Overarching Risk Assessment Policy

Policy rewritten October 2025 – Review date October 2027

1.0 Objectives

a. To ensure that major risks are identified and managed as part of an overarching policy, with the primary objective of upholding the welfare, health, and safety of all children, staff, and visitors within Bradford Christian School (BCS).

b. To meet the statutory requirement for a written risk assessment policy to be in place and to ensure effective leadership and management of safety and welfare across BCS.

c. To ensure that adequate and sufficient risk assessments are undertaken for activities where there is likely to be significant risk, including:

- Educational visits and school trips (on and off-site)
- Physical Education (PE) and sports
- Outdoor learning (e.g., Forest School)
- Activities in specialist areas (e.g., science labs, design technology, art, cooking)
- Contingency planning for unexpected events or emergencies (e.g., pandemics, severe weather, critical incidents).

d. That, where reasonably practicable, risk is managed and mitigated to reduce the likelihood of accidents, ill-health, harm, or abuse.

e. That all involved in school activities (staff, volunteers, visitors, and pupils) are informed of the risks and the control measures they must follow to complete activities safely and securely.

f. That risk assessments are recorded, stored securely, and reviewed on an annual basis, or sooner if a significant change occurs.

g. To clearly identify those responsible for the various areas of risk assessment, its monitoring, implementation, and review across BCS.

2.0 Legislation and Statutory Guidance

This policy has been formulated in compliance with, or with regard to, the following key UK

legislation and statutory guidance:

a. The Health and Safety at Work etc. Act 1974 b. The Management of Health and Safety at Work Regulations 1999 c. Regulatory Reform (Fire Safety) Order 2005 d. Keeping Children Safe in Education (current version) e. Working Together to Safeguard Children (current version) f. The Education Act 2002 (Section 175/157 duty to safeguard and promote welfare) g. The Prevent Duty: Departmental advice for schools and childcare providers (current version) h. Statutory framework for the early years foundation stage (EYFS) (current version) i. Special educational needs and disability code of practice: 0 to 25 years (current version) j. Control of Substances Hazardous to Health Regulations 2002 (COSHH) k. Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR) l. The control of Legionella bacteria in water systems Approved Code of Practice (ACOP L8) m. The Health and Safety (First-Aid) Regulations 1981 n. The Building Safety Act 2022 o. The Equality Act 2010 p. **The Data (Use and Access) Act 2025** q. **The Crime and Policing Act 2026** r. **The Children's Wellbeing and Schools Act 2026** s. **The Terrorism (Protection of Premises) Act 2025 (Martyn's Law)**

3.0 Policy Leadership and Key Risk Areas

Policy Leadership:

The Governing Body has overall responsibility for health, safety, and welfare. The Head Teacher is responsible for the day-to-day implementation of this overarching risk management policy.

3.1 Key Areas of Risk Identification and Management:

The school has identified the following key areas of risk and the designated leads:

Risk Area	Designated Lead
Safeguarding and Child Welfare	Designated Safeguarding Lead (DSL) & Deputies (DDSLs)
Educational Visits and Trips	Business Manager & SLT
Premises Health and Safety	Health and Safety Lead (H&S Lead)
Fire Safety and Emergencies	H&S Lead
Management of Visitors	School Office Staff
Hazardous Substances (COSHH)	H&S Lead & Science/Art Subject Leads

Hazardous Equipment Use	H&S Lead & relevant Subject Leads (e.g., PE, Art)
First Aid Provision	H&S Lead
Allergy Safety	**Hannah Pickles (Allergy Safety Lead) & Charlotte Lofthouse H&S Lead**
Safer Recruitment & Suitability of Staff	Head Teacher & Governing Body Recruitment Panel (for recruitment of head teacher)
Extremism/Radicalisation (Prevent Duty)	DSL & Head Teacher
Online Safety, Filtering & Monitoring	**Designated SLT Member Steph Hoskins, DSL & IT Lead, Governing BOdy**
Use of Reasonable Force	Head Teacher & DSL
School Security (Site, EYFS,	H&S Lead, Head Teacher, SLT
Facilities Usage and Social Transition	**Head Teacher & DSL**
Premises Lettings & External Use	School Business Manager (SBM) & H&S Lead
Contingency Planning (Emergencies)	SBM & Head Teacher
Terrorism Preparedness (Martyn's Law)	**H&S Lead & Head Teacher**
Use of Generative AI	**DSL & IT Lead**

Image Sharing (including AI-generated)	**DSL & Deputies**
Mobile Phone Usage	**Head Teacher & DSL**

4.0 Organisation and Review

4.1 Competent Person:

Risk assessments are undertaken and reviewed by competent persons who possess the necessary knowledge, experience, and training. The primary competent person within BCS is the Health and Safety Lead and their deputy. Specific leads are competent for their specialist areas (e.g.,Business Manager for trips, DSL for safeguarding).

4.2 Review Frequency:

Risk assessments will be formally reviewed annually as a minimum, or immediately if:

- There is a significant change in working practices, equipment, or use of the building.
- An accident or incident occurs that highlights a weakness in current controls.
- New information regarding a hazard or control measure becomes available.
- New or updated statutory guidance is released.

For filtering and monitoring systems, a review will be conducted at least once every academic year as a statutory requirement.

4.3 High-Risk Activities:

Activities identified as high risk for which control measures cannot be effectively implemented to reduce the risk to an acceptable level will not be undertaken.

4.4 Recording Findings:

As the school has 5 or more employees, we will record the significant findings of all risk assessments and the steps taken to prevent or control exposure to hazards.

5.0 When and How to Risk Assess

5.1 Purpose:

A risk assessment is undertaken to systematically identify sensible and proportionate measures to control risk. The assessment must focus on 'real risks'—those most likely to cause harm.

5.2 Generic Risk Assessments:

Generic risk assessments cover routine, everyday activities and areas where the hazard and control measures remain constant (e.g., classroom use, fixed playground equipment, fire drills).

5.3 Specific Risk Assessments:

Specific risk assessments will be conducted for non-routine activities, unique events, or activities where the hazards or control measures differ (e.g., all off-site educational visits, one-off science experiments, building work).

5.4 The 5 Steps to Risk Assessment:

Risk Assessments systematically follow the 5-step process:

1. **Identify the Hazard:** What has the potential to cause harm?
2. **Identify Who May Be Harmed:** Pupils, staff, visitors, specific vulnerable groups?
3. **Evaluate the Risk and Decide on Control Measures:** Assess the likelihood and severity of harm. What practical steps can be taken to eliminate the hazard, or control the risk?
4. **Record Findings and Implement Control Measures:** Document the findings and ensure the control measures are put into action.
5. **Review and Update:** Monitor the effectiveness of the controls and review the assessment as per section 4.2.

5.5 Communication and Access:

Completed risk assessments will be made available to all affected staff and volunteers. Risk assessments are stored centrally on the school shared drive. Where sensitive information is held, access will be appropriately restricted.

5.6 Staff Responsibility:

All staff are responsible for their own health and safety and for the pupils and visitors in their care. All staff will receive appropriate risk assessment training at induction, with regular updates. All staff have a responsibility to report any immediate risks, security issues, accidents, or incidents as soon as they are identified to the H&S Lead **or DSL (for safeguarding-related risks)** or Head Teacher.

All staff will read Part 1 of Keeping Children Safe in Education in full (Annex A has been removed from KCSIE 2026).

6.0 Risk Assessment By Policy Area

BCS manages risk through a hierarchy of dedicated policies and specific risk assessments:

a. **Safeguarding and Welfare:** The Safeguarding Policy (led by the DSL) aims to minimise the risk of harm to children by protecting them from maltreatment and ensuring safe and effective care. **This includes specific safeguarding responses to the making or sharing of nudes or semi-nudes (including images digitally altered or wholly generated by artificial intelligence such as deepfakes), and recognising risks of modern slavery and financial exploitation. The policy also addresses harmful sexual behaviour (HSB) as distinct from sexual violence, and includes dedicated**

consideration of young carers and children with specific medical conditions as vulnerable groups.

b. **Educational Visits:** The Educational Visits Policy ensures pupil safety during all off-site activities, requiring specific risk assessments.

c. **Management of Visitors:** This policy ensures all visitors are signed in, understand safety procedures, and are appropriately supervised or vetted.

d. **Fire Safety and Emergencies:** The Fire Safety Policy and Emergency Plans outline clear, rehearsed procedures for dealing with fires and other emergencies (e.g., lockdown).

e. **Health and Safety (Premises):** The Health and Safety Policy ensures the general safety of all people on the premises. Individual risk assessments for routine activities are held centrally.

f. **Hazardous Substances (COSHH):** COSHH assessments are completed for all hazardous substances (e.g., in science) and are maintained by relevant leads.

g. **Hazardous Equipment:** Risk assessments cover the use of equipment in specialist areas (Art, DT, PE, Science). Personal Protective Equipment (PPE) is provided and checked.

h. **First Aid:** The First Aid Policy ensures trained first aiders are available. All accidents are formally recorded and investigated to prevent recurrence.

h(i). Allergy Safety: The Allergy Safety Policy ensures compliance with Benedict's Law and the DfE's statutory guidance on allergy safety in schools. This includes:

- **Individual healthcare plans for all pupils with allergies**
- **Regular allergy awareness training for all school staff**
- **Recording of serious incidents or near misses involving allergies**
- **Stocking of 'spare' adrenaline devices**
- **A designated senior leader responsible for allergy safety**

i. **Safer Recruitment:** The Safer Recruitment Policy aims to deter, identify, and reject individuals unsuitable to work with children. **Following the removal of the supervision exemption under The Crime and Policing Act 2026, any volunteer who frequently teaches, trains, instructs, or supervises children is now in regulated activity and requires an enhanced DBS check with children's barred list information. Prospective staff and volunteers must disclose any information that may affect their suitability to work with children including, but not limited to, arrests, charges, convictions, cautions, court orders, reprimands and warnings. Individuals must not begin working or volunteering until their enhanced criminal records and barred list check has been received.**

j. **Prevent Duty (Terrorism & Extremism):** The Prevent Policy aims to reduce the risk of radicalisation and extremism within the school community.

k. **Security of Students:** Dedicated assessments cover the security and safeguarding of pupils, particularly in EYFS and the AP unit.

l. **Online Safety:** The Online Safety Policy ensures appropriate filtering and monitoring systems are in place to safeguard children from harmful online material. **A designated SLT member is accountable for filtering and monitoring, supported by the DSL and IT support. This system will be reviewed at least once every academic year as a statutory requirement. The policy addresses the use of Generative AI, including safeguarding, data protection, and ethical risks.**

m. **Use of Reasonable Force:** This policy ensures staff understand when it is appropriate to use 'reasonable force' to safeguard children.

n. **Premises Lettings:** Appropriate arrangements and risk assessments are in place to keep children safe when hiring or renting out school facilities to external organisations.

o. **Relationships and Sex Education (RSE):** The RSE policy is developed in consultation with parents to ensure content is appropriate and managed safely. **The policy complies with the DfE's statutory RSE and health education guidance from 1 September 2026, including new curriculum content, new guidance on LGBTQ+ topics, and requirements to consult with parents/carers and share resources.**

p. Facilities Usage and Social Transition: This policy ensures compliance with KCSIE 2026 requirements that prohibit children from entering toilets, changing rooms, and boarding/residential accommodation designated for the opposite biological sex. The same applies for PE classes or sports designated for a specific sex. No exceptions are permitted. The school will not initiate any action regarding social transition; we will only respond if a child or their parent specifically requests it. As a primary school, we exercise particular caution, and support for full social transition will be agreed very rarely. Biological sex is recorded accurately in all school records.

q. Mobile Phone Usage: The Mobile Phone Policy sets out that BCS is a mobile phone-free environment by default, restricting pupil access to phones during lessons, breaktimes, and lunchtimes, in line with KCSIE 2026 expectations.

r. Terrorism Preparedness (Martyn's Law): If it is reasonable to expect 200 or more people to be present at once on our premises (including one-off events like sports days or parents' evenings), we must comply with the Terrorism (Protection of Premises) Act 2025 from April 2027. This includes putting in place appropriate public protection procedures for evacuation, invacuation (lockdown), communication with emergency services, and first aid provision.

s. EYFS Safeguarding and Welfare (if applicable): Our EYFS provision complies with updated safeguarding and whistle-blowing requirements from the EYFS statutory framework (September 2026), including:

- **Having regard to screen use guidance for early years providers**
- **Whistle-blowing procedures for all staff (including students and volunteers) that include when and how to report concerns, and the process that will be followed after staff report concerns**
- **Notifying Ofsted of any allegations of harm or abuse by anyone living, working, or looking after children at the premises, regardless of whether the allegations are alleged to have been committed on the premises or elsewhere**
- **Ensuring banned dog breeds (Pit bull terriers, Japanese tosa, Dogo argentino, Fila brasileiro, XL bullies) are not kept or present on premises at any time**

7.0 Review

7.1 Risk Assessment Review:

Individual risk assessments are live documents and will be reviewed annually as a minimum, or immediately if there is any reason to think they are no longer valid (e.g., following an incident or change in practice).

8.0 Version Control

Date of Adoption of this Policy	**October 2026**
Date of last review of this policy	**October 2026**
Date of next review of this policy	**October 2027**
Policy Owner (SLT)	Hannah Pickles
Policy Owner (Governors)	Zeilah Chadwick

Note: This policy has been updated to reflect changes in Keeping Children Safe in Education 2026, The Crime and Policing Act 2026, The Children's Wellbeing and Schools Act 2026 (Benedict's Law), The Data (Use and Access) Act 2025, The Terrorism (Protection of Premises) Act 2025 (Martyn's Law), and the updated EYFS statutory framework (September 2026). All changes are shown in red font.