

**HERRIES PREPARATORY SCHOOL**  
**RISK ASSESSMENT POLICY and details of**  
**adult/child ratios**



Policy reviewed annually

**Reviewed September 2024 Suzanne Sharp and Dianne Seyffert**

**This policy should be read in conjunction with the following policies:**

Health and Safety  
School Journeys  
Fire Procedures  
Fire Risk Assessment  
First Aid

**Introduction**

The Governing Body of Herries Preparatory School is fully committed to the safety and welfare of all in their community.

The Headteacher has responsibility to ensure comprehensive and systematic risk assessment procedures are in place and carried out.

Mrs Suzanne Sharp oversees the daily completion of regular checks and updates comprehensive risk assessment documents.

The highest priority lies in ensuring that all operations within the school environment and beyond are delivered in a safe manner that complies fully, with best practice and the law.

As risks are inherent in everyday life we need to identify them and adopt systems to minimise them. Key areas of risk for school life are supervision and trips.

Our pupils are educated to assess risk, safely approach the situation. We assess risk in a systematic way in order to promote the pupils' wellbeing.

**What is a risk assessment?**

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

**A hazard** is something with the potential to cause harm. We number these 1-5 depending on the severity of the damage/danger that would take place with 1 being negligible and 5 being fatal.

**A risk** is an evaluation of the probability (or likelihood) of the hazard occurring. We number these 1-5 with 1 meaning that the likelihood of the hazard occurring is rare and 5 meaning that the likelihood of it occurring is almost certain.

**A risk assessment** is the resulting assessment of the severity of the outcome. When the hazard score is multiplied by the likelihood score and the answer is 6 or greater we must have considerable and very clear risk control measures in place.

**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, heat detectors, fire alarms, gas and electrical shut down points, and insurance, wearing safety belts on a coach). Accidents and injuries can ruin lives, damage reputations and cost money. Apart from being a legal requirement, risk assessments therefore make good sense, focussing on prevention, rather than reacting when things go wrong. In many cases simple measures are very effective and not costly. Risk assessments need to be reviewed and updated regularly if they are already in existence and written promptly, for new situations. At Herries Preparatory School we are very aware that all the staff and pupils need regular annual training. Staff are trained annually by the Senior Staff and through online training providers such as Educare.

### **Which areas require risk assessments?**

There are numerous activities carried out in Herries Preparatory school, each of which requires a separate risk assessment. The most important of these cover the different areas of the school premises, potentially harmful substances, supervision of pupils, regular off site activities such as swimming, school trips and equipment. There is a separate fire risk assessment document.

**Areas of the school** –Staff carry out annual risk assessments of every area of the school premises. These are updated every September. These are displayed in each area, saved onto the server and a copy of each saved in the ‘Areas of the School Risk Assessment Folder’ kept by Mrs Sharp.

**Cleaning and other hazardous substances** – The site manager may use hazardous substances for cleaning and he maintains the COSHH sheets in a folder which is kept in the school office.

**Equipment-** The new timber trail has been installed in July 2024. All the playground is inspected regularly by the site manager and records kept in the school office. The climbing apparatus in the gym is serviced annually and records kept in the school office.

**Supervision of pupils-** Herries has a separate policy for the supervision of pupils but this is constantly under review and procedures changed when considered appropriate. For example recent increases in the number of children staying for after school activities have prompted changes in dismissing the children from school at this time. This policy is kept in the school handbook.

### **Regular Off Site Activities**

The school regularly takes children off site for activities and fixtures such as Swimming at Handy Cross and Court Gardens, Athletics at the cricket ground in Cookham Dean, Football and Hockey at Bisham Sports Centre, Cross Country in the local area and trips to Quarry Woods. Some after school activities may also require risk assessments.

All of these activities have a risk assessment document which is regularly reviewed. The risk assessments for these activities are stored on the server and a hard copy kept by Mrs Sharp in a folder. Children with special medical needs are included in these risk assessments.

**Offsite Events, journeys, trips and visits-** There is a separate policy for school journeys, trips and visits (14a) and all staff are given training in the policy. All paperwork pertaining to trips is kept in a folder which is kept by Mrs Sharp who is our Offsite Events Coordinator. Children with special medical needs are included in these risk assessments.

### **Sharing information with staff and pupils**

The information on risk assessments must be shared with relevant staff and pupils. Before a trip the lead member of staff will always go over the risk assessment with pupils to ensure that they know of possible dangers and what to do if these occur. The lead member of staff will also ensure that all accompanying staff and parent helpers also have a copy and understand the risks. The children should feel safe in the knowledge that they are being looked after and that hazards that they may encounter have been well considered.

### **When carrying out a Risk Assessment remember:**

- a hazard is anything that may cause harm, e.g. a physical condition which can make the school or environment unsafe, such as a slippery floor, unsafe acts e.g. rushing, taking shortcuts, traffic
- the risk is the chance, 1-5 where 1 is rare and 5 is almost certain, that somebody could be harmed by these together

### **Who May Be Affected?**

Consider pupils, students, trainees, expectant mothers and also those who may not be directly involved with the activity but who may still be affected by the process. This may include cleaning or office staff, contractors or parents. Outside the school, it may include members of the public. What information should be made available and how will this be communicated to those at risk? What training or supervision will be required?

### **Risk Evaluation:**

Evaluate the hazards and risks to which individuals might be exposed. This will be a subjective evaluation but should be used to give an indication of the priority with which the risks need to be addressed. Where risks are already controlled, monitor the effectiveness of the control to decide whether they are sufficient. Where the risk to individuals is thought to be considerable and the risk multiplied by the likelihood is greater than six, additional control measures must be considered, and/or thought should be given to the possibility that perhaps it is not safe to go ahead with the planned activity.

### **Risk Control:**

Decide what controls are necessary to reduce the risk to individuals.

The steps to controlling the risks are as follows:

- Avoid the hazard - can the hazard be avoided or altered to reduce the likelihood or risk?
- Substitute or replace the hazard
- Procedural controls – can the procedure be altered to avoid or reduce the risk? Can the individual be removed / distanced from the risk? Can the activity be carried out at a time that would have a lesser impact on others?
- Child management – make sure you and your staff are aware of each child's needs
- Setting management – such as the monitoring of exits and entrances.
- Additional staff – can an additional person be utilised to avoid or reduce the risk?
- Personal Protective Equipment - consider the value of using such things as gloves, over garments or a hat.
- Training- are staff trained appropriately to manage different situations safely?
- Emergency procedures – have contingencies in the event of things going wrong such as an accident, incident or fire
- Health surveillance – are your staff or pupils physically able or sufficiently fit to engage in the planned activity.

Monitor the control measures you have instigated to ensure that they are effective and implemented correctly.

### **Recording Findings**

Record the significant hazards and conclusions using the appropriate risk assessment form. See below.

In a constant effort to improve and as part of our self-evaluation process, staff are asked to review each risk assessment and add any lessons for the future, suggestions & observations in red in the box at the top of the form.

### **Risk Assessment Review**

The assessment must be reviewed periodically to ensure it remains relevant and effective. In addition, the assessment must be reviewed if there are any significant changes to the activity such as different children or staff, new procedure substances or equipment.

### **Risk Assessment Training for Staff**

Staff are regularly trained in risk assessment and online Educare courses with

modules in Health and Safety and Risk Assessment, which are reviewed through staff meetings.

### EYFS Risk Assessments & ratios

Risk assessments for activities in the EYFS will especially take into account staff to pupil ratios and also the need for regular review and checking of equipment, and reminders given to pupils.

## RATIO GUIDANCE

***From our staff handbook: 'The risk assessment form should state the suggested ratio of pupils to staff, which can only be varied subject to approval by the Medical Officer.'***

<p>EYFS are covered and counted separately to KS1 and 2.</p> <p>There must be at least two adults on duty in a setting at any time when children are present.</p>	<p>LAW based on the minimum</p>	<p>OUR POLICY</p> <p>We risk assess (i.e. age, behaviour, playground, blind spots, security, split play areas, Y6 zone, equipment, football space, site, walkie talkies, first aider and visibility)</p>
<p><b>Early Birds-</b> 8.00-8.30 open to Nursery to Year 6. Staffed by Suzanne Sharpe who has CACHE Level 3.</p>		<p>Ratio 1:5 for 2 year olds Ratios of 1: 8 for EYFS children are maintained and additional staff allocated if required If there are no EYFS pupils the ratio can be 1:10.</p>
<p><b>Playtimes, lunch break and wet breaks</b></p>	<p>Duty staff need training but do not need to be qualified teachers</p> <p>Under the Health and Safety at Work Act 1974, the statutory responsibility for the health and safety of pupils rests with the Head via a risk assessment to assess the level of supervision considering needs and vulnerabilities of EYFS.</p> <p>RBWM advises</p> <ul style="list-style-type: none"> <li>● Nursery – 1: 20</li> <li>● Reception/KS1- 1 :30</li> <li>● KS2 1: 75</li> </ul>	<p>KS1: 3 KS2: 3</p> <p>On particularly busy days with higher numbers of EYFS staffing is amended to meet the needs of the cohort.</p>
<p>For mixed reception and nursery children there are no statutory requirements. The EYFS guidance advises that schools "use their discretion in establishing ratios' based on EYFS welfare requirements 1:30 for the reception group and 1:13, 1:8 and so on for the younger children.</p> <p>There must be at least one member of staff for every 13 children; and at least one other member of staff must hold a level 3. Where QTS staff, Early Years Professional Status or another suitable level 6 qualification is <b>not</b> working, there must be</p>	<p>A teacher is present with the children at all times except during non-contact, breaks and for short term absence.</p> <p>During which, one of the remaining members of staff is placed in charge.</p>	<p>As a rule of thumb, Nursery ratios are usually 1:8. (1:5 ratio for two year olds)</p> <p>There is at least one member of staff for every 13 children in reception.</p> <p>The EYFS is led by a fully trained teacher. The other members of staff hold a full and relevant level 3 qualification.</p>

1:8 and at least one must hold level 3 and another a level 2 qualification.		
Our <b>School journeys</b> risk assessment policy for Quarry Wood		Ratio 1:4 (EYFS)
Our school journeys on a minibus policy	<p>At least one person who has a current paediatric first aid certificate must accompany</p> <p>OEAP based on DFE guidance recommends a Minimum of these ratios and more for residential:</p> <p>Years 1 to 3: 1:6</p> <p>Years 4 to 6: 1:10 or 1:15</p>	Staff Present: First Aider and Appropriate Staff to Pupil Ratio
<b>Whole school theatre trip</b>	<p>Our staff ratio for the nursery children will be a minimum of 1 adult to 4 children.</p> <p>Young nursery 1:3 for EYFS group only. (2 year olds)</p>	
ASA coaches		<p>EYFS ratios ought to stand for safety reasons.</p> <p>For ASA time, EYFS must be with Extended Day staff or staffed adequately.</p>
From 14e policy <b>Extended day ratios</b>	<p>The EYFS statutory guidance recommends that the ratio of adults to children should be 1:8. At least one member of staff should hold a relevant level 3 qualification and half all other staff should hold a relevant level 2 qualification.</p>	<p>Staffed by Sarah Brookes with CACHE Level 3, ratios of 1:8 are maintained..</p> <p>Megan Bennet Level 3 and Max Williamson also assist extended day</p>