



APPLEFORD SCHOOL
RISK ASSESSMENT – ACCESS TO RISKY AREAS POLICY
Responsibilities, Arrangements, Powers and Procedures
This policy applies to the whole school, including boarding

All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school. This policy also takes into consideration the National Minimum Standard (NMS) for residential special schools (RSS).

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (child protection). Our fundamental priority is our children and their wellbeing; this is first and foremost.

Monitoring and Review: Relevant risk assessments and any action taken in response to risk assessments will be monitored regularly by the Headmaster or a relevant senior member of staff.

This policy is subject to continuous monitoring, refinement and audit by the Headmaster (the Responsible Officer for Health and Safety), and the Head of Boarding. The Managing Director, who is also the Proprietor, will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

In undertaking the monitoring and review of relevant risk assessments and this policy (as necessary), the Headmaster or a relevant senior member of staff will seek to identify trends and understand issues of concern and to take steps to improve systems to manage these.

Signed:

Reviewed: September 2024
Next Review: September 2025

Mr David King
Headmaster

Dr Peter Gardner
Proprietor

Legal Status:

- Regulatory Requirements, Part 3 Welfare, Health and Safety of Pupils and Part 5 Premises and Accommodation of the Education (Independent school Standards) (England) (Amendment) Regulations, Section 547 of the Education Act 1997
- Prepared with regard to Health and Safety at Work etc Act 1974 and associated amendments and regulations including any relevant supporting documents including: The Management of Health and Safety at Work Regulations 1999, and The Regulatory Reform (Fire Safety) Order 2005, including any further amendments and supporting documents.
- Prepared with regard to the Equality Act 2010, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989 and Special Educational Needs and Disability Act 2001.
- Health and Safety: Department of Education (DfE) *Advice on legal duties and powers for local authorities, head teachers, staff and governing bodies* (DfE April 2022) and the Health and Safety Executive (HSE) *school trips and outdoor learning activities - tackling the health and safety myths* (HSE July 2011).
- The school has regard to Government recommended guidance and advice from the Outdoor Education Advisers' Panel (OEAP) on school trips and offsite activities.

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Introduction: Appleford is required under the Management of Health & Safety at Work Regulations to manage the level of risk in all of its activities. Put basically staff and managers should manage and reduce risk to reasonable levels by identifying what the basic level of risk is, and if necessary put in place controls to reduce risk. All staff should also be alert to changing circumstances and should take appropriate actions to reduce or stop an activity if the level of risk seems inappropriate. Risk assessments are also required by other legislation, i.e. COSHH, Manual Handling, Visual Display Screen Equipment etc. The results of and risk assessment and subsequent control measures should be made known to the staff, pupils and visitors concerned.

It is drawn up and implemented in accordance with the Education (Independent school Standards) Regulations 2014 (SI 2014/3283) (the **ISSRs**) and has regard to the Part 3 obligations of the Managing Director to make arrangements to safeguard and promote the welfare of pupils at the school by the implementation of a written risk assessment policy and the Part 8 obligations of those with leadership and management responsibilities to actively promote the wellbeing of pupils. It has regard to standards 6.3 and 13 of the National Minimum Standards for Boarding schools (the NMS) (Last updated 5 Sept 2022) and the Residential Special school Standards (RSS) derived from the NMS.

Purpose: The purpose of this policy is:

- to actively promote the wellbeing of all pupils, staff and volunteers at the school;
- to ensure that all employees of the school are aware of and follow the Appleford approach to pupil wellbeing; and to implement a framework for the assessment of risk(s) to the wellbeing of all who are at Appleford.

Risk Assessment: The school's risk assessment process covers both adults and children and includes:

- checking for hazards and risks both indoors and outside and in all activities and procedures;
- deciding which areas need attention, developing an action plan which specifies the action required;
- the timescales for action and any funding required

Lists of health and safety issues are checked:

- daily, before the start of morning school, termly; and annually, when a full risk assessment is carried out.

What is a risk assessment? A risk assessment is a careful examination of what, in an employee's work, could cause harm to them, so that it can be weighed up whether the Headmaster has taken enough precautions or should do more to prevent harm. The Managing Director is legally required to assess the risks in the workplace. In assessing the risks in the workplace, the Managing Director will require the Health and Safety Responsible Officer to:

- look for the hazards, decide who might be harmed and how;
- decide whether the existing precautions are adequate or whether more should be done;
- record the findings, review the assessment and if necessary, revise it.

Regular and systematic inspections and risk assessments of all potential hazardous substances and work activities will be made by, or under the authority of, the executive responsible for health and safety and will take into account all the relevant regulations and code of practice. Specialist advice will be obtained if necessary and the risk assessment will be reviewed periodically. The significant findings will be recorded and appropriate preventative and/or protective measures taken as necessary.

Looking for Hazards: You can look for hazards by:

- consultation and conducting inspections of the workplace, analysing jobs;
- adopting a "what if" approach, listing all Acts and Regulations as they apply to the workplace.

Manufacturers' instructions, accident records, ill health records, etc., can help to identify hazards.

Advice to all staff: Staff should only look for hazards which you could reasonably expect to result in significant harm under the conditions in your workplace. Use the following examples as a guide: slipping / tripping hazards (e.g. poorly maintained floors or stairs); fire (e.g. from flammable materials) chemicals (e.g. Floor cleaner); moving parts of machinery, (e.g. blades); work at height, (e.g. from ladders); pressure systems, (e.g. gas systems and bottles); electricity (e.g. poor wiring); dust fume (e.g. welding); manual handling; noise; poor lighting and low temperature.

Is risk adequately controlled? Have you already taken precautions against the risks from the hazards you listed? For example, have you provided:

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- adequate information, instruction or training, adequate systems or procedures?

Do the precautions:

- meet the standards set by a legal requirement, comply with a recognised industry standard?
- represent good practice, reduce risk as far as reasonably practicable?

If so, then the risks are adequately controlled, but you need to indicate the precautions you have in place. You may refer to procedures, manuals, school rules, etc. giving this information. If the risk is not adequately controlled, an 'action list' should be written.

Who Might be Harmed? When preparing a risk assessment there is no need to list individuals by name, just groups of staff conducting similar work, or why they may be affected, e.g.:

- teachers, classroom assistants, office staff, maintenance staff, contractors;
- people sharing your workplace, cleaners, parents/guardians/carers.

Pay particular attention to:

- staff with disabilities, visitors, inexperienced staff, lone workers.

Recording the Findings: Significant hazards and conclusions must be recorded and staff should be informed of the findings where relevant. The Headmaster should be able to show that:

- a proper check was made, you asked who might be affected;
- you dealt with all the obvious significant hazards, the precautions are reasonable and the remaining risk is low.

Staff must ensure that records are kept for future reference: an inspector may ask for them or in the case of any legal action they will be required.

Risk assessments should be recorded in one or more of the following ways:

- On a school Risk Assessment Form.
- On a specific health & safety risk assessment record from e.g. COSHH, Manual Handling, Visual Display Screen Equipment, Personal Protective Equipment.
- On an instruction or procedure document.
- Any other appropriate and approved record.

PART 1 – BUILDINGS – GROUNDS - ACTIVITIES

Risk Assessments at Appleford: In order to create a safer environment at the school and also to comply with HSE regulations, we are required to carry out Risk Assessments of any activity that involves a hazard. A hazard is defined as an activity that has the potential to cause harm to either pupils, staff, visitors or members of the public.

AREA/ACTIVITY COVERED: General classroom activities

SIGNIFICANT HAZARDS: slips, trips, fall, electric shock and fire

Control measures: The layout of all teaching rooms will be such as to ensure ease of exit in the event of fire. Access to the exit door, including any additional fire exit doors will be free of obstruction and readily accessible. All aisles between desks or other furniture will be of sufficient width to allow easy passage taking account of the numbers using them. Fire exit routes will be clearly marked in all corridors serving teaching rooms. On entering teaching areas staff will ensure that they are in a safe condition. This will involve ensuring that floors are free of obstructions and trip hazards e.g. trailing cables; that electric socket outlets are free of physical damage or discoloration due to overheating and that no other hazards are present e.g. inappropriate substances left in the teaching area. Any faults from accidental damage that may give rise to significant risks will be reported and remedial action taken. Immediate action will be taken to prevent danger where there is a significant risk. All electrical equipment e.g. televisions, overhead projections etc will be correctly fused, maintained in a safe condition and will be protected by a residual current device. All new equipment will be CE marked where appropriate. An Inspection and testing procedure will be carried out by a professional body once every two years and documented.

Where manual handling has to be carried out e.g. moving large items of furniture or equipment, this will be done by the Maintenance team in the appropriate way. All equipment and other items stored in teaching rooms will be stored safely. Items will not be stored

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in situation where they may give rise to risk of manual handling injury or where they may fall and cause injury e.g. heavy items on tops of cupboards. Where access is required to shelves etc above head height, appropriate step stools or steps will be readily available and used. Items will not be stored where they may cause obstruction or be a trip hazard.

Information & Supervision: A DBS check as appropriate will be carried out in respect of all personnel whose work may bring them into unsupervised contact with children. All teaching staff will have such specialist training and knowledge as is necessary to ensure safety in respect of the activities they are supervising.

AREA/ACTIVITY COVERED: Indoor and outdoor sports and games activities

Control Measure: Supervision by qualified and competent staff is the principal control measure in respect of pupil safety during physical education and sports activities. There is no professional or legal requirement for a teacher to have a specific award or accreditation before teaching any physical education activity but the school must be satisfied that teachers or others who supervise such activities are competent to do so. All staff will be given relevant medical/emergency information in respect of pupils liable to suffer adverse medical problems arising from involvement in any physical education or sports activities. Staff will ensure that each pupil is physically fit for any activity they may undertake and that pupils know how to use safely all the equipment that they are required to use. Where appropriate, staff will ensure that suitable warm-up exercises are performed prior to the start of games and similar strenuous activities.

All outdoor playing fields/areas and the equipment used on them, including fixtures such as goalposts etc will be suitable for the purpose for which they are used. Hazards may include damage to surfaces, glass, small potholes, stones, dog faeces or insecure/unstable/unsuitable equipment. Surfaces may also be unsafe as a result of ice, frost or excess surface water. Staff will make a simple visual inspection of playing areas etc before any activity begins to ensure the conditions and equipment are safe. Where pupils are to be involved in the setting out of equipment etc. they will receive appropriate instruction and supervision in respect of how to carry this out safely. In particular staff will ensure that pupils do not lift loads in an unsafe way, not lift excessive loads having regard to their physical development. A first aid container will be maintained in, or in the immediate vicinity of, each sports area. A travelling first aid kit will be taken to all sporting events away from the school premises. Where the supervising member of staff is not a qualified first aider, there will be a reasonable access to such a person.

Information, Training and Supervision: Levels of supervision of sporting activities will be sufficient to ensure the health and safety of those taking part. Factors to consider are the nature of the activity; the age, ability, physical and behavioural characteristics of participants and any relevant medical conditions. It is recommended that the staff responsible for physical education lessons should have a first aid qualification.

AREA/ACTIVITY COVERED: Off-site activities and visits

Significant hazards: Security, slips, trips and falls; health problems arising from contact with animals.

Control Measures: All offsite visits/expeditions must be authorized by the Headmaster. Pupils will only participate in off-site visits with the written consent of their parent/guardian/carer. Parents/guardians/carers will be given details of each trip and will give their consent. Adequate levels of supervision will be maintained during all off-site activities. The following factors will be taken into account:

- The number of pupils involved and the duration of the journey
- The gender, age and ability of group members and the nature of any accommodation to be used
- Any requirements of the locations to be visited and first aid cover

Where reasonably practicable, all accommodation should be assessed for suitability prior to visits taking place. All accommodation should be clean, in good repair, well-lit and well ventilated and there should be enough space to allow pupils to live in comfort with an appropriate number of showers/baths, wash basins and toilet facilities. Kitchen and dining facilities should be clean and well organised with food being freshly cooked and served immediately. In cases where a facility is being used for the first time, a pre-visit by a member of staff will be appropriate. If staff do not sleep in the same block there should be a duty teacher of appropriate gender whenever the pupils are in the accommodation. Children and staff will occupy separate rooms on residential visits, according to gender. Teachers must make themselves and pupils aware of fire exits and evacuation procedures. A fire evacuation practise should be carried out early in the visit. The teacher is to retain pass keys in order to gain entry to all self-locking doors in an emergency. An assessment of risk will be made prior to any off-site activity or visit.

All staff will be given relevant medical/emergency information in respect of pupils liable to suffer adverse medical problems during in or arising from off-site visits. Staff will ensure that each pupil is physically fit for any activity they may undertake. The group leader and other staff will monitor risks throughout the visit and take necessary actions appropriately. Clear rules of conduct will be established and communicated to pupils in respect of acceptable behaviour during off-site visits and journeys. Appropriate footwear, personal protective clothing and equipment will be worn by staff and pupils during visits. This may include wellingtons and weather resistant outer clothing. A first aid container will be available on all off-site visits.

Teachers are reminded to avoid any 1:1 situations with pupils that might be open to misinterpretation. All accompanying adults have a duty of care. Teachers should remember that they are loco parentis at all times on the visit and thus responsible for the well-being and safety of the children. A system of pupil recall is essential with work in the open environment, on water or during swimming activities. The system should be simple, understood by all and practised beforehand. A system is implemented to attract the attention of children when it is necessary for the pupils to re-join the main group. Children should never be on their own, but remain in the group. In the event of Outdoor Activity Centres being used for activities such as hill walking, rock climbing, sailing, canoeing etc and assessment of the suitability of the centre, qualifications, suitability and experience of the staff etc will be made prior to them taking place.

AREA/ACTIVITY COVERED: All building and grounds maintenance and related activities.

Significant hazards: Machinery hazards; electric shock; falls from height; slips, trips and falls.

Control Measures: All machinery and work equipment will be suitable for the purposes for which it is used. It will be maintained in a safe condition. It should be stored in the locked shed and never left unattended on the school grounds or building. An inspection and testing procedure will be maintained in respect of all portable electrical appliances. This will be carried on a rolling basis by a competent person. In the case of IT equipment, this will be every 3 years. Records will be kept of this inspection. The last inspection was held throughout 2019 and is ongoing. All electrical equipment will be suitable for the purposes for which it is used, will be correctly fused and will be maintained in as safe condition. Suitable precautions shall be taken to reduce the risks associated with working at height. Access equipment will be suitable for the purpose. Ladders will be used when suitable. When they are not scaffolding will be used. This will be erected by competent persons and subject to inspection in accordance with statutory requirements. Staff will not undertake manual handling activities that present significant risk unless they have received appropriate training.

The buildings will be maintained in a safe condition. Where deterioration/wear and tear could give rise to significant risk to health and safety, monitoring will be carried out. Where appropriate, schemes of preventative maintenance will be put in place to further minimise risk. Staff will be encouraged to report accidental damage and other faults and remedial action will be taken before significant risks arise. The selection of contractors will be undertaken by the Caretaker. They will seek to ensure the selection of competent contractors, effective collaboration between the school and contractors in the performance of contracts and to monitor the health and safety performance of contractors. A fire risk assessment will be carried out and reviewed as necessary e.g. in the event of changes to buildings. Fire arrangements will be recorded and fire evacuation procedures established and maintained in respect of potential evacuations during the day. Suitable personal protective equipment will be provided in respect of all activities where it can further reduce risk. Cleaning of the school building will be done by competent persons and all cleaning materials kept in a locked cupboard. They will only use products that have been authorised by the Health and Safety Responsible Officer.

Review and Revision: If there is a significant change in working practices, e.g. purchase of new machinery or substances, employment of new staff, etc., this could present new hazards, the school will review assessments to ensure precautions are still working effectively. All risk assessments should indicate on them the required review period that should be:

- at least annually where there is a generic risk assessment and on each occasion when it is an activity/site specific assessment;
- also at regular periods dependent of the level of risk of the activity;
- immediately following an accident (or a near miss) and when new activities are introduced

The review should be signed and dated by the person completing the form. A copy of the completed reviewed/updated risk assessment should be forwarded to the Health and Safety Responsible Officer.

Guide to Risk Assessment: The activities listed below have been graded on a scale (Low, Medium or High) in accordance with the seriousness of the injury they could cause.

Severity of hazard

Low = No hazard; Slight, could cause minor cuts or bruises; Minor, could cause wound needing on site first aid treatment

Med = Moderate, could cause wound needing treatment at local surgery; Could cause wound needing hospital treatment; Fractures,

dislocations, breakage of bones needing hospital treatment

High = Head wounds and concussion needing hospital treatment; Permanent maiming or disfigurement; Could cause permanent total disablement or death; Could cause multiple fatality

| Example Risk Assessment – Grounds and Buildings | | | | | | | | |
|--|---------------|---------------|-----------------|---|---|--|------------------------------|--|
| Risk Assessment for: Outside Grounds | | | | Date of Risk Assessment: March 2016 | | | Review Date: March 2017 | |
| Carried out by: school Site H&S RO | | | | Approved by: Headmaster | | | Signed: | |
| What are the Hazards? | Level of risk | | | Who might be harmed and how? | Action to be taken to lower the risk. | Action by whom? | Action by when? | Level of risk reduced to low (below 5) |
| | Low 1 - 5 | Med 6 - 10 | High 11 - 25 | | | | | |
| External fixtures of building; Broken Guttering, drainpipes etc. Damage not appropriately Reported and dealt with. | | | ✓ | Pupils, Staff and Visitors | External fixtures regularly checked/inspected. Clear procedures for reporting any damage. Maintenance carried out as needed. Records of maintenance kept for reference. | All using the outdoor area. Site Manager/Teacher s/ to monitor. | Daily, from now on Sept 2015 | ✓ |
| Ice & Snow, (seasonal) | | | ✓ | Pupils, Staff and Visitors – risk of slipping and falling | Maintenance to clear snow and ice and put down salt. Pupils will be advised to take care on icy areas. Certain pathways or routes not to be used where considered too hazardous. | All using the outdoor area. Site manager/Staff to monitor. | Daily, from now on Sept 2015 | ✓ |
| Rubbish Bin Area Hygiene risk Animal Infestation Access for emptying by refuse collectors | | ✓ | | Pupils, Staff and Visitors | All rubbish to be put in the bins and the area should be kept clean and tidy. Rubbish collected twice a week. | All using outdoor area. Site Manager/ Staff to monitor. | Daily, from now on Sept 2015 | ✓ |

PART 2 – PUPIL WELFARE

Responsibilities: The Headmaster and Head of Boarding will:

- ensure that pupil's health, safety and well-being is adequately protected;
- ensure that all staff are aware of, and adhere to, the school's policies and procedures on pupil health, safety and welfare;
- ensure that key staff have clearly established roles and responsibilities;
- ensure that staff are appropriately trained to deal with pupil welfare issues;
- ensure that where concerns about a pupil's welfare are identified, the risks are appropriately managed;
- consult with staff, pupils, parents and others, where appropriate, to find practical solutions to welfare issues;

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- ensure that standards of pupil welfare at the school are regularly monitored both at an individual level and across the whole school community to identify trends and issues of concern and to improve systems to manage these.

Pupil welfare: The Managing Director and the Advisory Board recognises its responsibility to safeguard and promote the welfare of pupils in its care. This responsibility encompasses the following principles:

- to support pupils' physical and mental health and emotional well-being (as well as their social and economic well-being);
- to protect pupils from the risk of harm and/or neglect;
- to recognise that corporal punishment can never be justified;
- to provide pupils with appropriate education, training, recreation and development activities both indoors and out;
- to encourage pupils to contribute to society;
- to protect pupils from the risk of radicalisation, extremism and being drawn into terrorism;
- to build pupils' resilience to radicalisation by actively promoting fundamental British values, enabling pupils' to challenge extremist views;
- to assess the risk of children being drawn into terrorism and to provide appropriate support for those identified as being at risk;
- to ensure that pupils are provided with a safe and healthy environment so far as reasonably practicable; and
- to manage welfare concerns effectively.

The school recognises that individual pupils may have needs which arise from physical, medical, sensory, learning, emotional or behavioural difficulties which require provision additional to or different from that generally required by young people of the same age in mainstream schools. The school is committed to promoting and safeguarding the welfare of all of its pupils having regard to the special requirements of individual pupils but, where appropriate or necessary, balancing the special requirements of individual pupils against the school's responsibilities to promote and safeguard the welfare of all its pupils.

The school addresses its commitment to these principles through:

- **Prevention** - ensuring that all reasonable measures are taken to minimise the risk of harm to pupils and their welfare by:
 - ensuring through training that all staff are aware of and committed to this policy and the values set out;
 - establishing a positive, supportive and secure environment in which pupils can learn and develop;
 - including in the curriculum, activities and opportunities for PSHE which equip pupils with skills to enable them to protect their own welfare and that of others; and
 - providing medical and pastoral support that is accessible and available to all pupils.
- **Protection** - ensuring all appropriate actions are taken to address concerns about the welfare of a pupil, whether of a safeguarding nature or otherwise. This includes:
 - sharing information about concerns with agencies who need to know and involving pupils and their parents appropriately; and
 - monitoring pupils known or thought to be at risk of harm and formulating and / or contributing to support packages for those pupils.

The school recognises that pupil welfare and well-being can be adversely affected by many matters whether in or away from school, including abuse, bullying, radicalisation, behavioural and health issues. The school has developed this policy and the policies in the table below, which set out full details of its procedures to safeguard and promote pupil health, safety and welfare in accordance with its duties under Part 3 of the ISSRs and the and details of those with overall responsibility for risk assessment.

Risk assessment: Pupil safety and welfare at the school is paramount. The school has various systems to ensure that pupil welfare is safeguarded and promoted including the use of daily diaries, boarding team meetings, and weekly report sheets. These are regularly reviewed by the senior leadership team and overseen by the senior management team. Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed, appropriate action will be taken to reduce the risks identified, and this will be recorded and regularly monitored and reviewed.

The format of any assessment of risks may vary and may be included as part of the overall response to a welfare issue and/or by using the attached risk assessment form where appropriate. Regardless of the form used, the school's approach to promoting pupil welfare will be systematic and pupil focused. The information obtained through this process and the action agreed will be shared, as appropriate, with other staff, parents and third parties in order to safeguard and promote the welfare of a particular pupil or of pupils generally.

Staff completing a Risk Assessment for an off-site visit or educational trip must have the Risk Assessment approved by Mr Mark Ball at least two weeks prior to the event. All other Risk Assessments must be approved by one of the following: Lloyd Shipstone NEBOSH (Room and Internal Risk Assessments) Tony Sherwood/Megan Allen (Boarding and Outboarding Risk Assessments).

Safeguarding / child protection: With regard to safeguarding risks, and in accordance with current statutory guidance, including *Keeping children safe in education* (DfE: 2024) and *Working together to safeguard children* (Feb 2019) and Part 3 of the ISSRs and the NMS, currently in force, the school has systems in place to identify pupils who may be in need of extra help. For those who are suffering, or are likely to suffer significant harm, we will take appropriate action to address and mitigate those risks by working in conjunction with social care and the police. This includes pupils who are identified as being at risk of radicalisation. With reference to our Prevent Duty, the Channel Police Practitioner, health services and other services, where appropriate or necessary are informed. Details of the school's safeguarding procedures are set out in the Safeguarding Policy. Further guidance on how staff should ensure that their behaviour and actions do not place pupils or themselves at risk of harm, or of allegations of harm to a pupil, is also set out in Staff Code of Conduct.

Protection from radicalisation and extremism: Details of the school's procedures to prevent pupils from becoming radicalised and/or being drawn into extremism and/or terrorism in accordance with the guidance in *Prevent Duty Guidance* for England and Wales 2015 (HM Gov: Last updated 01 April 2021) and the *Departmental advice on the Prevent Duty* (DfE) are also contained within the Safeguarding Policy. The school will meet these obligations by assessing the risk of pupils being drawn into radicalisation and/or extremism and/or terrorism and putting in place control measures to support those at risk.

The school is committed to providing a safe space in which pupils can consider and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The school will ensure that the arrangements for visiting speakers, whether invited by staff, pupils or parents, are suitably risk assessed before the visit takes place and that clear protocols are in place to ensure that those visiting speakers are suitable and are appropriately supervised when on school premises.

Anti-bullying: The school has a written Anti-bullying policy which covers the school's approach to the management of bullying and cyber bullying.

Behaviour: The school has a written behaviour policy which sets out how it promotes good behaviour amongst pupils at the school and the sanctions to be adopted in the event of pupil misbehaviour. This policy contains further information about the school's performance of its duties under the Equality Act 2010 (and reasonable adjustments made for pupils with disabilities), support systems for pupils and liaison between parents and other agencies.

Health and safety: In accordance with its obligations under the Health and Safety at Work etc Act 1974 and with Part 3 of the ISSRs, Appleford as an employer has a duty to ensure the health, safety and welfare of employees and the health and safety of pupils and others affected by the schools' operations, so far as is reasonably practicable. The school will meet this requirement by taking a sensible, proportionate and holistic approach to management of health and safety issues in accordance with its obligations and its health and safety policies and its policy on risk assessment of health and safety issues.

Reporting: When assessing risks to pupil welfare and well-being at the school, all staff should also consider whether the matter should be reported to outside agencies and /or regulatory bodies, including but not restricted to, Children's Services, the Police, (including, in relation to those identified as being at risk of radicalisation, the Channel Police Practitioner), Ofsted, CAMHS etc.

Unless provided for otherwise in the school's policies or in statutory guidance, the member of staff concerned should discuss the decision to report to outside agencies and /or regulatory bodies with the Headmaster and/or the Designated Safeguarding Lead (where appropriate) before making such a report.

If, at any point, there is a risk of immediate serious harm to a pupil, a referral should be made to children's social care immediately. Anybody can make a referral. If the pupil's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point. Wherever the school proposes to share information under this policy or related welfare policies, it will have due regard to the principles set out in the DfE advice note, "Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers" (currently in force).

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Appendix 1
RISKY AREAS OF THE SCHOOL
TO WHICH UNAUTHORISED ACCESS BY PUPILS IS DENIED
(Annex A)

| BUILDING OR AREA | CONTROL MEASURES |
|---|--|
| Beyond the limit of the School grounds | <ul style="list-style-type: none"> • Out of Bounds notices • Specifically mentioned to pupils at briefing sessions |
| Beyond the designated Out of Bounds Areas | <ul style="list-style-type: none"> • Out of Bounds notices • Specifically mentioned to pupils at briefing meetings |
| Main Road | <ul style="list-style-type: none"> • Specifically mentioned to pupils at briefing meetings |
| Main kitchen facilities, including outdoor kitchen yard | <ul style="list-style-type: none"> • Manned by kitchen staff for significant part of the day • Kitchen locked when unmanned • Specifically noted as “out of bounds” on gate |
| Laundry | <ul style="list-style-type: none"> • Manned by laundry staff for significant part of the day • Sign in place showing no entry to pupils without adult supervision |
| Roof voids and lofts | <ul style="list-style-type: none"> • Accesses locked / secured |
| Roofs | <ul style="list-style-type: none"> • Accesses locked / secured |
| Ceiling voids | <ul style="list-style-type: none"> • Accesses locked / secured |
| IT Rooms and cabinets / Food Technology Room / Science Rooms and Science prep Room / Art Room / Sports Hall | <ul style="list-style-type: none"> • Accesses normally locked, entry under adult supervision only. |
| Car Parking areas | <ul style="list-style-type: none"> • Specifically mentioned to pupils at briefing meetings |
| Climbing Wall | <ul style="list-style-type: none"> • Specifically mentioned to pupils at briefing meetings |
| Entrance/Driveway | <ul style="list-style-type: none"> • Specifically mentioned to pupils at briefing meetings |
| Caretakers Store Room (Sports Hall) | <ul style="list-style-type: none"> • Access is locked |
| Groundsman Store | <ul style="list-style-type: none"> • Access is locked (mowers undercover but all keys removed when unattended). |
| Boarding Houses | |
| Cedar House (Off site boarding houses) | Pupils are not permitted in private Houseparent’s rooms. Pupils are not permitted offsite or outside without permission. Access to loft is normally locked. |
| Willow House, The Beeches, Elm House (On site boarding houses) | Pupils are not permitted in private Houseparents’ rooms. Pupils are not permitted offsite or outside without permission. Access to loft is normally locked. |

Appendix 2

Guidance on risk assessment: A pupil welfare risk assessment is a careful examination of what could cause harm to pupil welfare and to consider appropriate control measures, so that you can weigh up whether the school has taken adequate precautions or should take additional steps to prevent the risk of harm. The purpose of a risk assessment is not to create huge amounts of paperwork, but rather to identify sensible measures to control real risks - those that are most likely to occur and / or will cause the most harm if they do. When thinking about our risk assessment in this context, we remember:

- a welfare issue is anything that may harm a pupil; to include cyber-bullying, abuse and the risk of radicalisation and extremism.
- the risk is the chance that a pupil could be harmed, together with an indication of how serious the harm could be if it occurs.

Step 1: Identify the issue: First you need to work out how pupils could be harmed. This will generally be set out in the concern raised about a pupil's welfare.

Step 2: Decide who might be harmed and how: Identify individual pupils or groups of pupils who might be harmed and how they might be harmed by the concern raised.

Step 3: Evaluate the risks and decide on precautions: Decide what to do about the risks.

*Appleford school is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment.
 It is our aim that all pupils fulfil their potential.*

Compare what you currently do with what is required by law, DfE guidance or is accepted good practice. If there is a difference, list what needs to be done to protect the pupil's welfare. Where appropriate take into account any special requirements or protected characteristics.

Step 4: Record your findings and implement them: Make a written record of your significant findings - the concern, the issues, how pupil(s) might be harmed and what arrangements the school has in place to control those risks. There is no prescribed format for this record but any record produced should be simple and focused on control measures and the steps the school proposes to take to manage the risk.

Step 5: Review your risk assessment and update, if necessary: Review what you are doing for the pupils identified and across the school generally and monitor and review the efficacy and /or the outcome of the measures you have put in place on a regular basis, or as required.

