RISK ASSESSMENT POLICY

Identify hazards, control risk and verify safe delivery

EFFECTIVE: SEPTEMBER 2026 | REVIEW: SEPTEMBER 2027 | IMPACT AP

1 | SCOPE AND LEADERSHIP

Cover both sites, individual learner needs, practical subjects, equipment, transport, visitors and off-site activities. Kate Willis ensures competent assessment, resources and review. Staff stop an activity if a serious risk is uncontrolled and tell the responsible lead. A general policy does not replace site, activity or individual assessments.

2 | ASSESSMENT BEFORE DELIVERY

Identify what could cause harm, who may be affected and how. Consider learners, staff, visitors and people who need additional protection. Consult those who know the task and the learner. Record the location, assessor, date and activity rather than relying on an unsigned generic template.

3 | EVALUATE AND CONTROL

Assess the likelihood and severity of harm and existing controls. Remove the hazard where possible, then consider safer alternatives, engineering controls, procedures and protective equipment. Set clear additional actions, owners and deadlines. Do not rely on a numerical risk score to justify an activity that lacks essential safeguards.

4 | INDIVIDUAL LEARNER RISKS

Use relevant EHCP, medical, communication, sensory, behaviour and safeguarding information. Involve the learner, family and commissioner appropriately. Specify practical support and supervision rather than labelling a diagnosis as the hazard. Protect confidential information and review whether controls allow meaningful participation.

5 | PREMISES AND FIRE INTERFACES

Check actual routes, room use, stairs, storage, utilities and evacuation arrangements. Ashton basement access and its sole stair exit require specific assessment before use. Link fire and personal evacuation arrangements to the current fire risk assessment. Obtain competent specialist advice for structural, electrical or other technical hazards.

6 | PRACTICAL AND EXTERNAL ACTIVITIES

Assess tools, machinery, food, chemicals, sport, swimming and provider arrangements before delivery. Confirm staff competence, equipment checks, first-aid and emergency arrangements. Check external providers' assessments for relevance; responsibility is not discharged merely by obtaining a document. Record any conditions preventing an activity from proceeding.

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7 | AUTHORISATION AND BRIEFING

The responsible lead confirms that critical controls are in place before authorisation. Brief staff and learners accessibly, check understanding and identify who supervises each control. Keep current assessments available to those delivering the activity, including cover staff. Report any change that makes the assessment unreliable.

8 | CHANGING CONDITIONS

Use ongoing judgement when weather, staffing, equipment, learner wellbeing or the environment changes. Pause or adapt the activity where necessary and communicate the change. Dynamic assessment supplements recorded planning; it does not excuse failure to plan foreseeable risks. Document significant decisions and new controls after immediate safety is secured.

9 | REVIEW AND INCIDENTS

Review at least annually and sooner after incidents, near misses, changed premises, equipment, guidance or individual need. Check whether agreed actions were completed and effective. Preserve incident evidence and make appropriate statutory or safeguarding reports through relevant procedures. Withdraw superseded copies so staff do not use conflicting instructions.

10 | ASSURANCE AND ACCOUNTABILITY

Maintain an assessment register showing owner, version, review date and outstanding actions. Kate monitors overdue and high-priority actions; governance challenges unresolved risk. Seek learner and staff feedback on whether controls work. Communicate significant delivery restrictions to commissioners and agree safe alternatives rather than quietly continuing unsafe provision.

11 | POLICY CONTROL AND REVIEW

Policy owner: Kate Willis, Principal and Proprietor. Effective date: September 2026. Scheduled review: September 2027, or sooner after relevant changes, incidents or feedback. Record actual governance approval and implementation decisions and brief staff on their duties. These policy dates do not assert that approval, staff training or operational checks have already occurred. Use the Complaints or independent reporting route for concerns about implementation.

12 | SOURCES AND RELATED DOCUMENTS

Independent School Standards paragraph 16 for the proposed school; Health and Safety at Work etc. Act 1974 and relevant risk-assessment duties.

gov.uk/government/publications/regulating-independent-schools

Check current versions and apply according to Impact's legal and commissioning status.