Safa Vision

At SCS we aim to enable our learners to have success for today and to be prepared for tomorrow.

نحن في مدرسة الصفا كوميونيتي نسعى الى تأهيل طلابنا للنجاح اليوم وتحضيرهم لمواجهة المستقبل

Risk Assessment Policy 2024 - 2026

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1.0 Risk Assessment Policy

Safa Community School acknowledges its duties to conduct suitable and sufficient assessments of health and safety risks to all who reside in and use school facilities and of others who may be affected by its undertakings, including all activities organised by the school which take place outside the school.

SCS acknowledges its duties to ensure that the welfare of pupils is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy, with appropriate action taken to reduce risks that are identified.

SCS will make appropriate arrangements, having regard to the size and nature of its business, for the effective planning, organisation, control, monitoring and review of preventative and protective measures. The risk assessments will record these arrangements.

The implementation of preventative and protective measures are to follow the principles below:

● Avoid intolerable risks.

● Evaluate the risks which cannot be avoided.

● Combat the risks at the source.

● Adapt the work to the individual (especially as regards the design of workplaces, the choice of work equipment and the choice of working and production methods) with a view to alleviating monotonous work at a predetermined work rate and reducing its effects on health.

● Adapt to technological progress.

● Replace the dangerous with non-dangerous or the less dangerous - this should be an ongoing process and may lead to the activity being brought to a

halt. All staff should feel supported in a decision to bring an inappropriately high-risk activity to a close for health and safety reasons.

● Develop overall preventative procedures which cover technology, organisation of work, working conditions, social relationships and the influence of factors relating to the working environment.

● Give collective protective measures priority over individual protective measures.

● Give appropriate instructions to all.

● In the case of teaching activities – take into account the number, age and experience of the pupils involved, as well as the location of the activity, staff experience and a number of supervising adults.

Risk Assessments will be reviewed at least annually or more regularly by heads of departments where there is reason to suspect there have been significant changes in the matters to which they relate. Risk assessments will be recorded by those who undertake the assessment.
The Health and Safety Manager will keep a record of all key risk assessments undertaken and record with a deadline for each one to be updated. He/She will review half-termly whether each assessment has been updated and chase outstanding assessments (if any). Failure to carry out risk assessments in the time allocated and communicated by the Health and Safety Manager is prima facie, a disciplinary offense.

Upon induction and thereafter as part of INSET training days, those staff identified as responsible for operational risk will be instructed in the identification of risk, risk assessment and the implementation of control measures to reduce risk. Control measures or safe systems of work identified in the risk assessment shall be implemented where appropriate; and effectively communicated and monitored.

A risk assessment document, together with blank risk assessment forms, is available on the school's google drive.

1.1 Types of Risk Assessments

- FS and Primary Break Times
- Individualised for specific children (e.g. subject specific)
- Internal Events
- External Trips (Local and international trips)
- Sports Fixtures
- Volunteers
- All Practical subjects

1.2 Roles and responsibilities

The lead staff member responsible for the areas mentioned above will complete the risk assessment which will be checked by their line manager and then signed off by the Heads of School and/ or Principal.

1.3 Training

Key components of staff training are:

- Understanding risk assessments - the importance of risk assessments in safeguarding and health and safety. Principles of risk assessments including hazard identification, risk evaluation and control measures
- Practical application - how to complete risk assessments effectively and conducting assessments for various scenarios including classroom activities, internal and external rips.
- Specific risk areas - addressing risks unique to the school environment, such as extreme weather, well-being concerns, and safeguarding vulnerable individuals. Managing risks associated with specific activities, including sports, laboratory work, and school excursions.
- Review and monitoring - training staff to keep risk assessments updated and how to review and update.

2.0 Guidelines for Conducting Risk Assessments

Risk assessment is a fundamental element in the successful implementation of an Occupational Health and Safety (OH&S) management system. It embodies the key principle of proactive management, identifying the hazard and controlling the risk before harm occurs and/or damage is sustained to any person, plant and equipment or other.

The process of identifying hazards, assessing risks, and implementing and reviewing risk controls should be the basis of the OH&S management system. It is impracticable to make the workplace free from risk but the aim should be to identify and manage all foreseeable risks. In the UK, this is a legal requirement. The main purpose of risk assessment is to decide whether existing or planned controls are adequate. This is a proactive process, i.e. controlling risks before harm (or damage) can occur. It is not a one-off exercise, as the measures taken will need to be reviewed from time to time depending on the gravity of the risk and changing circumstances (including change in legislation or the maturity or volume of pupils carrying out work); assessments should be reviewed at least annually. To ensure that the risk assessment approach works, it is essential to involve all staff and ensure their commitment to this proactive approach.

Risk assessment considers the risks to which each person is exposed, whether employee, pupil, contractor, visitor or anyone else who might suffer harm, and arrives at a judgement as to whether each risk is:

1. Tolerable – so small that nothing new needs to be done; or
2. Minor – something needs to be done to reduce it to the tolerable level, but this is not immediately urgent; or
3. Serious – something needs to be done right away to reduce it (in extreme cases this may involve stopping the activity altogether or until new methods or controls can be introduced).

It is important that the purpose of risk assessment remains clear in the minds of everyone involved in the process in order to avoid unnecessary work which is not only wasteful, but might obscure risks that require urgent attention. Good

judgement, rather than a mechanistic approach, should always be used in assessing risk.

2.1 Health and Safety - Managing Risks in School

2.1.1 Fire Safety Risk Assessment

In line with the **Regulatory Reform (Fire Safety) Order 2005**, Safa Community School will ensure that comprehensive fire risk assessments are conducted and regularly reviewed. These assessments will:

- Identify fire hazards and evaluate the risks posed to pupils, staff, and visitors.
- Ensure appropriate fire safety measures are in place, including fire detection, alarms, emergency lighting, and evacuation routes.
- Review existing fire prevention methods, including fire doors, extinguishers, and fire-resistant materials.
- Include evacuation procedures tailored to different locations within the school and consider the needs of pupils with disabilities.
- Assign and train designated **fire wardens** responsible for fire safety procedures during school hours and events.

Fire risk assessments will be reviewed annually or whenever there are significant changes in the premises or fire safety regulations. All staff will receive fire safety training, and regular fire drills will be conducted to ensure that evacuation plans are well-practiced and understood by everyone in the building.

2.1.2 Extreme Weather and Climate-Specific Risk Management

Given the unique climate conditions in the UAE, Safa Community School recognises the importance of identifying and mitigating risks related to extreme weather, such as high temperatures, humidity, and sandstorms. The following measures will be taken to ensure the safety and well-being of all pupils, staff, and visitors:

- **Heat and Sun Exposure**:
  - Outdoor activities (break times), including sports and physical education, will be scheduled to avoid peak temperature hours.

- ○ Adequate **shaded areas** will be provided in outdoor spaces, and hydration stations will be made readily available throughout the school grounds.
  - ○ Pupils and staff will be encouraged to wear **sun protection**, including hats and sunscreen, during outdoor activities.
  - ○ In cases of extreme heat or humidity, outdoor activities will be postponed or moved indoors, in accordance with **KHDA** and **local health authority** advisories.
- **Communication and Alerts**:
  - ○ Safa Community School will maintain an **early warning system** for extreme weather conditions, including high temperatures and sandstorms, ensuring timely communication with parents, staff, and students.
  - ○ In collaboration with local authorities and the **KHDA**, the school will establish protocols for **early school closure** or adjusted schedules in cases of extreme weather warnings.

2.1.3 Staff and Student Wellbeing Risk Assessments

As part of Safa Community School's commitment to safeguarding mental health, if staff or students demonstrate a level of concern for their safety whilst n the school site a risk assessment will be completed. It will include the identification of well-being concerns that may pose risks to staff or students, including potential self-harm. The following aspects will be assessed:

- Emotional well-being risks: Identifying signs of mental health challenges that may lead to harm, such as stress, anxiety, or depression.
- Vulnerability assessment: Evaluating the emotional and psychological well-being of students and staff to identify those at higher risk.
- Safeguarding and intervention: Ensuring that appropriate measures are in place for early intervention and support for individuals at risk of self-harm or mental health crises.

Risk assessments related to mental health will be reviewed regularly, and specific actions will be taken to reduce identified risks.

2.2 Risk Assessment Terminology

Hazard: source or situation with a potential for harm in terms of human injury or ill health, damage to property, damage to the workplace environment, or a combination of these.

Risk: Combination of the likelihood and consequence(s) of a specified hazardous event occurring.

3.0 Determining Hazards

There are three key questions in determining hazards in any activity:

1. Is there a source of harm?
2. Who (or what) could be harmed?
3. How could harm occur?

3.1 Determining Risks

The risk from hazard should be determined by assessing:

1. The potential severity of harm; and
2. The likelihood that harm will occur

4.0 Hierarchy of Control

Hazard and Risk are directly related. Using the 'Hierarchy of Control' steps (E. R. I. C. P. D.) below in the following order, one lessens the hazard and thereby ultimately lessens risk:

E. Eliminate hazard at source.

R. Reduce hazard.

I. Isolate hazard.

C. Control hazard.

P. Protect the person, area or equipment.

D. Discipline.

5.0 Likelihood of Harm

When establishing the likelihood of harm, the existing risk controls already in place need to be considered. For specific hazards, legal requirements, codes of practice or guidance from manufacturers/suppliers, etc are helpful in the assessment. Information may also be available about the number and nature of previous incidents. Further factors to consider are:

- Age, maturity and understanding of those exposed;
- Number of personnel exposed;
- Frequency and duration of exposure to the hazard;
- Impact of the failure of services, e.g. electricity and water;
- Impact of the failure of plant and machinery components and safety devices;
- Impact of the exposure to the elements;
- Protection afforded by personal protective equipment (PPE) and usage rate of PPE;
- Unsafe acts (unintended errors or intentional violations of procedures) by persons, for
example who:
    - ➢ May not know what the hazards are;
    - ➢ May not have the knowledge, physical capability or skills to carry out the work in the
    environment;
    - ➢ Underestimate risks to which they are exposed;
    - ➢ Underestimate the practicality and usefulness of safe working methods;
    - ➢ Underestimate or ignore the potential impact of adopting unsafe working methods
    (e.g. by taking shortcuts to complete tasks, indulging in horseplay, etc.).

Table 1: Examples of Categories for Likelihood of Harm

Categories for likelihood of harm	Very likely	Likely	Unlikely	Very unlikely
Typical occurrence	Typically experienced at least once every six months by an individual	Typically experienced once every five years by an individual	Typically experienced once during the working lifetime of an individual	Unlikely to be experienced by an individual during their working lifetime

Table 2: Simple Risk Estimator

Likelihood of harm	Severity of harm		
	Slight harm	**Moderate harm**	**Extreme harm**
Very unlikely	Very low risk	Very low risk	High risk
Unlikely	Very low risk	Medium risk	Very high risk
Likely	Low risk	High risk	Very high risk
Very likely	Low risk	Very high risk	Very high risk

Table 3: A Simple Risk - based Control Plan

Risk level	Tolerability: Guidance on necessary action and timescale
Very low	These risks are considered acceptable. No further action is necessary other than to ensure that the controls are maintained.
Low	No additional controls are required although they can be implemented if there is little impact on operations at very low cost (in terms of time, money, effort). Actions to further reduce these risks are assigned low priority. Arrangements should be made to ensure that the controls are maintained.
Medium	Consideration should be given as to whether the risks can be lowered, where applicable, to a tolerable level, and preferably to an acceptable level, but the impacts of additional risk reduction measures should also be taken into account. Where deemed appropriate, risk reduction methods should be implemented within a defined time period. Arrangements should be made to ensure that controls are maintained, particularly if the risks are associated with harmful consequences.
High	Effort should be made to reduce the risk. Risk reduction measures should be implemented within a short time period and it might be necessary to consider suspending or restricting the activity, or to apply interim risk control measures, until this has been completed. Considerable resources might have to be allocated to additional control measures. Arrangements should be made to ensure that

	the controls are maintained, particularly if the risk levels are associated with very harmful consequences.

	implemented within a defined time period. Arrangements should be made to ensure that controls are maintained, particularly if the risks are associated with harmful consequences.
Very high	These risks are unacceptable. Substantial improvements in the operations or risk controls are necessary, so that the risk is reduced to a tolerable or acceptable level. The work activity should be halted until risk controls are implemented that reduce the risk so that it is no longer very high. If it is not possible to reduce risk, the work should remain prohibited.
NOTE: Where the risk is deemed to have extremely harmful consequences, further assessment is necessary to increase confidence in the assessment.	

Note: please contact the leadership team if you require any assistance for reviewing your risk assessments.

Policies reflect current best practice.

At the time of writing, policies aligned with the following:

- · KHDA Guidance and Guidelines for Private Schools
- · MOE United Arab Emirates School Inspection Framework
- · DSIB School Inspection Supplement
- · The School's Academic Plan written for KHDA approval
- · Standards for British Schools Overseas (DfE)
- · COBIS Accreditation and Compliance

Monitoring and Review

This policy will be reviewed **November 2025**

Person responsible for review: Leanne Fridd and Mat Ashton