

**ASSESSMENT No 1**
**HEALTH & SAFETY  
RISK ASSESSMENT**

<b>HIGHEST RISK LEVEL</b>	<b>MED</b>
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<b>AREA / LOCATION</b>	Chad Vale Primary School		<b>ASSESSOR</b>	Paul Sansom		<b>DATE</b>	4/3/16	
<b>PROJECT TASK(s)</b>	PREVENT/Radicalisation/Extremism at Chad Vale							
<b>REVIEW DATE</b>	<b>REVIEW COMMENTS</b>					<b>REVIEWED BY</b>		
17/11/17						Paul Sansom		
10/1/23	Minor changes to information systems e.g. Policy Central>Senso					Paul Sansom		
<b>STEP BY STEP GUIDANCE on ASSESSMENT</b>					<b>SEVERITY AND PROBABILITY RATINGS</b>			
<ul style="list-style-type: none"> <li>Identify hazards.</li> <li>Identify persons at risk.</li> <li>State existing control measures if any.</li> <li>Estimate initial Severity Rating (SR).</li> <li>Estimate initial Probability Rating (PR).</li> <li>Calculate initial Risk Level from matrix.</li> <li>State any further controls measures if required.</li> <li>Estimate final SR.</li> <li>Estimate final PR.</li> <li>Calculate final Risk Level</li> </ul>					<b>SEVERITY RATING (SR) (OUTCOME)</b>		<b>PROBABILITY RATING (PR) (LIKELIHOOD)</b>	
					<b>SR</b>	<b>DESCRIPTION GUIDANCE</b>	<b>PR</b>	<b>DESCRIPTION GUIDANCE</b>
					1	Minimal (strain, shaken)	1	Improbable (unlikely to occur)
					2	Moderate (cuts, bruises, sickness)	2	Possible (may occur sometime)
					3	High (fractures, serious burns)	3	Probable (likely to occur)
	4	Major (Fatality, loss of limbs)	4	Certain (common or frequent)				
<b>RISK LEVEL MATRIX</b>					<b>ACTION TIMESCALES</b>			
<b>PROBABILITY (LIKELIHOOD)</b>	4	Low	High	Very High	Very High	<p><b>VERY HIGH</b> risk – Do not start activity, or stop activity immediately. Seek further control measures or alternative method of achieving task</p> <p><b>HIGH</b> risk – Implement control measures before task commenced.</p> <p><b>MEDIUM</b> risk – Implement controls within one week. Seek further control measures where reasonably practicable. (i.e. balance cost against risk)</p> <p><b>LOW</b> risk – No further control measures are required but the situation should be monitored.</p>		
	3	Low	Med	High	Very High			
	2	Low	Low	Med	High			
	1	Low	Low	Low	Low			
	1	2	3	4		<p>Final risk level should be as low as possible but in any event should not be above Medium Risk Level</p>		
<b>SEVERITY (OUTCOME)</b>								

## HEALTH & SAFETY RISK ASSESSMENT

Hazard	Persons at Risk	Existing Control Measures (if any)	Initial Risk Rating			Additional Control Measures (if required) <i>Transfer onto Action Plan Sheet 1</i>	Final Risk Rating		
			S R	P R	Risk Level		S R	P R	Risk Level
<b>Leadership and Management;</b>  Knowledge and understanding of PREVENT duty  Policy and procedures  Dissemination of information to staff  Wider safeguarding training  Ongoing audit and review  Related policies  Culture/ethos of school	Students Parents Staff Visitors Community	<ul style="list-style-type: none"> <li>• HT is named PREVENT Lead and Single Point of Contact (SPOC)</li> <li>• HT has had WRAP training and undertook WRAP Training the Trainer course (March '16)</li> <li>• All staff have WRAP training as part of the induction process</li> <li>• COG and key governors have had WRAP training</li> <li>• PREVENT duty section in staff handbook</li> <li>• PREVENT duty section in Safeguarding Policy</li> <li>• No Platform Policy and LA guidance on website</li> <li>• PREVENT duty full guidance on website</li> <li>• Annual Safeguarding training for all staff</li> <li>• Clear and well understood reporting and recording procedures</li> <li>• 5 DSL trained Senior Staff</li> </ul>	1	2	2 LOW	<ul style="list-style-type: none"> <li>➤ Rolling program of training for any new staff/starters</li> <li>➤ Specify PREVENT on Induction Checklist</li> </ul>	1	1	1 LOW

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			S R	P R	Risk Level		S R	P R	Risk Level
		in school <ul style="list-style-type: none"> <li>• Induction for all new staff</li> <li>• S175 Audit carried out annually</li> <li>• Named governor for Safeguarding (Lynne Paino)</li> <li>• Visiting Speaker Policy, Collective Worship and RE policies all link to 'No Platform'</li> <li>• Modern British Values is well embedded within the curriculum and celebrated</li> <li>• A range of educational visits including places of worship is planned and delivered</li> <li>• Highly positive relationships evident in school between staff/children/parents/adults- SLT highly visible on gate everyday to discuss any early concerns</li> </ul>							
<b>Curriculum</b>  Content and delivery	Students Parents Staff Visitors Community	<ul style="list-style-type: none"> <li>• Curriculum is broad and balanced and topic webs available on school website</li> <li>• Clear learning program for</li> </ul>	1	2	2 LOW		1	1 2 LOW	

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			S R	P R	Risk Level		S R	P R	Risk Level
Balance and suitability  Subject policies and monitoring  Equality and Diversity  Learning behaviour		PSHE in R-Y6 using Jigsaw materials <ul style="list-style-type: none"> <li>• 'School Code' and 3 rules and displays support learning of equality and diversity and teaching of Equality Act</li> <li>• Well established school ethos of 'The Chad Vale Way' with high expectations of kindness, understanding and tolerance</li> <li>• SACRE/B'ham LA RE Audit (Feb '16) very successful</li> <li>• Birmingham locally agreed planning used for delivery of RE lessons</li> <li>• No children or teachers have been withdrawn from RE for last 5 years</li> <li>• Clear and well embedded Behaviour and Achievements Policy</li> <li>• Pupils know their 'Trusted Adults' and how to access them to share any concerns or worries</li> </ul>							

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<b>Access to extremist materials within school</b>  Resources bought in for curriculum coverage  Free resources gifted to school  Internet access and e-safety Network monitoring	Students Parents Staff Visitors Community	<ul style="list-style-type: none"> <li>All learning materials checked before use or inclusion in school</li> <li>3<sup>rd</sup> Party Leaflets/info for distribution to children checked and authorised by SLT</li> <li>SENSO Monitoring software installed on all computers; alerts sent to key members of SLT for review and action</li> <li>Filtered internet access via Exa and Surf Protect</li> <li>Local internet filtering available in emergency</li> <li>Acceptable Use Policies for all computer users</li> </ul>	1	2	2 LOW		1	1	1 LOW
<b>Access to extremist materials outside of school</b>  Home internet access not filtered or monitored  Home/school relationships	Students Parents Staff Visitors Community	<ul style="list-style-type: none"> <li>Parents provided with signposting for a range of support for E-Safety and PREVENT via school website and social media feeds</li> <li>Parent Info Feed on school website updated regularly</li> <li>Open door policy and supportive school/home relationships enable open</li> </ul>							

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Parental confidence in ICT and e-safety  Access to senior school leaders  3 <sup>rd</sup> party posting on school social media feeds		discussions of any concerns <ul style="list-style-type: none"> <li>Regular E-safety parent workshops offered</li> <li>SLT members on gate duty daily to pick up and respond to any growing concerns</li> <li>E-Safety incidents happening out of school recorded on Scholarpack when reported by parents</li> <li>School social media feeds monitored by SLT</li> <li>Support with home parental controls offered and given by school staff</li> </ul>							
<b>Previous/prior school concerns or incidents of extremism/ radicalisation</b>		<ul style="list-style-type: none"> <li>No prior or previous incidents have arisen at Chad Vale relating to extremism or radicalisation</li> </ul>							
<b>Other Risk Factors</b>  School Community  Parental Engagement with learning	Students	<ul style="list-style-type: none"> <li>School community is diverse and highly cohesive</li> <li>Parents are highly engaged with school</li> <li>Local community is diverse, affluent and</li> </ul>	3	2	6 MED				
						3	1	3 LOW	

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			S R	P R	Risk Level		S R	P R	Risk Level
Local Community  Service Children  Children attending religious or cultural instruction outside of school	Parents Staff Visitors Community	<p>educated</p> <ul style="list-style-type: none"> <li>Service Children (currently 2) are monitored through Educater and supported through service pupil premium</li> <li>A number of children attend religious teaching, learning and worship outside of school, where any concerns about this are raised they are discussed with parents, children and advice sought from the LA.</li> </ul>							

### Action Plan Sheet 1

Ref No.	Risk or Activity	Additional Controls and Actions required	Action Owner	Target Date	Completion Date
	<b>Leadership and Management</b>	➤ Rolling program of training for any new staff/starters	Paul Sansom	Mar 2016	ongoing