

Table of changes

Date	Version	Summary of Amendments	Author
05.08.2021	1	n/a	JC
05.01.2023	2	To reflect change to SEI	JC
To be reviewed 05.01.2024			

Statement

SEI is committed to providing a safe environment for learning and teaching. This policy is intended as a guide for staff when assessing the risks of a site or a proposed activity and deciding on the appropriate control measures to create a safe environment.

Definitions

“hazard”: something with the potential to cause harm

“risk”: the chance of a hazard harming someone, and the likely severity of the harm

“control measures”: mechanisms put in place to mitigate the risk

Site

Teaching takes place in classrooms located at Cardinal Newman College, The Upper Drive, Hove BN3 6ND. Risk assessments concerning the buildings and their maintenance are created by the lessor, Cardinal Newman Catholic School. SEI has scrutinized the risk assessment documents and approves. The Principal will liaise with the landlords over any concerns or changes.

This policy concerns risk assessments not related to the fabric of the buildings or their maintenance.

Roles and responsibilities

Principal

The principal is responsible for the identification of risks, their assessment and the implementation of any control mechanisms. She can delegate these tasks ad hoc to a member of staff who is better acquainted with the situation to be assessed, for example a teacher taking a class on a trip he / she has arranged.

The principal must arrange for suitable training for those members of staff who carry out risk assessments.

The principal will make this policy available to all members of staff.

Staff

Staff members must carry out risk assessments in accordance with this policy when prompted to do so and adopt all recommended control measures in their activities / areas.

If staff identify a new risk, they must bring this to the attention of the headteacher who can then arrange for an assessment.

Staff must be prepared to undergo risk management training when asked to do so.

Requirement for written risk assessments

The school will adopt a common-sense approach. It is recognised that not all risks require a formal risk assessment. Complex risks and risks with a higher potential for harm must be assessed in writing.

Recurring activities can be based on one risk assessment. For example, if a number of students takes part in the same sports class every week, this only requires one risk assessment for the year. The risk assessor has to review the assessment if and when changes occur, or gaps manifest themselves.

Specific areas of risk

SEI identifies the following risk (non-exhaustive):

- Health and safety in general
- Safeguarding

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- Fire (day-to-day management of risk)
- Pupil welfare
- Staff recruitment
- Off-site trips
- Host families

These are covered by specific policies and / or risk assessments.

The following risks must be assessed by external professionals:

- Water (legionella)
- Food hygiene
- Gas safety
- Electrical safety
- Fire (general risk management)
- Asbestos

SEI undergoes regular inspections to safeguard the school against all hazards implied in these areas.

The process of conducting a risk assessment

The five essential steps of conducting a risk assessment are set out below.

Step 1: Identify hazards

Hazards are best identified through visual inspection of the area in which the proposed activity is to take place. The assessor should put himself in the place of a non-trained participant and consider which danger would typically be encountered.

Typical risks can be:

- Slipping and tripping hazards, e.g. poorly maintained floors or stairs
- Fire, e.g. from flammable materials
- Chemicals and how they are used, and in what quantities, e.g. cleaning chemicals
- Machinery
- Electricity, e.g. poor wiring, portable appliances, electrical experiments

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- Manual handling
- Noise
- General environment, e.g. poor lighting or low/high temperature
- Biological hazards, e.g. contact with bodily fluids
- Behaviour management, e.g. kicking, hitting, verbal abuse, threats/aggression, running away, vandalism, bullying or stealing
- Inappropriate sexual behaviour

Step 2: Decide who might be harmed and how

The risk assessor must take into account the potential impact of the activity on students, staff, but also on externals such as visitors, cleaners, contractors, members of the public.

Step 3: Evaluate the risks and decide on control measures

The risk is evaluated in three steps. First, the assessor must consider how likely the hazard is to cause harm (probability factor). The, he /she assesses how serious the potential harm can be (severity factor). Finally, a multiplication of probability and severity factor results in the risk level. Risks levels are classed from low (acceptable) to medium (unacceptable but can be mitigated) to high (unacceptable).

The following ratings are used:

X	Probability factor	Y	Severity factor	Risk
0	Not applicable	0	Not applicable	
1	Improbable (unlikely to happen)	1	Negligible (very slight injury / no first aid)	Low – below 9 – acceptable level of risk
2	Remote (might happen some time)	2	Marginal (slight injury / minor first aid)	
3	Possible (likely to occur at some time)	3	Slightly dangerous (some injury / not serious)	Medium – 9-14 – more controls needed

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4	Probable (likely to occur)	4	Dangerous (serious injury likely)	
5	Very probable (very likely to occur soon)	5	Critical (potentially fatal)	High – above 14 – stop immediately

Where the risk assessment results in a risk factor of 9 and above, control measures must be put in place to mitigate the risk. A revised risk is then calculated with the control measure in place: has the probability of the hazard causing harm been reduced? Is the severity of the impact reduced?

Where the risk is still above level 14, the activity must be stopped or the hazardous area isolated.

Step 4: Record findings and implement them

The risk assessor records the findings in a written risk assessment and ensures that the proposed control mechanisms are implemented.

Risks assessments are kept in a digital record on Google drive or in the risk assessment application on Zoho.

A risk assessment template is available.

Step 5: Review

All risk assessments are reviewed on the following basis:

- When there are changes to an activity
- After a near-miss or accident
- When there are changes to the type of people involved in the activity
- If person-specific risks are involved (e.g., medical requirements of a particular student), as soon as this student joins or leaves the activity
- When there are changes to good practice
- When there are changes to related legislation
- Annually, if for no other reason

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Review of Policy

This policy is reviewed annually.

Risk assessment template

The following template is used to assess risks (a Zoho version exists):

Risk Assessment: Writer: _____ Date: _____				
SCORING:				
X	PROBABILITY FACTOR	Y	SEVERITY FACTOR	RISK
0	Not applicable	0	Not applicable	High – more than 14 – stop immediately
1	Improbable (Unlikely to happen)	1	Negligible (Very slight injury/no first aid)	
2	Remote (May occur at some time)	2	Marginal (slight injury/minor first aid)	Medium – 9-14 inclusive – More controls are needed
3	Possible (Likely to occur at some time)	3	Slightly dangerous (some injury/not serious)	
4	Probable (Likely to occur)	4	Dangerous (serious injury likely)	Low – below 9 – acceptable level of risk
5	Very probable (Very likely to occur soon)	5	Critical (potentially fatal/death)	
I have ensured that the following control measures specified are in place and will be monitored. The risk has been minimised to an acceptable level. I agree with the control measures in place and will follow Health and Safety, Safeguarding and related policies. Signed: _____				

Risk Assessment

Activity / Task	Potential hazard	If no controls in place			Agreed Control measures	Revised Risks		
		Pro babl lity 1-5	sev erity 1-5	Risk Fact or		Pro babl lity 1-5	sev erity 1-5	Risk Fact or