



THE ARRETON & OAKFIELD  
FEDERATION  
WHOLE SCHOOL RISK  
ASSESSMENT 2017 - 2018

Committee: CCP

Agenda reference: 14

Approved: 31.10.17

Date of review: October 2018

Staff/Pupil							
Hazards identified	Who is at risk?	Frequency: daily/ weekly/ Annually	Initial risk rating	Existing controls	Further measures to be taken	Residual risk rating	School specific actions (HOS please advise how these elements are reflected in your school)
<p><b>Demands at work,</b> e.g.</p> <p>Workloads, Working patterns, Deadlines, Standards, Targets, SATS, Expectations, Work/life balance, Pupils with learning difficulties and behaviour problems.</p>	All staff	Variable	M	<ul style="list-style-type: none"> <li>• School policies and safe working procedures.</li> <li>• Good communication and ability for staff to raise issues in one-to-one or group environments.</li> <li>• Agreement of workload/tasks for particular jobs.</li> <li>• Redistribution of workload/tasks where required.</li> <li>• Agreed working patterns. Agreement on expectations of off-site working including travelling/preparation time.</li> <li>• Clear job descriptions.</li> <li>• Adequate resources and support across the federation, including access to wellbeing officer.</li> <li>• School systems set up to address SEN pupils.</li> <li>• Behaviour Management Plans in place.</li> <li>• Adequate reporting of incidents to management and/or LA.</li> <li>• Participation in the decision-making processes.</li> <li>• Recognition of the need for work/life balance. Flexible working patterns introduced where possible.</li> <li>• Advice available from LA/partner agencies, SENCO, and LA Health &amp; Safety team.</li> <li>• 24/7 access to EAP – Health Assured</li> </ul>	Identified on a case-by-case basis and individual and/or KS plans put in to action	M/L	

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<p><b>Control</b></p> <p>Ability for staff to feel in control of workloads or priorities.</p>	All staff	Variable	M/H	<ul style="list-style-type: none"> <li>• Realistic deadlines/targets.</li> <li>• Staff participation in decision-making processes.</li> <li>• Two-way communication strategies.</li> <li>• Allocation of resources and support to assist staff to maintain control.</li> <li>• Work/life balance initiatives.</li> <li>• Provision of information and training.</li> <li>• School successes attributed to whole school approach.</li> <li>• School Improvement Plan will contribute to maintaining standards.</li> <li>• Monitoring regimes in place for pupil attainment, attendance etc.</li> <li>• 24/7 to EAP – Health Assured</li> </ul>	Identified on a case-by-case basis and individual and/or KS plans put in to action	M/L	
<p><b>Changes in school</b></p> <p>Leadership and staffing, New education initiatives, Restructuring, Re-allocation of tasks.</p>	All staff	Variable	M/L	<ul style="list-style-type: none"> <li>• Communication about any developments/changes.</li> <li>• Staff consulted/involved in good time in the planning process before change.</li> <li>• Involvement of union bodies where applicable.</li> <li>• Staff development sessions where required.</li> <li>• The allocation of sufficient lead-in time and resources.</li> <li>• Measures to ensure that workloads do not increase because of change.</li> </ul>	Identified on a case-by-case basis and individual and/or KS plans put in to action	L	

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<b>Relationships in school</b>  Violent or aggressive parents/members of the public.	All staff/ pupils	Variable	L	<ul style="list-style-type: none"> <li>• Harassment and bullying policy and procedures.</li> <li>• Zero tolerance campaign for unacceptable behaviour.</li> <li>• Complaints procedure – treated seriously and acted on swiftly.</li> <li>• Single Equal Policy.</li> <li>• Better communication systems.</li> <li>• Safe working practices.</li> <li>• Ongoing cross agency meetings</li> <li>• Staff development and professional development opportunities.</li> <li>• Open discussion.</li> <li>• Good communication with staff.</li> <li>• Clear advice on changes.</li> <li>• Ability for staff to discuss and feedback concerns.</li> <li>• Systems in place for meeting parents and dealing with incidents in school.</li> <li>• Parents not seen without an appointment.</li> <li>• Meetings held in designated areas.</li> <li>• One-to-one meetings avoided.</li> <li>• Incidents reported to the LA.</li> <li>• Incidents taken seriously by Executive Head/Head of School and Governors.</li> <li>• Support for staff affected as required.</li> </ul>	Identified on a case-by-case basis and individual and/or KS plans put in to action	L	

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Role	All staff	Variable	M/L	<ul style="list-style-type: none"> <li>• Clear, up-to-date job descriptions.</li> <li>• Analysis of job tasks and re-allocation of responsibilities.</li> <li>• Ensure that deadlines and targets set are achievable.</li> <li>• Improved consultation measures.</li> <li>• Measures to value the staff's contribution.</li> </ul>	Review of job descriptions as and when required  Further discussion as part of performance management review processes	L	

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<b>Slips, Trips, Falls</b>	Staff, pupils, others	Variable	M/L	<ul style="list-style-type: none"> <li>• Housekeeping standards maintained</li> <li>• All doors, drawer to be closed when not in use</li> <li>• Trailing cables away</li> <li>• Floors etc. cleaned regularly</li> <li>• Maintenance carried out where necessary</li> <li>• Stairs well lit</li> </ul>	Staff reminded to keep clear. Regular safety checks All staff reminded to remove hazards. Spillages removed straight away.	L	
<b>Manual Handling</b>	All staff and delivery people	variable	M/L	<ul style="list-style-type: none"> <li>• Trolley available for heavy items</li> <li>• Caretaker asked to move heavy items</li> <li>• Lift available in main school</li> </ul>	Training review	L	

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Regular computer use	Staff/pupils	Annually	M/L	<ul style="list-style-type: none"> <li>DSE - Self- assessments to be carried out on an annual basis</li> <li>Free eye test provision (staff)</li> </ul>	Ensure requisite equipment is available Check that pupils are using equipment in a suitable manner.	L	
<b>Electrical</b>	Staff/pupils	Ongoing	L	<ul style="list-style-type: none"> <li>PAT testing schedule</li> </ul>	Check that appropriate PAT testing is compliant. Remove any items that may be dangerous	L	Programme to be completed by 29/3/18
<b>Fire</b>	Staff/ Pupils/ Visitors/ Governors	Weekly	M/L	<ul style="list-style-type: none"> <li>Regular testing of fire alarms</li> <li>Regular inspection by contractors of fire extinguishers and alarms</li> <li>Training undertaken by members of staff</li> <li>Fire drills undertaken</li> <li>Fire exits marked</li> <li>Arson awareness to reduce risks - Waste bins emptied daily and stored away from the school building, all combustibles kept to a minimum and stored away from the school building, hazardous</li> </ul>	Regular reminders to staff.  Development of Fire Check Plans	M/L	RB 31/10/17

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				<p>materials kept in secure storage. Staff challenge any stranger's onsite and report any suspicious behaviour. All contractors are adequately supervised. Access controlled via school reception, security fencing, intruder/fire alarms/security lighting/CCTV. Gaps between external doors are kept as small as possible. New build – effective close down procedures in place.</p> <ul style="list-style-type: none"> <li>Emergency Evacuation registers and procedures in place.</li> </ul>			
<b>Detergents</b>	Staff/ Pupils/ Visitors/ Governors	Daily/weekly	M/L	<ul style="list-style-type: none"> <li>COSSH regulations are adhered to.</li> <li>No chemicals left out – locked in cleaners stores</li> </ul>	Regular reminders to cleaning contractors	M/L	
<b>Hygiene &amp; Welfare</b>	Staff/ Pupils/ Visitors/ Governors	Daily	M/L	<ul style="list-style-type: none"> <li>Toilets have appropriate temperature water and soap.</li> <li>Drinking water dispensers available.</li> <li>Drinks available in staffroom.</li> </ul>	Ongoing monitoring of cleaning	M/L	



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<b>Environmental Factors</b>	Staff/ Pupils/ Visitors/ Governors	Variable	M/L	<ul style="list-style-type: none"> <li>• Temperatures to be kept at appropriate levels.</li> <li>• Fresh air available.</li> </ul>	Ongoing monitoring	L	