



AL AMEEN
PRIMARY SCHOOL



RISK ASSESSMENT POLICY

Approved by:	Mohammed Rahman (Head Teacher)
Date effective from:	September 2026
Next review due by:	September 2027
Signed:	M A Rahman

IN THE FOOTSTEPS OF
MUHAMMAD

Risk Assessment Policy

1. Aims

- Identify hazards that could cause injury, ill health or other harm to pupils, staff, visitors or others affected by school activities.
- Eliminate hazards where reasonably practicable and otherwise reduce risk through effective control measures.
- Ensure significant findings are recorded, communicated, acted upon and reviewed.
- Use risk assessment as a practical management tool supporting safeguarding, health and safety, educational visits and day-to-day school operations.

2. Legal and regulatory framework

This policy has regard to paragraph 16 of Part 3 of the Education (Independent School Standards) Regulations 2014, which requires a written risk-assessment policy and effective implementation, together with the DfE Independent School Standards guidance (April 2026). It also reflects the Health and Safety at Work etc. Act 1974 and regulation 3 of the Management of Health and Safety at Work Regulations 1999.

Depending on the activity, additional legal regimes apply, including the Regulatory Reform (Fire Safety) Order 2005, Control of Substances Hazardous to Health Regulations 2002, Control of Asbestos Regulations 2012, Manual Handling Operations Regulations 1992, Work at Height Regulations 2005, Display Screen Equipment Regulations 1992 and the specific protections for young persons and new or expectant mothers under the Management Regulations. The school also has regard to the Prevent Duty guidance, KCSIE 2026, current EYFS requirements and DfE/HSE guidance for schools.

Not every risk-management duty requires a separate document headed "risk assessment". The school maintains proportionate records that evidence the significant risks, controls and actions required by the relevant legal or regulatory regime.

3. Definitions

Term	Meaning
Hazard	Anything with the potential to cause harm.
Risk	The likelihood that harm will occur together with the severity of that harm.
Control measure	A measure used to eliminate a hazard or reduce the likelihood or severity of harm.
Dynamic risk assessment	A continuing judgement made during an activity when conditions change unexpectedly; it supplements rather than replaces written assessment where one is required.
Suitable and sufficient	An assessment proportionate to the real risks, identifying significant hazards, those who may be harmed, existing controls and any further action needed.

4. Responsibilities

Role	Responsibility
Proprietor / Trustees / Governing Body	Ensure the school has effective health, safety and risk-management arrangements and sufficient competent advice; monitor significant risks and actions.

Headteacher	Has day-to-day responsibility for implementation, ensuring assessments are completed, controls are implemented and significant unresolved risks are escalated.
Health & Safety Lead / Premises Lead	Coordinates the risk register, supports assessors, monitors actions and premises-related assessments, and keeps relevant records current.
DSL	Ensures safeguarding-related risk assessments, including Prevent, site security and vulnerable-pupil considerations, are integrated with safeguarding arrangements.
Staff and volunteers	Follow control measures, report hazards and changes, participate in assessments where required and stop/seek advice where an activity becomes unsafe.
Contractors	Provide appropriate RAMS or other risk information, follow site controls and notify the school of hazards introduced by their work.

5. Risk assessment process

1. Identify the hazards. Consider premises, equipment, substances, work practices, behaviour, safeguarding, environment and foreseeable emergencies.
2. Decide who might be harmed and how. Consider pupils, staff, visitors, contractors and people requiring additional protection, including children with SEND/medical needs, young workers and new or expectant mothers.
3. Evaluate the risk and existing controls. Decide whether the hazard can be eliminated. If not, apply controls in a sensible hierarchy: substitution, engineering/physical controls, safe systems and supervision, information/training and personal protective equipment where appropriate.
4. Record the significant findings. State the hazard, people at risk, existing controls, further actions, action owner and target/review date.
5. Implement and communicate controls. A written assessment is not complete until the required actions have been put into practice and relevant people understand them.
6. Review and update. Review when there is reason to believe the assessment is no longer valid, after a significant incident/near miss, when people/equipment/substances/processes or legislation change, and at a proportionate planned interval.

6. Risk rating and action

Where the school's risk-assessment template uses likelihood and severity scores, the score is a prioritisation tool rather than a substitute for professional judgement. High or intolerable risks require immediate action and an activity must not proceed unless risk has been reduced to an acceptable level. Medium risks are actively managed and low risks remain subject to proportionate controls and review.

7. Areas requiring specific assessment or risk management

Area	Main source	School approach
General workplace / premises	Management Regulations; HSWA	Whole-school and premises hazards, security, traffic, slips/trips, equipment, lone working where relevant.
Fire	Regulatory Reform (Fire Safety) Order	Fire risk assessment by a competent person and ongoing fire-safety controls.
COSHH	COSHH Regulations	Hazardous substances/processes; controls and SDS information.
Asbestos	Control of Asbestos Regulations	Duty-to-manage arrangements where the school has responsibility for maintenance/non-domestic premises.

Manual handling / work at height / DSE	Relevant specific regulations	Task or user assessments where applicable.
Young workers / pregnancy	Management Regulations	Additional assessment where the school employs a young person or is notified of pregnancy/new motherhood.
First aid needs	Health and Safety (First-Aid) Regulations / DfE guidance	Assessment of adequate and appropriate first-aid provision.
Prevent / safeguarding	Prevent Duty guidance / KCSIE	Risk of pupils being drawn into terrorism and other safeguarding risks, with proportionate controls.
Educational visits	DfE/HSE good practice and school visit procedures	Travel, venue, activity, medical, safeguarding and emergency arrangements.
Public health / infection	Public-health guidance as applicable	Risk management when specific outbreaks or public-health circumstances require additional controls.

8. Individual pupil risk assessment

Where an individual pupil presents a foreseeable risk that cannot be managed adequately through ordinary arrangements, the school may complete an individual risk assessment. This is developed with relevant staff and, where appropriate, the pupil and parents/carers. It must remain child-centred, proportionate and consistent with the Equality Act and safeguarding duties. Risk assessment must not be used as a substitute for reasonable adjustments or appropriate SEND support.

9. Educational visits and off-site activities

Each visit has proportionate planning and risk management. The Visit Leader considers transport, venue, activities, supervision, medical/SEND needs, safeguarding, weather and emergency arrangements. Generic controls may be used where appropriate but must be checked against the actual visit. Significant changes on the day are managed dynamically and recorded afterwards if they affect future planning.

10. Contractors and works

Before relevant work starts, the school obtains and reviews suitable contractor risk assessments/method statements and checks how contractor activity interfaces with pupils, staff, asbestos information, fire precautions, access routes and site security. School staff do not "approve" specialist contractor assessments beyond their competence; concerns are referred to competent advice.

11. Recording, retention and risk register

- Current assessments are accessible to staff who need them and significant controls are communicated clearly.
- The central risk register records key assessments, owners, actions, review triggers and status.
- Superseded assessments are retained in line with the school's records-retention schedule. Where a specific legal regime requires longer retention (for example certain health-surveillance or exposure records), that longer period applies.
- Personal or medical information contained in individual assessments is stored securely with access limited to those who need it.

12. Monitoring and review

The Headteacher and Health & Safety Lead review the risk register termly and follow up overdue actions. Governors/proprietors receive at least annual assurance on the effectiveness of the risk-management system and significant outstanding risks. Individual assessments are reviewed according to risk and change, rather than relying solely on a fixed calendar date. This policy is reviewed annually or sooner following significant legal or regulatory change.

13. Related policies

- Health and Safety Policy
- COSHH Policy
- Fire Safety arrangements
- First Aid Policy
- Safeguarding and Child Protection Policy
- Educational Visits Policy
- Pupil Supervision Policy
- Supporting Pupils with Medical Conditions / Allergy arrangements
- SEND Policy