



Fairlight Glen Independent Special School

Risk Assessment Policy

Policy, Procedure and Guidance

This is a core policy that forms part of the induction for all Staff. It is a requirement that all members of Staff have access to this policy both on-line and in the staff handbook of policies.

Date written: November 2025

Date of next review:
November 2026

This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.

Risk Assessment Policy

For: Fairlight Glen Independent Special School (Kent)

Review cycle: Annual

Approved by: Proprietor / Headteacher

Next review: November 2026

1. Purpose and Scope

This policy sets out how the school identifies, assesses, manages, and reviews risks to ensure the **health, safety, and welfare** of pupils, staff, visitors, and contractors. It applies to all activities on and off site and is integral to safeguarding, SEND provision, and the school's duty of care.

All pupils at the school have **Education, Health and Care Plans (EHCPs)**, and many present with complex needs. Risk assessment is therefore a core component of personalised planning, curriculum access, and safe daily practice.

2. Legal and Regulatory Framework

This policy is informed by:

- **Health and Safety at Work etc. Act 1974**
- **Management of Health and Safety at Work Regulations 1999**
- **Independent School Standards (ISS), Part 3: Welfare, Health and Safety of Pupils**
- **KCSIE 2025**
- **Equality Act 2010**
- **SEND Code of Practice (2015)**
- **Kent Safeguarding Children Multi-Agency Partnership (KSCMP) procedures**
- **DfE Health and Safety Advice for Schools (2023)**

3. Principles

The school's approach to risk assessment is based on:

- **Proportionality** – controls are appropriate to the level of risk
- **Personalisation** – assessments reflect individual pupils' needs, EHCP outcomes, and multi-agency advice
- **Prevention** – risks are anticipated and mitigated early
- **Dynamic practice** – staff adapt to changing circumstances throughout the day
- **Collaboration** – assessments are informed by staff, parents, therapists, and external professionals

- **Review and learning** – assessments evolve following incidents, changes in need, or new information

4. Roles and Responsibilities

Proprietor / Governing Body

- Ensures the school has robust risk assessment systems
- Reviews this policy annually
- Receives assurance that risk assessments are implemented in practice

Headteacher

- Ensures compliance with statutory duties
- Oversees the quality and consistency of risk assessments
- Ensures staff are trained and competent
- Monitors implementation across the school
- Reviews high-risk assessments termly
- Ensures assessments link to safeguarding, behaviour, and curriculum systems

As SENCO / Designated Safeguarding Lead, the Headteacher will also

- Ensures pupil-specific risk assessments reflect EHCPs, medical plans, and safeguarding needs
- Liaises with external agencies (OT, SALT, CAMHS, social care)
- Ensures assessments are shared appropriately

Staff

- Complete risk assessments for activities within their responsibility
- Follow control measures consistently
- Report new or emerging risks immediately

Proprietor as overseer of Site Management

- Completes premises-related assessments
- Ensures statutory checks and maintenance are up to date

5. Types of Risk Assessments Used in the School

5.1 Pupil-Specific Risk Assessments

Used for pupils whose needs present identifiable risks, including:

- Behaviour that may challenge

- Emotional regulation difficulties
- Sensory processing needs
- Medical needs
- Mobility or physical needs
- Absconding risk
- Vulnerability to exploitation or bullying
- Online safety vulnerabilities

These assessments link directly to EHCP outcomes, behaviour plans, and medical protocols.

5.2 Curriculum and Classroom Activities

Including:

- Science, DT, food tech
- PE and physical activity
- Outdoor learning
- Use of specialist equipment

5.3 Premises and Environment

Including:

- Classrooms and specialist rooms
- Outdoor spaces
- Traffic management
- Fire safety
- COSHH

5.4 Off-Site Visits and Transport

Including:

- Educational visits
- Community learning
- Work experience
- Transport arrangements (school vehicles, taxis, escorts)

5.5 Staff-Related Assessments

Including:

- Lone working

- Pregnancy
- Manual handling
- Use of physical intervention (aligned with behaviour policy and training)

6. The Risk Assessment Process

Step 1: Identify hazards

Consider physical, emotional, environmental, medical, and contextual factors.

Step 2: Decide who may be harmed and how

Include pupils, staff, visitors, contractors, and the public.

Step 3: Evaluate risks and decide on control measures

Controls may include staffing ratios, environmental adjustments, PPE, training, supervision, or personalised strategies.

Step 4: Record findings

All assessments must be recorded using the school's standard template.

Step 5: Implement controls

Staff must follow agreed measures consistently.

Step 6: Review and update

Reviews occur:

- At least annually
- After an incident
- When a pupil's needs change
- When new equipment or activities are introduced

7. Personalised Risk Assessment for Pupils with EHCPs

Each pupil's risk assessment:

- Draws on EHCP sections B, E, and F
- Incorporates advice from therapists and external agencies
- Links to behaviour support plans, medical plans, and safeguarding information
- Identifies triggers, early warning signs, and effective regulation strategies
- Specifies staffing ratios and environmental adaptations
- Includes dynamic risk considerations for transitions, sensory overload, or emotional dysregulation

Parents/carers are consulted and assessments are shared with relevant staff.

8. Recording, Storage, and Access

- All risk assessments are stored securely on the school's designated system (CPoms)
- Staff must be able to access relevant assessments at all times
- Paper copies are available where needed (e.g., off-site visits)
- Assessments are retained in line with the school's data retention schedule

9. Training and Competence

Staff receive training in:

- Risk assessment principles
- Behaviour support and de-escalation
- Moving and handling
- First aid and medical protocols
- Safeguarding and contextual risk
- Dynamic risk assessment in SEND settings

New staff receive induction training before working with pupils.

10. Monitoring and Review

The Headteachers monitors:

- Completion and quality of assessments
- Implementation of control measures
- Incident patterns and emerging risks
- Compliance with ISS and KCSIE

The Headteacher also reports to the proprietor termly.

11. Policy Review

This policy is reviewed annually or sooner if:

- Legislation changes
- The school expands or restructures
- Significant incidents occur
- Ofsted or local authority feedback indicates a need.