CITY OF LONDON
PRIMARY ACADEMY
ISLINGTON

Risk Assessment Policy

Responsibility:	Head Teacher & LGB
Updated:	September 2026
Approved by Board:	September 2026
Next Review Date:	September 2029

Contents

1. What Is A Risk Assessment? 2
2. Why Have Risk Assessments? 2
3. What Areas Require Risk Assessments? 2
   3.1 Pastoral 3
   3.2 Medical and First Aid 3
   3.3 Child Protection and Pupil Supervision 3
   3.4 Support Areas 3

Pupil supervision 3

4. Conducting A Risk Assessment 4
   4.1 Determine Severity 4
   4.2 Determine Likelihood of Occurrence 4
   4.3 Calculate Risk 4
   4.4 Determine Appropriate Action 5
   4.5 Medium Risk Activities 6
   4.6 Specialist Risk Assessments and High Risk Activities (Copenhagen) 6
5. Review Of Risk Assessments 6
6. Responsibilities Of All Staff 7
7. Accident Reporting 7

Appendix 1 8

1. What Is a Risk Assessment?

A risk assessment is a tool for conducting a formal examination of the harm or hazard to people (or an organisation) that could result from a particular activity or situation.

- A hazard is something with the potential to cause harm
- A risk is an evaluation of the probability (or likelihood) of the hazard occurring
- A risk assessment is the resulting assessment of the severity of the outcome (e.g. loss of life, destruction of property)
- Risk control measures are the measures and procedures that are put in place in order to minimise the consequences of unfettered risk (e.g. staff training, clear work procedures, preliminary visits, warning signs, barriers and insurance).

Risk assessments can be used to identify the potential hazards to people (slipping, falling), property (fire), strategic (reputation, loss of pupils, impact on development), financial (falling pupil rolls), compliance (child protection issues) and environmental (asbestos, legionella).

2. Why Have Risk Assessments?

The obvious answer is that risk assessments are a legal requirement. ISI and Ofsted Inspectors will expect to see examples. But there is logic to this. By focusing on prevention - as opposed to reacting when things go wrong - it is possible to prevent accidents and injuries that could ruin lives, damage reputations and cost money. Preventative measures can often be surprisingly simple and cost-effective, such as the application of hazard warning tape to a trip hazard, or ensuring that chemicals are properly stored in locked containers.

3. What Areas Require Risk Assessments?

There are numerous activities carried out in The City of London Primary Academy Islington (COLPAI) each of which requires its own separate risk assessment. The most important of these cover:

- Fire safety procedures and risk assessments
- Educational visits and trips

Separate model policies cover each of these areas. However, risk assessments may also be needed for other areas of school activity, including:

- Some science investigations
- Design and Technology
- Food Technology
- PE including games, gym and dance activity
- The EYFS stage and the safe use of our temporary site (see specific risk assessments in the RA folder)

At COLPAI we may make use of model or generic risk assessments, for our educational activities and visits, however, each model is reviewed and tailored to the bespoke needs of the group, the specific context and conditions of the day/ individual trip.

3.1 Pastoral

The focus of our pastoral policy is to ensure that every pupil knows how to keep themselves safe. Our PHSE Jigsaw programme and assemblies are directed towards promoting an increasing understanding as children develop, of the risks that exist in both the real and the electronic worlds, and on sensible precautions that should be taken.

3.2 Medical and First Aid

Accident forms are maintained in the Medical Room and the Paediatric First Aiders are responsible for ensuring that accident reports are passed to the class teacher, and the Head Teacher/ SLT.

3.3 Child Protection and Pupil Supervision

Our Child Protection policies and training for all staff form the core of our child protection risk management. Safer recruitment policies and procedures ensure that the school is not exposed to the risk of employing staff who are barred from working with children, and are not allowed to work in the UK. By extending this regime to governors and by ensuring that everyone in our community receives regular child protection training, we manage this risk to an acceptable level.

We follow at least statutory pupil/teacher ratios to ensure that the safety and proper supervision of pupils is ensured at all times while at school and while on educational visits. We will increase the pupil/ teacher ratio as a result of a risk assessment where we feel higher levels of supervision are required. New staff are inducted in the correct procedures.

3.4 Support Areas

- Catering: COLPAI buys into Aspens Catering services and their contractors are aware that risk assessments and training are required for every item of catering and cleaning equipment, as for manual handling, slips and trips and the control of substances hazardous to health (COSHH). Induction and refresher training covers risk assessments, protective equipment and safety notices.

- School Keeping: COLPAI buys into the facilities management and cleaning services of Equans. Equans is aware of their risk assessment responsibilities to ensure good health and safety practice across the school site. As part of our contract agreement with Equans, the Premises Manager (Chanel Francis) is responsible for carrying out risk assessments of the school building. She is supported by the Trust Director for Estates and Trust Managers

- Judicium has been appointed by the Trust, to support the school in undertaking its Health and Safety duties and provides support and guidance to the Head Teacher.

- Computer Screens: risk assessments are required for the display screen equipment and cables used by teachers and office staff in particular, who spend the majority of their working day in front of a screen.

Pupil supervision

All members of staff ensure that our pupils do not have unsupervised access to any area of the school. They must be adequately supervised at all times following statutory adult/ pupil ratios appropriate to the age of the children.

4. Conducting a Risk Assessment

At COLPAI we use the City of London Corporate HR "Guidance: Risk Assessment (General) (March 2014) at: http://colnet/Departments/Town%20Clerks/Corporate%20HR%20Unit/Health%20and%20Safety/Pages/Risk-Assessment.aspx

The assessment is based on the "Guide to Determining Risk" traffic light matrix at Appendix 1. Which is summarised below:

4.1 Determine Severity

Extreme	Fatality or life threatening illness / disease to one or more persons
Major	Major injury or illness/disease causing long term disability to one or more person including broken bones, occupational disease and ill-health.
Serious	Significant Injury or illness causing short term disability to one or more person.
Minor	Minor incident including injury to one or more individuals such as cuts, scrapes, minor bruising and skin irritation.

4.2 Determine Likelihood of Occurrence

Likely	Where it is certain or almost certain that harm will occur in the next year.
Possible	Possible for harm to occur in the next year.
Unlikely	Where harm is unlikely to occur.
Rare	Has happened very rarely/never before

4.3 Calculate Risk

Risk Rating Matrix		*Severity*			
		Minor	*Serious*	*Major*	*Extreme*
Likelihood	*Likely*	Low	Medium	High	High
	Possible	Low	Medium	Medium	High
	Unlikely	Low	Low	Medium	High
	Rare	Low	Low	Low	Medium

For example, if you judge the likelihood to be *Possible* and the *Severity* as Serious the matrix will give you a Medium (AMBER) risk rating.

4.4 Determine Appropriate Action

Risk Level	Action and timescale
Low *(Green)*	No additional control measures are usually required. Consideration may be given to more cost effective solutions or improvement that imposes no additional cost burden. However, control measures must be monitored to ensure effectiveness taking corrective action where Necessary.
Medium *(Amber)*	Further control measures are required to reduce the risk. Where significant resources are required, short term interim measures may have to be taken until long term measures are implemented. Where the severity is 'high' or there is a high likelihood of harm, urgent action should be taken.
High *(Red)*	Work should not be *started or continued* until the risk has been reduced.

Examples of possible control measures to match situations are:

Situation: Leaving teachers and students waiting outside in hot sun/wet weather for an unknown period of time.

Possible control measures:

- Teacher in Charge and Driver are in mobile phone contact
- Staffing ratio is reduced and supplemented further by parent volunteers
- Teacher in Charge has made a reconnaissance visit, and discovered where the party can wait out of the rain/sun
- Bottled water is carried
- All staff carry visit packs, and can phone the school to advise that there will be a delayed return
- School Office sends text message to parents explaining that the coach has been stuck in traffic; but there is nothing to worry about
- All members of staff had held a meeting to discuss the outing and the risk assessment beforehand

Situation: Student falling over and grazing a knee on a trip.

Possible control measures:

- Teacher in Charge has First Aid kit
- One member of staff is qualified in Pediatric First Aid
- Teacher in Charge has mobile phone
- All members of staff had held a meeting to discuss the outing and the risk assessment beforehand

5. Review of Risk Assessments

All risk assessments should be reviewed annually. Risk assessments should also be reviewed and recorded, when major structural work is planned, or in the event of an accident. The Premises Manager will arrange for regular health and safety audits of the fabric of the school, its plant, machinery and equipment. The catering and cleaning contractors will arrange for auditing the catering and cleaning functions and for water sampling. The Head Teacher will receive written copies of these.

Situation: Student going missing on an organised school outing

Possible control measures:

- All students have been briefed about the purpose of the visit and the expectations of behaviour
- All students understand where they should go if they accidentally become separated from the rest of the group
- Teacher in Charge and other staff and volunteers carry mobile phones
- Staffing ratio is reduced and supplemented further by parent volunteers
- Teacher in Charge has made a reconnaissance visit, and planned the route inside the location (e.g. museum) in advance
- Pupils are divided into groups of 4 each supervised by one member of staff, assisted by a volunteer
- Pupils walk two abreast
- All members of staff had held a meeting to discuss the outing and the risk assessment and the Missing Child Policy beforehand
- All members of staff know what to do in an emergency
- All volunteers have been briefed thoroughly on their respective roles.
- All students are wearing school uniform and are readily identifiable
- Head counts are taken on leaving the classroom, on sitting in the coach, on leaving the activity and on returning to the coach. The coach does not leave until everyone is accounted for.

The three examples quoted above are intended to illustrate that everyday risk assessments for school outings are no more than practical tools that are designed to assist teachers who are in charge of an outing.

4.5 Medium Risk Activities

On occasion, we may with governor approval, undertake a few medium risk activities such as ice-skating, pond dipping, Y6 residential to Card fields or an activity Centre such as PGL. These activities would only be undertaken using specialist/qualified instructors. Students are always given a safety briefing before participating in these activities, and are expected to wear protective equipment and to follow instructions.

4.6 Specialist Risk Assessments and High Risk Activities

As part of the school's contract with Bouygues, the facilities management company is responsible for carrying out High Risk Activities to ensure the safety of the building. Where required, Bouygues will employ specialists to carry out high risk tasks at the school. The Premises Manager will arrange for specialists to carry out the following risk assessments:

- Fire safety
- Legionella
- Gas safety
- Electrical safety of buildings
- Work at high levels
- Work with lead

6. Responsibilities of All Staff

All members of staff are made aware of the school's arrangements for risk assessments and health and safety. Specialist training is given to those whose work requires it. However, staff are responsible for taking reasonable care of their own safety, together with that of students and visitors. They are responsible for cooperating with the Head Teacher, the Senior Administrative Officer, and other members of the SLT to enable the Governors to comply with their health and safety responsibilities. Finally, all members of staff are responsible for reporting any risks or defects to the Head Teacher and if the case is related to the premises, the school office will contact Bouygues immediately.

7. Accident Reporting

The Paediatric First Aiders are responsible for reporting and recording any minor accident that occurs on school premises to a pupil, member of staff, parent or visitor and for bringing any notifiable accidents to the immediate attention of the Head Teacher. The Head Teacher will report a notable accident in accordance with the Reporting of Injuries Diseases and Dangerous Occurrence Regulations (RIDDOR). 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.

Appendix 1 **Description of situation/issue/activity to be assessed:** **Person(s) carrying out risk assessment:** **Date of assessment:**	
(Step 1) Hazard(s):	What's the hazard(s).
(Step 2) Who may be harmed and how:	Say how the hazard could cause harm and to whom.
(Step 3) What are you already doing?	List what is already in place to reduce the likelihood of harm or make harm any less serious. What Further action is necessary: Have the risks been reduced as low as reasonably practicable - is there a need for additional training, increasing ratio of staff to pupils, removing/repairing damaged equipment, closing a room, etc.

(Step 4) How will you put the assessment into action?	You may have outstanding issues. If so prioritise; say what needs to be done, by when and by whom.
(Step 5) Monitor and Review:	How did the activity, task, project etc go? Could it be improved, did an incident/situation occur? How did you deal with it? Add your note so that the activity, task, project can be improved next time.
Date of Review (to take place sooner should significant change or incident occur).	
Assessment to be shared with (staff doing the task, activity.)	
Date Signature of person(s) undertaking the assessment.	
Date and Signature of person undertaking RA:	