overcrowding/ 'crowd control' • Security • Food safety • Safeguarding A generic risk assessment can be provided by the Trust; this should be developed by the school.	
Intimate Care	A risk assessment should be in place. To cover activities relating to staff that volunteer to carry out intimate care of pupils. The school Sendco or support from school nurses should be sought	
Kitchens (those not managed by external contractors)	The risk assessment should include safety/ maintenance of the equipment, kitchen, food safety, hygiene, access, waste disposal, gas etc.	

Risk Assessment	Guidance	Completed by school
Cooking areas/ classrooms	A generic A generic risk assessment can be provided by the Trust; this should be developed by the school.	
Lone Working	Where staff do lone working, a risk assessment should be undertaken to ensure there are appropriate control measures and emergency procedures in place. High risk activities should not be completed by lone workers. E.g. work at height A generic risk assessment can be provided by the Trust; this should be developed by the school.	
Manual Handling – of loads and/or people	Where identified as a significant or high-risk hazard (i.e. from a risk assessment covering an activity), a specific manual handling assessment should be carried out. Manual handling includes handling people and/or loads.	
Noise	Noise is generally not a health issue in most schools – hearing damage can occur from 85db (a general guide is that if you are standing 2 meters from someone and they have to shout to be heard, the surrounding noise is greater than 85db.) Where identified as a significant or high-risk hazard (i.e. from a risk assessment covering an activity), a specific noise risk assessment should be carried out. Advice from the Trust Health and Safety Manager will be needed.	
Radiation – Secondary Schools only	Radiation should be managed using the CLEAPSS risk management process and following L093 Managing Ionising Radiation and Radioactive Substances.	
Swimming/swimming pools	If the school has its own pool, a risk assessment for its use and maintenance will need to be undertaken. This will be used alongside the standard operating procedure. The Trust will support the development of a risk assessment.	
Vibration	Where identified as a significant or high-risk hazard (i.e. from a risk assessment covering an	

Risk Assessment	Guidance	Completed by school
	activity), a specific vibration assessment should be carried out.	
Violence and Aggression	Where identified as a significant or high-risk hazard (i.e. from a risk assessment covering an activity), a specific violence and aggression assessment should be carried out.	
Wildlife Ponds / forest schools	If the school has its own wildlife pond or forest schools, a risk assessment covering access, security, use and maintenance should be undertaken. The trust will offer support in the development of the Teachers risk assessments	
Working at Height	Where schools undertake working at height tasks: • activities must be identified and clear responsibilities assigned • All staff involved in working at height must be competent for the activities • All working at height activities must be following the Work at Height Standard and Risk Assessment Guidance • A specific risk assessment must be undertaken for all work at height activities.	

4. Individual Risk Assessment

Risk Assessment	Guidance	Completed by school
Display Screen Equipment (DSE)	Where staff have to regularly use a computer for prolonged periods of time, and the majority of their day, they will need to complete a DSE self-assessment.	
Individual Pupil Risk Assessments	These may need to be carried out where the pupil has challenging behaviour, Special Educational Need(s) (SEN) or a medical condition /disability /medication /adaptation that are required to support the child/young person within the school. Assessments may also be needed for temporary injuries or following medical treatment. The Trust can provide a template for staff to use. Where possible, the parent/ guardian and all relevant staff/bodies working with the child/young person should be involved in carrying out the risk assessment.	
New & Expectant Mothers	Pregnant workers and staff that have recently given birth must be risk assessed to ensure their work environment and work activities are not detrimental to their health, or the health of their unborn/newborn baby. The Trust can provide a template for staff to use.	
Stress	A stress risk assessment should be undertaken when a member of staff has been diagnosed with work related stress by a medical professional (GP, Occupational Health physician etc.) HR can offer support and guidance on the process and risks assessments needed.	
Work Experience	If your school provides work experience placements for pupils, an individual risk assessment needs to be in place to cover the placement. Where schools have pupils undertaking placements (i.e. secondary schools), a process must be in place to assess the risks to the young person on placement.	

5. Additional Information for Heads of Department

There are number of higher risk pupil focused activities which take place in some Trust schools, each of which requires risk assessment:

- Outdoor adventurous training and overnight trips
- Science experiments
- Design and technology equipment and tasks
- Each sport and PE activity
- Duke of Edinburgh award and Adventure Skills scheme activities
- Art activities and equipment (including the clay and print studios)
- Music activities (including minimising the risk of hearing loss to staff)
- Drama activities and sets (including the set build and break down, backstage, stage/performance, props room and lighting box)
- Schemes of work and lesson plans for the above educational areas should include details of the hazards and risks associated with the activity, to ensure pupils are aware of the risks involved and general health and safety arrangements.
- Haileybury subscribes to the CLEAPSS Advisory Service (www.cleapss.org.uk) that provides model risk assessments for activities in Science, Art and Design and Technology.
- Those organising CCF and Duke of Edinburgh Award Scheme activities, and those leading trips, are responsible for the completion of detailed risk assessments, with support from the Educational Visits Co-ordinator (EVC) and the Trusts Health and Safety Manager.