

Grateley House School

Risk Assessment Policy 2025-26

Policy Reviewed By	Terry Kelly, Head of Education
Date of Review	November 2025
Date reviewed/approved by SLT	December 2025
Date of Next Review	December 2026

Policy Statement

The governing body of Grateley House School (GHS) is fully committed to promoting the safety and welfare of all individuals in our community so that effective education can take place. Their highest priority lies with ensuring that all the operations within the school environment, both educational and support, are delivered in a safe manner that complies fully with not just the law, but with best practice.

Policy Aims

This policy aims to:

- Promote the safety and welfare of young people, staff and visitors to GHS.
- Ensure that suitable arrangements are in place for the elimination of risk or control where this is not practical.
- Ensure that risk assessment and related plans are undertaken on all aspects of young people's care, behaviour, activities, events and situations and appropriate risk management interventions are in place.
- Clarify expectations for staff in relation to issues of risk assessment and management and to ensure they receive the necessary training and support to discharge their responsibilities.
- Ensure a proper record is made of all risk assessments and management strategies and that these are regularly reviewed.

Intent

Risks are inherent in everyday life. We need to identify them and to adopt systems for minimising them. All risk assessments should be suitable and sufficient. Our learners need to be educated on how to cope safely with risk. At GHS, risk assessment is central to keeping learners safe and well. As a specialist school for young people with autism, we recognise that careful planning, proactive safeguarding, and reasonable adjustments are essential to enable safe access to education and wider opportunities. Risk assessments are used to reduce barriers, promote independence, and prepare learners for adulthood.

This policy applies to the whole school and is drawn up regarding the following:

- Independent School Standards Compliance
- Health & Safety Executive guidance
- Health & Safety at Work Act 1974

This policy should be read in conjunction with:

- Health & Safety Policy
- Online Safety Policy
- Educational Visits Policy
- First Aid Policy
- First Aid and Medication Policy
- Safeguarding - Missing from Education Policy
- Safeguarding and Child Protection Policy

What is a Risk Assessment?

A risk assessment is a tool for conducting a formal examination of the harm or hazard to individuals (or an organisation) that could result from a particular activity or situation.

- A hazard is something with the potential to cause harm, e.g., fire.
- A risk is an evaluation of the probability or likelihood of the hazard occurring, e.g., a chip pan will catch fire if left unattended.
- A risk assessment is the resulting assessment of the severity of the outcome, e.g., injury to the individual, destruction of property.
- Risk control measures are the measures and procedures that are put in place in order to minimise the consequence of the risk, e.g., staff training, fire alarms.

Accidents and injuries can ruin lives, damage reputations and cost money. Apart from being a legal requirement, risk assessments therefore make good sense, focusing on prevention, rather than reacting when things go wrong. In many cases, simple measures are very effective and not costly. Risk assessments need reviewing and updating regularly. At GHS, a copy of risk assessments for learners to go off site are located in the Risk Assessment book in the staff resources room. Learners also have individual risk assessments completed annually and updated where necessary.

Which areas require Risk Assessments?

All learners must have a risk assessment for any educational visits or trips. Risk assessments are also required for many other areas including, but not exclusively:

- Classrooms
- Food Technology
- Art
- Sport and PE activities
- Science experiments
- Horticulture activities
- Working at Heights
- Manual Handling
- COSHH

Specialist Risk Assessments

The Site Manager arranges for specialists to carry out the following risk assessments:

- Fire Safety
- Asbestos
- Legionella
- Gas Safety
- Electrical Safety

Risk Assessment Policy – Digital Technology

As a specialist school for young people with autism, GHS recognises that digital technology, remote access, and artificial intelligence (AI) bring both opportunities and risks. Risk assessments consider the safeguarding, accessibility and self-regulation needs of learners, ensuring reasonable adjustments are made. Measures include secure systems, monitoring software, structured teaching on digital safety and therapy informed strategies to reduce anxiety and promote independence.

Responsibilities

The Governing Body have delegated the overseeing of risk and Health and Safety to the Health and Safety Committee and to the Principal for the operational management of Health, Safety and Risk. Within the school the Principal devolves health, safety and risk management to the SLT. Individual risk assessment responsibilities are delegated to the Vice Principal, Principal and other relevant staff members.

Risk Assessments are practical tools designed to assist teachers and support staff who are in charge of an outing, activity or event inside or outside the school. There are several possible techniques or models that can be used and all staff responsible for carrying out risk assessments will be trained in how to use and complete risk assessments that are used in the different areas. Staff are responsible for taking reasonable care of their own safety, together with that of learners and visitors. They are responsible for cooperating with the Principal, other members of SLT and the Site Manager in order to enable the Governors to comply with their legal health and safety responsibilities.

All members of staff are responsible for reporting any risks or defect to the Principal.

When conducting a risk assessment in any area, consideration should be given to the likelihood that any hazard could potentially cause harm. This will determine whether action needs to be taken to reduce the risk. Even after all precautions have been taken some risk usually remains. A decision is then made to determine whether the remaining risk for each hazard is high, medium or low. The aim is to make all risks **low**. GHS will cease any activity or event where the risk is deemed to be **high**.

In order to determine the low/medium/high risk status consideration has to be given to the likelihood of a situation occurring (from 1 – rare to 5 – likely) and the severity of the consequence of the situation occurring (from 1 – minor to 5 – catastrophic).

Risk without control measures

		Severity				
		1	2	3	4	5
Likelihood	1	1	2	3	4	5
	2	2	4	6	8	10
	3	3	6	9	12	15
	4	4	8	12	16	20
	5	5	10	15	20	25

Risk when control measures are applied

		Severity				
		1	2	3	4	5
Likelihood	1	1	2	3	4	5
	2	2	4	6	8	10
	3	3	6	9	12	15
	4	4	8	12	16	20
	5	5	10	15	20	25

Risk Rating Actions

Grade	Risk mitigating actions
L1 – 6	LOW: These risks should be recorded, monitored and controlled by the responsible manager
M7 - 12	MEDIUM: these risks should be recorded, monitored and controlled with mitigating actions to reduce the likelihood and seriousness identified and appropriate actions to be identified and endorsed at SLT level
H13 & above	HIGH: this level of risk could pose a significant impact on an individual/group of individuals or overall school community. No risks assessed as 'HIGH' will be taken by the school. The Principal should be advised of identified risks that have been graded at this level.

An event/activity identified as 'HIGH' will not be allowed to continue.

Student Risk Management Plans

Risk management strategies will be developed in consultation with the Behaviour Support Lead, young person, parents/carers and other interested parties. The strategies will address all the risks identified within the Risk Management Plan, will be practicable and realistic and responsibility for implementation will be clearly identified. The degree of intervention in a young person's behaviour or activities will be proportionate to the levels of risk identified, bearing in mind the balance between the need to keep young people safe with their right to make choices about what they do and where they go.

The purpose of the risk management strategy is to:

- Minimize the likelihood of risky behaviour occurring;
- Minimize the severity of its impact if it does emerge;
- Ensure that staff at all levels are aware of the risks posed by young people and how to avoid them;
- Ensure that any necessary precautions are followed by staff and young people;
- Ensure that what is proposed is lawful;
- Clarify who has been involved in the decision making.

Recording

It is essential that the risk management process and the creation of risk management plans are supported by clear and effective recording. All risk management strategies will be recorded in the Individual Risk Assessment for the individual involved. There will also be a record of the date when the interim and comprehensive Risk Management Plans were completed and by whom. For each relevant young person, there will be a schedule of identified risk, an indication of the level of risk, control measures, i.e., the risk management strategy, and who will be responsible for implementation.

Each young person's risk schedule will be reviewed as confirmed on the plan.

In the event of a serious incident, consideration will be given to the need to review any particular assessment/management strategy and the necessary action taken without delay.

Risk Management Plans are a support tool which will evidence and enhance the strategies offered to manage problematic behaviour. All staff should have training on how to complete these and should be aware of the risks posed by each young person.

Confidentiality

The best risk management strategies are achieved by the effective collaboration of all concerned with safeguarding and promoting the welfare of young people working in partnership with young people themselves and their parents/carers. Typically, such people will include social workers, education staff, therapists, CAMHS and health professionals, etc.

It is important that these individuals receive and share sufficient information about the young person for them to contribute to the development of an effective risk management schedule. It is equally important that information is shared on a “need to know” basis. Staff must adhere closely to this rule and to not give information to people who have no need of it nor any entitlement to it (not withstanding their wish to have it).

Monitoring and Review

This policy will be subject to continuous monitoring, refinement and audit by the principal.

The Proprietor undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:



Andrew Sutherland
Operations Director - Education Services
January 2026

Signed:



Eva Pereira
Principal
January 2026