

RISK ASSESSMENT POLICY

September 2026

1. AIMS

At EIFA International School (the “School”, “us”, “we”) we aim to ensure that:

- All risks that may cause injury or harm to staff, pupils and visitors are identified, and all control measures that are reasonably practicable are in place to avoid injury or harm
- Risk assessments are conducted and reviewed on a regular basis.

2. LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on the following legislation and Department for Education (DfE) guidance:

- Paragraph 16 of part 3 of The Education (Independent School Standards) Regulations 2014, which requires proprietors to have a written risk assessment policy
- Regulations 3 and 16 of The Management of Health and Safety at Work Regulations 1999 require employers to assess risks to the health and safety of their employees, including new and expectant mothers
- Regulation 4 of The Control of Asbestos Regulations 2012 requires employers carry out an asbestos risk assessment
- Employers must assess the risk to workers from substances hazardous to health under regulation 6 of The Control of Substances Hazardous to Health Regulations 2002
- Under regulation 2 of The Health and Safety (Display Screen Equipment) Regulations 1992, employers must assess the health and safety risks that display screen equipment pose to staff
- Regulation 9 of The Regulatory Reform (Fire Safety) Order 2005 says fire risks must be assessed
- Regulation 4 of The Manual Handling Operations Regulations 1992 requires employers to conduct a risk assessment for manual handling operations
- The Work at Height Regulations 2005 say employers must conduct a risk assessment to help them identify the measures needed to ensure that work at height is carried out safely
- DfE guidance on first aid in schools says schools must carry out a risk assessment to determine what first aid provision is needed
- DfE guidance on the Prevent duty states schools are expected to assess the risk of pupils being drawn into terrorism

3. DEFINITIONS

Risk assessment	A tool for examining the hazards linked to a particular activity or situation, and establishing whether enough precautions have been taken in order to prevent harm from them based on their likelihood and their potential to cause harm
Hazard	Something with the potential to cause harm to people, such as chemicals or working from height
Risk	The chance (high or low) that people could be harmed by hazards, together with an indication of how serious the harm could be
Control measure	Action taken to prevent people being harmed

4. ROLES AND RESPONSIBILITIES

4.1 The Board of Directors

The Board of Directors has ultimate responsibility for health and safety matters in the school but will delegate day-to-day responsibility to the Head of School and the Head of Administration and Compliance.

The Board of Directors has a duty to take reasonable steps to ensure that staff and pupils are not exposed to risks to their health and safety. This applies to activities on or off the School premises. The Board of Directors, as the employer, also has a duty to:

- Assess the risks to staff and others affected by School activities in order to identify and introduce the health and safety measures necessary to manage the risks
- Inform employees about risks and the measures in place to manage them.

4.2 The Head of School and the Head of Administration and Compliance

The Head of School and Head of Administration and Compliance are responsible for ensuring that all risk assessments are completed and reviewed.

4.3 School staff and volunteers

School staff and volunteers are responsible for:

- Assisting with, and participating in, risk assessment processes, as required
- Familiarising themselves with risk assessments
- Implementing control measures identified in risk assessments
- Alerting the Head of School or Head of Administration and Compliance to any risks they find that need assessing

4.4 Pupils and parents

Pupils and parents are responsible for following the School's advice in relation to risks, on-site and off-site, and for reporting any hazards to a member of staff.

4.5 Contractors

Contractors are expected to provide evidence that they have adequately risk assessed all their planned work.

5. RISK ASSESSMENT PROCESS

When assessing risks in the School, we will follow the process outlined below.

We will also involve relevant staff, where appropriate, to ensure that all possible hazards have been identified and to discuss control measures, following a risk assessment.

Step 1: identify hazards – we will consider activities, processes and substances within the School and establish what associated-hazards could injure or harm the health of staff, pupils and visitors.

Step 2: decide who may be harmed and how – for each hazard, we will establish who might be harmed, listing groups rather than individuals. We will bear in mind that some people will have special requirements, for instance pupils with special educational needs and/or disabilities (SEND) and expectant mothers. We will then establish how these groups might be harmed.

Step 3: evaluate the risks and decide on control measures (reviewing existing ones as well) – we will establish the level of risk posed by each hazard and review existing control measures. We will balance the level of risk against the measures needed to control the risks and do everything that is reasonably practicable to protect people from harm.

Step 4: record significant findings – the findings from steps 1 to 3 will be written up and recorded in order to produce the risk assessment. A risk assessment template can be found in the staff shared Google drive.

Step 5: review the assessment and update, as needed – we will review our risk assessments, as needed, and the following questions will be asked when doing so:

- Have there been any significant changes?
- Are there improvements that still need to be made?
- Have staff or pupils spotted a problem?
- Have we learnt anything from accidents or near misses?

Step 6: retaining risk assessments – risk assessments are retained for 3 years after the length of time they apply. Risk assessments are securely disposed of.

Further guidance for staff on how to complete risk assessments is provided in **Appendix 1**.

6. MONITORING ARRANGEMENTS

Risk assessments will be completed by the member of staff responsible for the relevant activity or area and reviewed by the appropriate senior leader. Where appropriate, final risk assessments will be shared with the Head of School and Head of Administration and Compliance. Risk assessments will be reviewed whenever there is a significant change, following an accident or near miss, or where there is reason to believe that the assessment is no longer valid.

This policy will be reviewed by the Health and Safety Committee every year. The Health and Safety Committee always includes at least one member of the Safeguarding Team.

7. LINKS WITH OTHER POLICIES

This Risk Assessment Policy links to the following policies:

- Health and Safety Policy
- First Aid Policy
- Special Educational Needs and Disabilities Policy
- Child Protection and Safeguarding Policy
- Supporting Pupils with Medical Conditions Policy
- Accessibility Plan.

Appendix 1: Guidance for staff completing risk assessments

1. PURPOSE OF RISK ASSESSMENT

Risk assessment is a legal requirement and an essential part of ensuring the safety and wellbeing of pupils, staff, volunteers and visitors.

The purpose of a risk assessment is not to eliminate all risk, but to identify reasonably foreseeable hazards, evaluate the level of risk and put suitable control measures in place so that activities can proceed safely.

Risk assessments should support educational experiences rather than prevent them.

2. WHEN IS A RISK ASSESSMENT REQUIRED?

A written risk assessment should be completed whenever an activity presents a foreseeable risk that is beyond the normal day-to-day operation of the school.

Examples include:

- Educational visits
- Residential visits
- Sporting fixtures
- PE activities
- Swimming
- Outdoor learning
- Science practical activities
- Use of contractors
- Special events
- Activities involving members of the public
- Activities involving higher levels of supervision

Staff should seek advice from the Head of School or Head of Administration and Compliance if they are unsure whether a written assessment is required.

3. BEFORE COMPLETING THE RISK ASSESSMENT

Consider the following questions.

- What is the purpose of the activity?
- What could reasonably go wrong?
- Who could be harmed?
- How serious could the consequences be?
- What controls already exist?
- Are additional controls required?
- Is the activity still worthwhile after considering the risks?

4. IDENTIFYING HAZARDS

A hazard is anything with the potential to cause harm.

Think about hazards associated with:

- People - Behaviour, Medical conditions, Allergies, SEND, Fatigue, Inexperience
- Equipment - Damage, Incorrect use, Manual handling
- Environment - Weather, Uneven surfaces, Water, Roads, Animals, Heights
- Activities - Sport, Practical work, Transport,
- Safeguarding - Supervision, Toilets, Changing rooms, Public places, Photography, Missing child

Remember that only reasonably foreseeable hazards need to be included and some of these have already been included on the template as a prompt.

5. WHO MIGHT BE HARMED?

Consider - Pupils, Staff, Volunteers, Visitors, Contractors, Members of the public

Where appropriate identify individual pupils with: Asthma, Anaphylaxis, Diabetes, Epilepsy, Medical care plans, SEND, Behaviour support plans.

6. CONTROL MEASURES

Control measures are the actions taken to reduce risk. Good control measures are: Specific, Practical, Proportionate and Realistic.

As a control measure for ensuring the safety of children, for example, avoid writing: "Teacher supervision"

Instead write: "Teacher positioned to maintain full visibility of pupils throughout the activity. Adult:pupil ratio of 1:10 maintained."

Examples of effective controls include:

Staff briefing before the activity, Safety briefing for pupils, Equipment checks, Qualified instructors, First aid provision, Medical information reviewed, Emergency contact numbers carried, Weather monitored and Regular head counts.

Many of these areas are already included in the template but must be personalised to the context of the activity you are risk assessing. There are also some examples of risk control measures for general and specific activities, found in Appendix 4.

7. USING THE RISK MATRIX

EIFA uses a 5 × 5 Risk Matrix to assess the level of risk. The risk matrix is a decision-support tool. It provides a consistent method of assessing and comparing risks across the school, but it does not replace professional judgement. Staff should always consider the nature of the activity, the age and needs of the pupils, and any dynamic factors that may arise before, during or after the activity.

The matrix considers two factors:

- Likelihood – How likely is the event to occur?
- Severity – If it did occur, how serious would the consequences be?

Multiply the two scores together to obtain the overall risk rating.

Please see the tables below for explanations of the scores.

Likelihood		
Score	Description	Guidance
1	Rare	Very unlikely to occur
2	Unlikely	Could occur but not expected
3	Possible	May occur occasionally
4	Likely	Expected to occur unless additional controls are in place
5	Almost Certain	Expected to occur frequently.

Severity		
Score	Description	Guidance
1	Insignificant	No injury or very minor inconvenience
2	Minor	First aid treatment only
3	Moderate	Medical treatment required
4	Major	Serious injury requiring hospital treatment
5	Catastrophic	Fatality or life changing injury.

Risk Rating		
Score	Risk Level	Required Action
1 - 4	Low	Proceed using normal control measures. Monitor throughout the activity.
5 - 9	Medium	Additional control measures should be considered before proceeding.
10 - 16	High	Significant additional controls required. Approval from a senior leader should be obtained before the activity proceeds.
17 - 25	Very High	Activity must not proceed until the risk has been reduced to an acceptable level.

8. DYNAMIC RISK ASSESSMENT

Risk assessment is an ongoing process.

Staff should continually monitor changing circumstances throughout the activity.

Examples include:

- Weather deteriorates.
- A pupil becomes unwell.
- Equipment becomes damaged.
- A venue changes its arrangements.
- Staff numbers reduce unexpectedly.

If circumstances change, staff should stop and review the activity before deciding whether it is safe to continue.

9. AFTER THE ACTIVITY

Following the activity, staff should complete the review section.

Consider:

- Were the planned control measures effective?
- Did any accidents or near misses occur?
- Were additional controls required?
- What improvements could be made for future activities?

This information helps improve future planning and supports continual improvement.

10. KEY PRINCIPLES

When completing a risk assessment, remember:

- Focus on reasonably foreseeable risks, not every possible hazard.
- Keep the assessment proportionate to the activity.
- Consider the age, maturity and needs of the pupils.
- Ensure suitable supervision throughout.
- Review the assessment if circumstances change.
- Seek advice if you are unsure.
- Do not allow paperwork to become a barrier to educational opportunities. Good planning enables safe and enriching experiences for pupils.

Appendix 2: Risk Assessment Template

Please use this template as a basis for any day trips and/or visits, residentials, sporting activities, daily park recreation activities, outdoor learning and any other higher risk activity.

If you need assistance with completing a risk assessment, please contact the External Visits Coordinator.

RISK ASSESSMENT							
Name of person completing the risk assessment:					Date:		
Trip destination/Activity:							
Educational purpose of trip/visit/activity: Please describe the educational purpose and intended learning outcomes.							
Location:		Date(s):		Departure time:		Return time:	
Visit Leader:		Nr. of pupils:		Year group(s):			
Supporting Staff:						Ratio of adults to pupils:	

Area of Information	Details
Travel details: Give details of the modes of transport to be used for the trip and drop off and pick up information. Please consider: ● Coach travel, Walking, Public Transport, Private Vehicles ● Driver Details - has due diligence taken place with the company ● Seat Belts - is the transport to be used fitted with seatbelts? ● Collection Procedures - What time(s) and where?	
Venue details: It is important to carry out due diligence on any venue being considered for a pupil trip. Please include information on the following: ● Venue Address, Venue Contact Person ● Venue Risk Assessment Received/carried out - please note, for venues too far away to visit beforehand, look for information on their website and request copies of safety information if a Risk Assessment is not available ● Accessibility - can the venue cater for all pupils attending? ● Toilets - are there adequate facilities in the venue? Who will check them before pupil use? ● Shelter - is there safe space in the event of an emergency? ● Security - arrangements at the venue	

Area of Information	Details
Supervision details: • Adult/Pupil Ratio • Group Lists • Head Counts • Lost Child Procedure - clarify the procedure you will follow • Meeting Point - Will parents be dropping off/picking pupils up from a meeting point or back at School • Will consent forms be required and who is responsible for ensuring these are received?	Head Counts: To be conducted: • Before departure • On arrival • Before leaving venue • At regular intervals
Medical details: • Medical List - List all pupils with known medical conditions/Individual Healthcare Plan (IHP) • Medication - List any prescribed medication to be taken by a pupil on the trip • Allergies - List allergy information for pupils/staff attending • First Aid Kit - Who will check the contents and carry this? • Emergency Medication - List any to be taken and who will be responsible for it • Who is the qualified Paediatric First Aider/First Aider present on the trip? • Where is the nearest hospital in the event of a medical emergency?	
Pupils requiring additional consideration: • SEND • Behaviour • Other needs	

Unless otherwise stated, the following control measures apply to possible hazards for all EIFA activities	
Hazard	Control Measure
Lack of staff awareness	All staff attending the trip have read this risk assessment.
Inadequate supervision of pupils	Appropriate supervision ratios are maintained, at all times.
Non-preparation for emergency situations	Registers and emergency contacts are carried.
Inability to assist with medical incidents	Medical information is reviewed before departure.
Unable to administer First Aid	- First aid equipment is available - Trained First Aider accompanies every activity - Paediatric First Aider present for trips involving EYFS pupils.
Poor pupil behaviour	Pupils are briefed regarding behaviour expectations.
Pupils unaware of safety precautions	Pupils are briefed on safety information.
Safeguarding issue unidentified	Safeguarding procedures are followed at all times.
Dynamic risk assessment undertaken during the activity	If any changes occur.
The weather forecast is checked	Suitable clothing/equipment is confirmed before the activity commences.
Loss of contact	At least one mobile telephone is available.

What are the hazards?	Who might be harmed?	Initial risk rating H, M, L (Likelihood x Severity)	What control measures are already in place? Are they sufficient?	What additional control measures are required/needed?	Action to be taken, who by and when	Complete	Residual risk rating H, M, L (Likelihood x Severity)
Travel Hazards:							
All accidents (including slips, trips and falls)	Pupils and staff						
Collision with vehicular traffic (roads with pavements)	Pupils and staff						
Collision with vehicular traffic - when crossing roads	Pupils and staff						
Travel by tube	Pupils						
Safeguarding Hazards:							
Child Protection issue	Pupils						
Lost Child	Pupils						
Crowds of people	Pupils						
Use of public toilets	Pupils						
Person becomes ill or injured	Pupils and Staff						

What are the hazards?	Who might be harmed?	Initial risk rating H, M, L (Likelihood x Severity)	What control measures are already in place? Are they sufficient?	What additional control measures are required/needed?	Action to be taken, who by and when	Complete	Residual risk rating H, M, L (Likelihood x Severity)
Catering Hazards:							
Lunch arrangements - Exposure to inappropriate food	Pupils and Staff with allergies						
Inadequate water supply	Pupils and Staff						
Environmental Hazards:							
Severe weather conditions	Pupils and Staff						
Terrorism incident	Pupils and Staff						
Travel disruption	Pupils and Staff						
Activity specific hazards - please adapt the risks in this section depending on the type of activity you are assessing.							

Approvals

For Visits, Trips and Residential Trips, this risk assessment must be signed by the Educational Visits Coordinator.

Teaching staff arranging an activity should pass their completed form to their Line Manager.

All risk assessments will be passed to the Head of School and Head of Administration and Compliance for final approval.

Role	Name	Signature	Date
Activity Leader			
Line Manager			
Educational Visits Coordinator (EVC)			
Head of School/Head of Administration			

Dynamic Risk Assessment

If any circumstances change during the trip, please complete a brief Dynamic Risk Assessment below:

What circumstances have changed?

- ☐ Weather
- ☐ Behaviour
- ☐ Equipment
- ☐ Venue

- ☐ Medical issue
- ☐ Traffic
- ☐ Staffing
- ☐ Other

Action Taken: Please provide details of any changes and resulting actions taken

Accidents/Incidents and near misses. Record details of any accidents/incidents and near misses in the space below:

Post activity review

Were the planned control measures effective: ☐ Yes ☐ No

What worked well:

Improvements for future activities:

Appendix 3: Example Control Measures

General	
Hazard	Standard Control Measures
All accidents (including slips, trips and falls)	• Prior inspection of the intended journey has been undertaken by the group leaders to identify potential hazards and choose safe walking route • The route has been planned to avoid fast or dangerous junctions or sections of road • Usual walking procedures have to be followed: pupils line up in twos and follow the leading member of staff. • Pupils are reminded to listen to instructions at all times.
Collision with vehicular traffic (roads with pavements)	• Pupils are given appropriate briefing regarding hazards and required behaviour e.g., remain on pavements unless instructed otherwise, courtesy to the public, etc. • The planned route utilises wide pavements where possible. • The planned route will crossroads only at designated crossing points or at specified locations which are considered to be low risk. • Pupils will be briefed not to crossroads, unless and until specifically instructed to do so by staff. • One member of staff always stays behind the last pupil.
Collision with vehicular traffic - when crossing roads	• Pupils given appropriate briefing regarding required behaviour when crossing roads e.g. walk, utilise pedestrian islands, cross in waves/small groups. • Pupils only to crossroads when specifically directed to do so by staff. • Staff will be appropriately positioned and clearly visible to signal traffic to stop and guide the group safely across.
Travel by tube	• Line up before entering the tube station. • Regular head counts by members of staff. • Remind pupils to be careful when approaching the stairs and escalators. • Remind pupils to line up in a single line and to the right on the escalators. • Adults to supervise children getting on and off the tube. • Pupils are split in small groups to enter and exit the tube, each with an assigned adult. • Pupils are reminded not to run into a carriage if a tube is on the platform. Pupils are lined up along the platform's wall, split in their smaller groups and wait for a new tube train to arrive. • Staff members/adults enter and get off the tube last. • Group leader makes sure no pupils is left on the platform when entering the tube or left in the carriage when exiting the tube.
Child Protection issue	• All children will be under accompanying adult supervision at all times. • No child to be unsupervised with an adult volunteer without a DBS check • School Child Protection and Safeguarding Policy to be followed.

Lost Child	- Regular head counts to take place, particularly when leaving/boarding a new means of transport and leaving / entering buildings. - Before departure children to be informed about what to do if they get lost (go to an established meet point/find an adult e.g. Tube staff member/venue worker to call the school). - Children given sense of responsibility for keeping with the group.
Crowds of people	EIFA High Visibility jackets to be worn by pupils and staff
Use of public toilets	- The lavatories are public so staff will accompany child/children, check the lavatory block is accessible and safe - No child to be unsupervised with an adult volunteer without a DBS check
Person becomes ill or injured	- First Aid administered by qualified First Aider - If appropriate, travel route diverted to the nearest hospital or to wait for an ambulance. - Parents to be immediately informed. - A designated adult to stay with child until medical assistance received. - Supervision reorganised to take into account missing staff member. - If supervision then falls below required standard, the group will return to school early or wait for a new member of staff to join the group.

SPORTS & PE

Hazard	Standard Control Measures
Collision between pupils	Appropriate groupings. Rules explained. Active supervision maintained.
Incorrect use of equipment	Demonstration given. Equipment appropriate for age and ability.
Damaged equipment	Equipment checked before use. Faulty equipment removed immediately.
Playing surface	Surface inspected before activity. Unsafe areas avoided.
Goalposts	Correctly secured before use.
Jewellery	Removed or made safe before activity.
Dehydration	Water available before, during and after activity.
Heat	Shade used where appropriate. Regular drinks breaks.
Cold weather	Appropriate clothing worn. Warm-up completed.
Lightning	Activity stopped immediately. Pupils moved indoors.
Asthma	Inhalers immediately available. Staff aware of pupils' medical needs.
Concussion	Staff follow school concussion procedures. Parents informed where appropriate.

EDUCATIONAL VISIT (DAY TRIP)	
Hazard	Standard Control Measures
Coach travel	Licensed operator. Seat belts worn. Register taken before departure.
Boarding/alighting	Staff supervise pupils throughout.
Road crossings	Adults positioned front and rear. Use designated crossings.
Walking in public	Buddy system. Small supervised groups.
Crowds	Frequent head counts. Agreed meeting point.
Lost child	Lost Child Procedure implemented immediately.
Public toilets	Appropriate supervision maintained.
Lunch arrangements	Allergy information checked. Drinking water available.
Behaviour	Expectations reinforced before visit.
Venue evacuation	Follow venue emergency procedures.

RESIDENTIAL VISIT	
Hazard	Standard Control Measures
Travel	Licensed transport provider. Registers maintained.
Accommodation	Fire procedures explained on arrival.
Fire	Assembly point identified. Rooms checked during evacuation.
Night supervision	Staff rota established. Regular room checks.
Medication	Secure storage. Administration recorded.
Food allergies	Catering provider informed. Medication available.
Swimming	Qualified instructors and lifeguards. Separate activity assessment completed.
Free time	Boundaries agreed. Staff supervision maintained.
Missing pupil	Curfew, room checks and search procedure in place.
Safeguarding	Appropriate supervision maintained. Staff follow safeguarding procedures.
Behaviour	Residential code of conduct explained before departure.