



RGSR Risk Assessment Policy

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1. Introduction

The RGSR International School is committed to providing a safe and secure learning environment for all students, staff, and visitors. This Risk Assessment Policy outlines the procedures for identifying, evaluating, and mitigating risks associated with school activities and operations.

2. Purpose

The purpose of this policy is to ensure that:

- Potential risks are identified promptly.
- Risks are assessed accurately to determine their potential impact and the likelihood of occurrence.
- Appropriate measures are implemented to minimize or eliminate risks.
- Compliance with local regulations and international best practices in risk management is maintained.

This policy applies to all areas of the school, including academic activities, extracurricular programs, events, and facilities. It encompasses risks associated with physical safety, health, emotional well-being, and reputational factors.

3. Definitions

Risk assessment	A tool for examining the hazards linked to a particular activity or situation, and establishing whether enough precautions have been taken in order to prevent harm from them based on their likelihood and their potential to cause harm.
Hazard	Something with the potential to cause harm to people, such as chemicals or working from height.
Risk	The chance (high or low) that people could be harmed by hazards, together with an indication of how serious the harm could be.
Control measure	Action taken to prevent people being harmed.

4. Scope

This policy applies to all activities and operations conducted by Reigate Grammar School, including but not limited to educational programs, extracurricular activities, and school trips.

5. Responsibilities

5.1. The Governing Board: The governing board has ultimate responsibility for health and safety matters in the school but will delegate day-to-day responsibility to the Heads of Schools.

The governing board has a duty to take reasonable steps to ensure that staff and pupils are not exposed to risks to their health and safety. This applies to activities on or off the school premises.

The governing board, as the employer, also has a duty to:

- Assess the risks to staff and others affected by school activities in order to identify and introduce the health and safety measures necessary to manage the risks.
- Inform employees about risks and the measures in place to manage them.

5.2. Leadership Team: Overall responsibility for risk management, ensuring policy implementation, and monitoring effectiveness.

5.3. Property and Facilities Manager and Trips Coordinator: The Facilities Manager is tasked with overseeing and coordinating risk assessments across the school.

The trips coordinator is responsible for conducting risk assessments for all trips and implementing control measures.

- 5.4. **Staff Members:** All staff members are responsible for conducting risk assessments for their activities and implementing control measures. They are responsible for identifying risks in their respective activities and reporting them to the SLT promptly.
- 5.5. **The Health and Safety Committee** is responsible for coordinating risk assessments and ensuring their effectiveness.
- 5.6. **Students** are responsible for following safety guidelines and reporting any hazards or concerns to a staff member.
- 5.7. **Parents** are encouraged to communicate any concerns regarding safety and risks to appropriate staff.
- 5.8. **Contractors** are expected to provide evidence that they have adequately risk assessed all their planned work.

6. Risk Assessment Process

The following steps will be adopted in the risk assessment process:

When assessing risks in the school, we will follow the process outlined below.

We will also involve staff, where appropriate, to ensure that all possible hazards have been identified and to discuss control measures, following a risk assessment.

Step 1: Identify hazards – We will consider activities, processes and substances within the school and establish what associated hazards could injure or harm the health of staff, pupils, and visitors.

Step 2: Decide who may be harmed and how – For each hazard, we will establish who might be harmed, listing groups rather than individuals. We will bear in mind that some people will have special requirements, for instance pupils with special educational needs (SEN) and expectant mothers. We will then establish how these groups might be harmed.

Step 3: Evaluate the risks and decide on control measures (reviewing existing ones as well)
We will establish the level of risk posed by each hazard and review existing control measures. We will balance the level of risk against the measures needed to control the risks and do everything that is reasonably practicable to protect people from harm. The decision regarding control measures will be reviewed by the principal/SLT.

Step 4: Record significant findings – the findings from steps 1 to 3 will be written up and recorded to produce the risk assessment.

Step 5: Review the assessment and update, as needed – we will review our risk assessments, as needed, and the following questions will be asked when doing so:

- Have there been any significant changes?
- Are there improvements that still need to be made?
- Have staff or pupils spotted a problem?
- Have we learnt anything from accidents or near misses?

Step 6: Retaining risk assessments – Risk assessments are retained for 3 years after the length of time they apply. Risk assessments are securely disposed of.

Risk Register: Maintain detailed records of risk assessments, including identified risks, evaluation results, and implemented measures. Two separate registers will be maintained: Safeguarding (DSL), which is confidential, and General Risks. Any pastoral concerns pertaining to children that are at high risk must be referred to the DSL and documented in the Safeguarding Risk register.

This documentation should be accessible for review and compliance purposes.

7. Communication

The school will ensure that all stakeholders, including staff, students, and parents, are informed about the risk assessment policy and procedures. Relevant information will be shared during staff meetings, school newsletters, and on the school website.

8. Training and Awareness

All staff members will receive training on risk assessment procedures and the importance of reporting potential hazards. Regular workshops and drills will be held to educate students on safety practices and emergency response protocols. Fire drills are held every term. Additional training will be provided for specific roles that require enhanced risk management skills.

Students are briefed on safety guidelines and procedures before participating in activities.

All staff members receive online training once a year on: Fire Safety; First Aid and Safeguarding. Safeguarding face to face sessions are held every term for all staff. All SLT members and the HR receive training on Safer Recruitment.

9. Reporting and Feedback

All risk assessments will be documented, including identified hazards, evaluations, control measures, and review dates.

All members of staff are given an induction into the school's Safeguarding and health and safety arrangements, and records are kept of all induction training. Specialist training is given to those whose work requires it. Staff are, however, responsible for taking reasonable care of their own safety, together with that of pupils and visitors. They are responsible for cooperating with the Head and other members of the SLT in order to enable the Governors to comply with their Health and Safety duties.

All members of staff are responsible for reporting any risks or defects to the Property and Facilities Manager and the Heads of Schools.

A clear process for reporting risks, incidents, and near misses is established. The school encourages an open communication culture where staff, students, and parents can voice concerns and suggestions regarding safety.

10. Accident Reporting

Any notifiable accident that occurs on school premises involving a pupil, member of staff, parent, visitor, or contractor must be recorded. All notifiable accidents and near misses are reviewed by the school's Health and Safety Committee, with a view to assessing whether any measures need to be taken to prevent recurrence.

11. Review of Policy

This policy will be reviewed annually or as necessary to incorporate new regulations and best practices. Feedback from staff, students, and parents will be considered during the review process. Ongoing monitoring will ensure the effectiveness of control measures.

12. Conclusion

Reigate Grammar School Riyadh is committed to maintaining a safe and secure environment for learning and development. Through effective risk assessment and management, we aim to minimize potential hazards and ensure the well-being of all members of our school community.

Appendix I:

Risk Assessment

I. Risk Assessment for Buildings

When assessing risks in a school building, several factors must be considered. Here are some common risks:

- A. Physical Hazards
 - Slips, Trips, and Falls: Wet floors, uneven surfaces, and cluttered walkways.
 - Inadequate Lighting: Poorly lit areas can lead to accidents.
 - Structural Issues: Cracks in walls, unstable fixtures, or deteriorating infrastructure.
- B. Fire Safety
 - Inadequate Fire Exits: Insufficient exits or blocked escape routes.
 - Faulty Electrical Systems: Overloaded circuits or outdated wiring.
 - Flammable Materials: Improper storage of chemicals or other flammable items.
- C. Health Risks
 - Infectious Diseases: Spread of illnesses (e.g., flu, COVID-19) in crowded environments.
 - Poor Air Quality: Insufficient ventilation or mould growth affecting respiratory health.
 - Allergens: Exposure to allergens such as dust, pollen, or chemicals.
- D. Safety and Security
 - Unauthorized Access: Intruders gaining entry to the building.
 - Bullying and Violence: Risks associated with student interactions and conflicts.
 - Emergency Response: Lack of preparedness for emergencies (e.g., fire, natural disasters, lockdowns).
- E. Equipment Safety
 - Maintenance of Facilities: Issues with sports equipment, laboratory tools, or playground structures.
 - Technology Risks: Cybersecurity threats or misuse of school technology.
- F. Environmental Risks
 - Natural Disasters: Risks from earthquakes, floods, or severe weather.
 - Pollution: Nearby industrial activities affecting air or water quality.
- G. Mental Health
 - Stress and Anxiety: Academic pressures leading to mental health issues.
 - Lack of Support Services: Insufficient resources for counselling or emotional support.
- H. Transportation Risks
 - Traffic Management: Risks associated with drop-off and pick-up zones.
 - Field Trips: Safety considerations during transportation to off-site locations.
- I. Compliance and Legal Risks
 - Regulatory Compliance: Failing to meet health and safety regulations.
 - Liability Issues: Potential for lawsuits due to negligence or accidents.
- J. Visitor Management
 - Control of Visitors: Ensuring that visitors are monitored and accounted for to maintain security. (Please refer to the School Access Policy)

By identifying and addressing these risks, schools can create a safer environment for students, staff, and visitors. Regular assessments and updates to safety protocols are essential for effective risk management.

2. Risk Assessment for Trips

The Risk Assessment for Trips is a separate document that outlines specific hazards, risks, and control measures related to school trips.

The Risk Assessment Forms (RAMS) for Trips should be completed and reviewed before each trip, taking into consideration the location, activities, and participants involved.

The document is accessible to all staff members involved in organizing or supervising school trips.

3. Risk Assessment for Health and Safety

The risk assessment for Health and Safety identifies potential hazards in the school premises that could harm students, staff, and visitors. It involves recognising potential risks, evaluating their likelihood and severity, and implementing control measures to mitigate them. Regular monitoring and review ensure ongoing effectiveness. (For detailed procedures and guidelines, please refer to the Health and Safety Policy.)

4. Risk Assessment for Fire Safety

The risk assessment for Fire Safety evaluates the risk of fire hazards in the school premises and the potential impact on students, staff and property. This process includes identifying ignition sources, assessing fire escape routes, and implementing fire prevention measures. Regular drills and updates to the assessment are crucial for preparedness. (For comprehensive guidelines, please refer to the Fire Safety Policy.)

5. Risk Assessment for E-Safety

The risk assessment for e- safety involves identifying and evaluating potential risks associated with online activities in an educational setting. The goal is to ensure the safety and well-being of users while using digital technologies. (For comprehensive guidelines, please refer to the E-Safety Policy.)

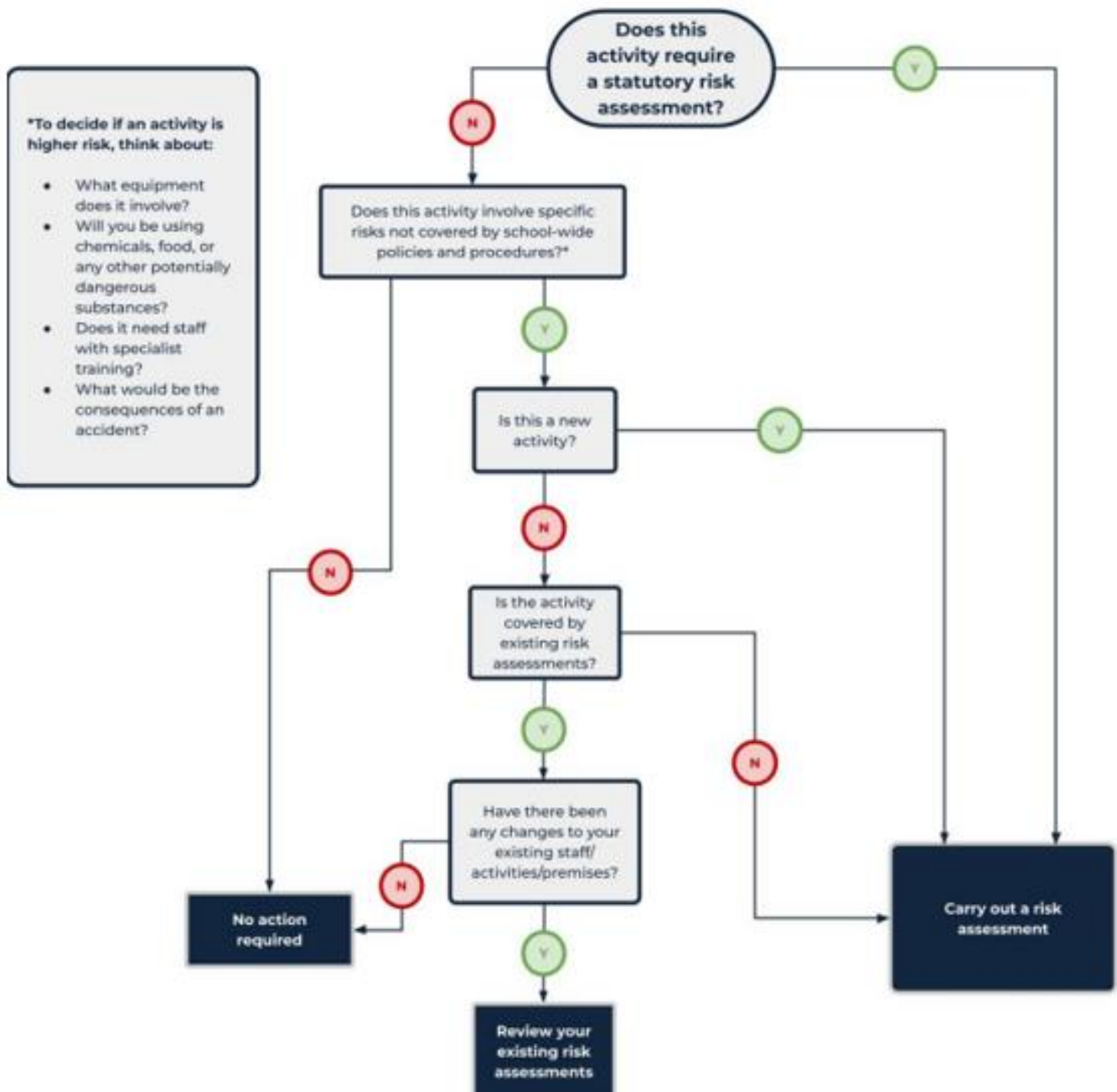
6. Risk Assessment for Safeguarding Children

Risk assessment for safeguarding children involves systematically identifying potential hazards and evaluating the risks they pose to students' safety and well-being. This process includes assessing physical environments, staff interactions, and external influences that could affect children and implementing measures to minimize identified risks, such as training staff on safeguarding policies, conducting regular safety drills, and fostering an open culture where students feel safe reporting concerns. (For comprehensive guidelines, please refer to the Safeguarding Policy.)

7. Risk Assessment for Pastoral

Risk assessment for pastoral care in schools focuses on identifying and mitigating potential emotional and social risks that may affect students' well-being. This involves evaluating factors such as bullying, mental health issues, and family dynamics that can impact a child's emotional stability. The school has supportive frameworks, including access to counselling services, peer support programs, and training for staff to recognize signs of distress. The school maintains a pastoral register where pastoral risks are recorded. By regularly reviewing and addressing these risks, pastoral care teams can foster a nurturing.

8. Risk Assessment: Decision Flowchart



Appendix 2:

RAG Rating

Rag rating is a simple and effective method for assessing and communicating the level of risk associated with various hazards in a school setting. The acronym stands for Red, Amber, and Green, each representing a different level of risk severity. RAG rating will help prioritize their risk management efforts and ensure a safe environment for students, staff, and visitors.

1. Red (High Risk)

Definition: Immediate action required; the risk poses a serious threat to health, safety, or well-being.

Criteria:

- Likelihood: Very likely to occur (e.g., incidents happen frequently).
- Impact: Severe consequences (e.g., serious injury or significant disruption).
- Action: Urgent measures must be taken to mitigate the risk (e.g., evacuation procedures, immediate staff training).

2. Amber (Medium Risk)

Definition: Needs attention; the risk is substantial but not immediately threatening.

Criteria:

- Likelihood: Possible occurrence (e.g., incidents happen occasionally).
- Impact: Moderate consequences (e.g., minor injuries or disruptions).
- Action: Assess and implement control measures; monitor the situation regularly..

3. Green (Low Risk)

Definition: Acceptable risk; the situation is under control with minimal concerns.

Criteria:

- Likelihood: Unlikely to occur (e.g., rare incidents).
- Impact: Minor consequences (e.g., low-level disruptions).
- Action: Continue to monitor and maintain existing control measures; no immediate action required.

Implementation

1. Identification: Regularly review and identify potential risks in the school environment.
2. Assessment: Apply the RAG criteria to evaluate each risk. Fill in the register.
3. Action Planning: Develop action plans based on the assessed risk levels, prioritizing those rated Red and Amber.
4. Review: Continuously monitor and reassess risks to ensure the effectiveness of control measures.

Appendix 3:

Risk Assessment Template

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Appendix 4:

Overview of Emergency Responses for Schools

Emergency responses in schools are essential for ensuring the safety and well-being of students, staff, and the surrounding community during unforeseen events. These responses help minimize risks and protect lives in various situations, including natural disasters, health emergencies, and fire incidents.

I. Key Components of Emergency Responses

- A. Preparedness
 - Develop and practice emergency plans tailored to different scenarios.
 - Conduct regular drills (fire, lockdown, evacuation) to familiarize students and staff with procedures.
 - Train staff in first aid, CPR, and emergency response protocols.
- B. Response
 - Immediate actions taken to secure the school environment.
 - Activation of emergency communication systems to inform parents and authorities.
 - Coordination with local emergency services (police, fire department, medical).
- C. Recovery
 - Support services for students and staff affected by the emergency (counseling, mental health resources).
 - Assessment and repair of any physical damage to school property.
 - Review and update emergency plans based on experiences and feedback.
- D. Mitigation
 - Implement safety measures such as drills, security systems, and infrastructure improvements.
 - Educate the school community about safety practices and emergency procedures.

2. List of Common Emergencies and Desired Responses

- A. Natural Disasters
 - Earthquakes: Drop, cover, and hold on drills; evacuation to designated safe areas.
 - Severe Weather (Tornadoes, Hurricanes): Shelter-in-place procedures, safe room access, and communication with local weather services.
- B. Health Emergencies
 - Pandemics (e.g., COVID-19): Implementation of health protocols (mask-wearing, hand sanitizing), remote learning options, and health screenings.
 - Food Allergies: Immediate response to allergic reactions, access to epinephrine, and communication with parents. Inform the nurse. Call emergency services if needed.
 - Choking, Asthma Attacks, seizures, physical injuries requiring immediate attention – First Aid to be delivered. Inform the nurse. Call emergency services if needed.
 - Mental Health crises – severe anxiety, depression, suicidal thoughts: Train staff to recognize signs, Inform the DSL.
- C. Safety Threats
 - Active Shooter Situations: Lockdown procedures, communication with law enforcement, and evacuation plans if safe to do so.
 - Bomb Threats: Evacuation in a calm manner, following designated routes, and communication with emergency services.
- D. Accidents and Injuries
 - Medical Emergencies (e.g., severe injuries): Immediate first aid response, calling for medical assistance, and notifying parents.
 - Fires: Activation of fire alarms, evacuation to safe assembly points, and headcounts to ensure all are accounted for.

E. Civil Disturbances

- Protests or Unrest Near School: Lockdown procedures, monitoring the situation, and communication with local authorities.

3. Importance of Coordination

Effective emergency responses in schools rely on collaboration among school staff, parents, local authorities, and emergency services. Clear communication is vital to ensure everyone knows their roles and responsibilities during an emergency.

4. Conclusion

Preparedness, timely response, recovery efforts, and mitigation strategies are crucial for managing emergencies in schools. By fostering a culture of safety and awareness, schools can enhance resilience and protect their communities. Continuous training, regular drills, and open communication are essential components of effective emergency management in educational settings. Fire safety, in particular, plays a pivotal role in safeguarding lives and property.