



# **Risk Assessment Policy**

**May 2026**

<b>Contents:</b>	<b>Page no:</b>
Important contacts	3
Our school, culture, ethos and values	4
1. Purpose	5
2. What is a risk assessment?	5
3. Conducting a risk assessment	6
4. Subject and activity specific risk assessments	6
5. Accidents and first aid	7
6. Child protection	7
7. Monitoring and review	7
8. Links to other policies	8
Appendix 1: Risk assessment document	9
Appendix 2: Risk assessment review log	11



## Linton School Risk Assessment Policy

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Local Authority Designated Officer (LADO) for Lancashire County Council	Tim Booth	<a href="mailto:Tim.booth@lancashire.gov.uk">Tim.booth@lancashire.gov.uk</a> 01772 536694
Lancashire County Council – Multi-Agency Safeguarding Hub (MASH)		0300 123 6720 0300 123 6722 (out of office hours)
Local Authority Designated Officer (LADO) for Blackpool Council	Amanda Quirke	<a href="mailto:Amanda.quirke@blackpool.gov.uk">Amanda.quirke@blackpool.gov.uk</a> 01253 477541
Blackpool Council – Multi-Agency Safeguarding Hub (MASH)		01253 477299
Prevent / Channel Referrals		<a href="mailto:concern@lancashire.pnn.police.uk">concern@lancashire.pnn.police.uk</a>

**If the child is at immediate risk, please call the police on 999.**

## Our School

Linton School is an independent special school for young people with Social, Emotional and Mental Health (SEMH) difficulties for both boys and girls aged 8-18 years old. The school is registered for up to 12 learners and consists of 4 small classes to provide a nurturing environment to develop and progress throughout their learning journey. We are a trauma informed school that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Located in rural Preston we therefore benefit from some amazing outdoor space where we develop our outdoor, equestrian and horticulture skills. All the staff at Linton School are committed to creating a setting which not only focuses on academic success, but also provides our learners opportunities to develop their social, communication and independent skills.

## Culture and Ethos

We are committed to providing a nurturing, safe and ambitious learning environment that supports every young person to achieve lifelong skills through a diverse learner centred curriculum. Respectful and supportive relationships are at the heart of all we do; we value every member of the school community equally. Through bespoke curriculums tailored towards each individual pupil's needs, experiences, interests and strengths we foster a love for learning and support our young people to achieve their full potential. As an educational setting our main aim is to prepare our pupils to make a positive contribution towards society by giving our students the skills they need to be successful, resilient and inspirational young adults. Linton schools' purpose is to improve the quality of life for our young people both now, and in the future, 'building our futures together'.

## The Vision

Linton School provides a safe, nurturing learning environment to provide skills for lifelong opportunities, which gives the young people an ambitious outlook towards their future.

The vision drives everything we do and will be achieved through:

- Outdoor enrichment activities to promote life skills through play, nurture and teamwork.
- Promoting independence, patience and listening skills through Equestrian lessons.
- Multi-disciplinary links from both internal and external companies to provide a bespoke, broad and balanced curriculum that develops the education of our pupils.
- Empowering each learner to achieve their personal goals and develop a lifelong love of learning.
- A positive and ambitious school environment that promotes learning for all.
- Offering a broad range of learning experiences within the curriculum that values academic attainment as well as developing social skills, experiences and resilience.

**More information about the school can be found in the school Prospectus.**

## 1. Purpose

Due to the nature of the SEMH and trauma needs of the young people at our school, they are particularly vulnerable to a range of risks. They need to access to a wide range of experiences, within a controlled and safe environment, in order to make the progress necessary to meet the stated aims of the school.

This policy is written to:

- support the school's mission statement and aims for young people;
- ensure consistency of practice across the school;
- ensure all staff understand how risk assessment practices can support our aims for young people;
- ensure outside audiences can understand the procedures that we follow in assessing and minimising the risks involved in our work with young people.

This policy should be read in conjunction with the schools' Health and Safety Policy, Educational Visits Policy, First Aid Policy and Safeguarding Policy.

## 2. What is a Risk Assessment?

A risk assessment is a tool for conducting a formal examination of the harm or hazard to people (or an organisation) that could result from a particular activity or situation. This applies to harm or hazard to all students and staff, visitors and/or contractors. Some risk assessments are carried out by our parent company, CareTech, often using outside specialist contractors. Other risk assessments are inherent to the specific environment in which the school operates and the work that staff and young people are engaged in.

### Understanding the Language of Risk

- A hazard is something with the potential to cause harm.
- Risk potential is an evaluation of the probability (or likelihood) of the hazard occurring.
- Risk control measures are the measures and procedures that are put in place in order to minimise the risk potential and the consequences of risk.
- A risk assessment is the procedure and documentation that brings together the above three elements to make a judgement about whether the potential gains of the activity outweigh the risks when all risk control measures have been put in place.

Risk assessments can be used to identify potential hazards to people, property, strategic direction (reputation, loss of pupils, impact on development), compliance (Independent Schools' Standards and Child Protection issues) and financial loss. They are not static documents they are dynamic and subject to change at any time should the need arise.

### Why have Risk Assessments?

Some risk assessments are a legal requirement. School Inspectors may expect to see examples and Local Authorities are entitled to ask for various risk assessments, particularly with respect to off-site educational activities.

The purpose of risk assessment is not to eliminate risk: some risk is essential to, and inherent in, the process of learning. The purpose is to ensure that consideration has been given to minimising risks, whilst maximising the educational value of all activities undertaken in school.

### 3. Conducting a Risk Assessment

**What is a risk assessment.**

**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. For example a hazardous substance, working at height or the behaviour of a young person.

**Risk:** the likelihood of potential harm occurring. For example ingesting the hazardous substance, falling from a ladder, physical assault. This is usually evaluated by considering the likelihood of the harm occurring and the potential severity of the harm.

**Control Measure:** Action taken to prevent someone being harmed. For example labelling and storing hazardous substance securely etc.

**Risk Assessment:** review the assessment and update, as needed.

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

We will also involve 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 staff and most of our pupils will have special requirements. 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 1-3 will be written up and recorded in order to produce the risk assessment. A risk assessment template can be found in appendix 1 page 10 of this policy.

Step 5: **review the assessment and update** 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? ie: staff training.

Have staff or pupils spotted a problem?

Have we learnt anything from accidents or near misses?

Most classroom based activities are covered by generic risk assessments undertaken by CareTech or ourselves at Linton School.

CareTech carries out a range of risk assessments, according to a pre-planned timetable (usually annually), using outside consultants to ensure compliance. These include but are not limited to:

- PAT Testing/ Electrical Installation
- Gas Boiler Testing and Service
- Fire Risk Assessment
- Fire Extinguisher Service
- Fire Alarm System Service
- Water Purity Test (Legionella)
- Asbestos Survey

In addition to these risk assessments, the school's Health and Safety Officer carries out a range of Health and Safety checks on a regular basis, updating and revising any risk assessments as necessary. These include but are not limited to:

- COSHH
- Fire Alarm System Test
- Water Test – Temperature
- Fire Drill
- Fire extinguisher checks
- Systematic review of risk assessments

## **4. Subject and Activity Specific Risk Assessment**

Certain subjects require specific risk assessments for each activity or type of activity undertaken.

At our school, these subjects include, for example, Outdoor and Adventurous Activity and Physical Education or Equestrian.

Additionally, risk assessments are required for all off-site educational visits, including reward activities, whether these are group-based or whole-school activities.

In each case the risk assessment is conducted by a competent person ie; Operations Manager and/or the teacher in charge of the activity, using the approved proforma (see Appendix 1), before the activity takes place.

In the case of new off-site activities and/or one-off educational visits the risk assessment must be agreed by the Head Teacher before the planned activity. All staff attending the off-site activity should read the risk assessment prior to going on the activity.

All off-site educational visit Risk Assessments are kept on file and made available to all teachers and teaching staff. It is the responsibility of the teacher in charge of the activity to check the validity of the risk assessment and ensure that account has been taken of the particular needs and vulnerabilities of the group of young people involved in the current visit. Risk assessments are updated immediately should the need arise.

Subject specific risk assessments are kept in and file and shared electronically when necessary and are updated on an annual basis – or earlier if necessary.

## 5. Accidents and First Aid

Responsibility for reporting an accident depends on when and where the accident occurs. If the accident occurs in a lesson, the teacher is responsible for reporting and completing the accident log. When an accident occurs outside lessons but in the school day, the support staff member is responsible in the reporting of an accident to a young person. In the case of an accident to an adult, they are responsible for completing the central log themselves. Accident forms are available in the Head Teacher's office and should be completed before leaving the site for the day wherever possible but always within 24 hours. They can also be completed electronically on Behaviour Watch. Completed accident forms must be sent to the Head Teacher and/or Operations Manager for monitoring. She/he will record these in the Accident Form file.

The school keeps records of all accidents and injuries, and have a procedure in place for ensuring that they are reviewed regularly (every half term) in order, where possible, to minimise the likelihood of recurrence. (See also separate policy documents; First Aid and Health & Safety).

The Health and Safety Officer is responsible for reporting and recording any notifiable accident that occurs on school premises to a pupil, member of staff, parent, visitor or contractor to the HSE in accordance with the Reporting of Injuries Diseases and Dangerous Occurrence Regulations (RIDDOR).

The Head Teacher is responsible for reviewing and reporting on all accidents in the Head Teacher's half termly monitoring Report.

## 6. Child Protection

The School's Child Protection and Safeguarding Policy together with the suite of Safeguarding Policies and training for all staff form the core of our Child Protection risk management. Safer Recruitment policies and procedures ensure that the school is not exposed to the risk of employing staff who are barred from working with children, or those not allowed to work in the UK.

Doors to potentially dangerous areas such as Tack room, art cupboard and cleaning cupboards are kept locked when not in use. Pupils are only allowed access to the Tack room or Art cupboards when accompanied by a member of staff.

## 7. Responsibilities of all staff

All members of staff are given a thorough induction into the schools' arrangements for risk assessments and Health and Safety. Specialist training is given to those whose work requires it. However, staff are responsible for taking reasonable care of their own safety, together with that of pupils and visitors. They are responsible for cooperating with the Head Teacher and other members of staff with delegated responsibilities, in order to enable the school and CareTech to comply with their Health and Safety duties.

Finally, **ALL** members of staff are responsible for reporting any potential Health and Safety risks to the Head Teacher.

## **8. Monitoring and review**

This policy will be reviewed **annually** by Sean Di Sora (Head Teacher). At every review, it will be approved by the full governing board. Next review **May 2027**.

## **9. Linked policies**

This policy links to the following policies and procedures:

- Safeguarding and Child Protection
- Health and Safety
- IT Acceptable Use and Information Sharing
- Additional Learning Needs
- Accessibility Plan
- First aid

## Appendix 1: Risk Assessment Document

Linton School	<h1>Risk Assessment</h1>	Page 10 of 13 V1
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<b>Task/Activity/Area Assessed:</b>	<b>Date assessment completed:</b>	<b>Review Date:</b>
<b>Brief Details of Task/Activity</b>	<b>Assessment completed by:</b>	<b>Signature:</b>

What are the hazards?  <small>e.g. slip/trip hazards, electricity, manual handling, work equipment</small>	Who might be harmed and how?  <small>e.g. staff, service users, visitors etc... and likely injury e.g. bruises, muscle strain, fracture, poisoning etc...</small>	What are you already doing to control the hazard?	What further action or additional controls are required  <small>(if necessary)</small>	Risk rating  <small>(after control measures)</small>	Action by who	Action by when	Date completed

CATEGORIES OF LIKELIHOOD	
<b>Highly Likely</b>	Expected to happen/reoccur, possibly frequently.
<b>Possible</b>	Might happen/reoccur at some time depends on circumstances.
<b>Unlikely</b>	Not expected to happen/reoccur but possible in certain circumstances.
<b>Very Unlikely</b>	Would only occur in very exceptional circumstances.

CATEGORIES OF CONSEQUENCE SEVERITY	
<b>Catastrophic</b>	Incident could result in <u>one or more fatalities</u> .
<b>Major</b>	Major injury resulting in incapacity, hospitalisation >24 hours.
<b>Significant</b>	Injury requires attention of a Doctor or Hospital treatment or hospitalisation <24 hours.
<b>Minor</b>	Small cut, bruise, abrasion, basic first aid treatment provided.
<b>Negligible</b>	Some discomfort, self help. No treatment required.

RISK RATING				
	Highly Likely	Possible	Unlikely	Very Unlikely
<b>Catastrophic</b>	<b>A</b>	<b>A</b>	<b>B</b>	<b>E</b>
<b>Major</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>E</b>
<b>Significant</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Minor</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>E</b>
<b>Negligible</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>

RISK CLASSIFICATIONS	
<b>A</b>	<b>Unacceptable risk</b> , requires immediate attention. Work <u>should not be started or continued</u> until the level of risk has been reduced.
<b>B</b>	<b>High risk</b> , requires immediate attention. Control measures must be identified and put into place as soon as possible.
<b>C</b>	<b>Medium risk</b> , requires attention as soon as possible. The risk should be only be tolerated in the short term and only when further control measures are being planned and introduced, Timescales must be short.
<b>D</b>	<b>Low risks</b> , confirm that there are no low/no cost solutions which may eliminate/ reduce the risk further.
<b>E</b>	<b>Trivial risk</b> , no further action required but review at regular intervals to ensure controls remain effective.

## Appendix 2: Risk Assessment Review Log

The Risk Assessment must be reviewed every six months or whenever circumstances relating to the task / activity change.

The Service Manager or other authorised person must complete the following record log.

Is the Risk Assessment still relevant?		What changes have been made? If none, state "none"	Date	Name
Yes	No			

