# Birmingham City Council

## HEALTH & SAFETY RISK ASSESSMENT

| ASSESSMENT No 1 | | HIGHEST RISK LEVEL | MED |
|---|---|---|---|

| AREA / LOCATION | Chad Vale Primary School | ASSESSOR | Paul Sansom | DATE | 4/3/16 |
|---|---|---|---|---|---|
| **PROJECT** | PREVENT/Radicalisation/Extremism at Chad Vale | | | | |
| **TASK(s)** | | | | | |
| **REVIEW DATE** | **REVIEW COMMENTS** | | | **REVIEWED BY** | |
| 17/11/17 | | | | Paul Sansom | |
| | | | | | |

## STEP BY STEP GUIDANCE on ASSESSMENT

- Identify hazards.
- Identify persons at risk.
- State existing control measures if any.
- Estimate initial Severity Rating (SR).
- Estimate initial Probability Rating (PR).
- Calculate initial Risk Level from matrix.
- State any further controls measures if required.
- Estimate final SR.
- Estimate final PR.
- Calculate final Risk Level

## SEVERITY AND PROBABILITY RATINGS

| SEVERITY RATING (SR) (OUTCOME) | | PROBABILITY RATING (PR) (LIKELIHOOD) | |
|---|---|---|---|
| SR | DESCRIPTION GUIDANCE | PR | DESCRIPTION GUIDANCE |
| 1 | Minimal (strain, shaken) | 1 | Improbable (unlikely to occur) |
| 2 | Moderate (cuts, bruises, sickness) | 2 | Possible (may occur sometime) |
| 3 | High (fractures, serious burns) | 3 | Probable (likely to occur) |
| 4 | Major (Fatality, loss of limbs) | 4 | Certain (common or frequent) |

## RISK LEVEL MATRIX

| PROBABILITY (LIKELIHOOD) | 4 | Low | High | Very High | Very High | |
|---|---|---|---|---|---|---|
| | 3 | Low | Med | High | Very High | |
| | 2 | Low | Low | Med | High | |
| | 1 | Low | Low | Low | Low | |
| | | 1 | 2 | 3 | 4 | |
| | | **SEVERITY** (OUTCOME) | | | | |

## ACTION TIMESCALES

**VERY HIGH** risk – Do not start activity, or stop activity immediately. Seek further control measures or alternative method of achieving task
**HIGH** risk – Implement control measures before task commenced.
**MEDIUM** risk – Implement controls within one week. Seek further control measures where reasonably practicable. (i.e. balance cost against risk)
**LOW** risk – No further control measures are required but the situation should be monitored.

Final risk level should be as low as possible but in any event should not be above Medium Risk Level

# HEALTH & SAFETY RISK ASSESSMENT

| Hazard | Persons at Risk | Existing Control Measures (if any) | Initial Risk Rating | | | Additional Control Measures (if required) *Transfer onto Action Plan Sheet 1* | Final Risk Rating | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | S R | P R | Risk Level | | S R | P R | Risk Level |
| **Leadership and Management;** <br><br> Knowledge and understanding of PREVENT duty <br><br> Policy and procedures <br><br> Dissemination of information to staff <br><br> Wider safeguarding training <br><br> Ongoing audit and review <br><br> Related policies <br><br> Culture/ethos of school | Students <br> Parents <br> Staff <br> Visitors <br> Community | • HT is named PREVENT Lead and Single Point of Contact (SPOC) <br> • HT has had WRAP training and is booked on WRAP3 Training the Trainer course March '16 <br> • All staff have had WRAP3 training to identify signs <br> • COG and key governors have had WRAP training <br> • PREVENT duty section in staff handbook <br> • PREVENT duty section in Safeguarding Policy <br> • No Platform Policy and LA guidance on website <br> • PREVENT duty full guidance on website <br> • Annual Safeguarding training for all staff (last updated Jan '16) <br> • Clear and well understood reporting and recording procedures <br> • 4 DSL trained Senior Staff in school | 1 | 2 | 2 LOW | ➢ Rolling program of training for any new staff/starters <br> ➢ Specify PREVENT on Induction Checklist | 1 | 1 | 1 LOW |

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|---|---|---|---|---|---|---|---|---|---|
| | | | S R | P R | Risk Level | | S R | P R | Risk Level |
| | | • Induction for all new staff<br>• S175 Audit carried out annually<br>• Named governor for Safeguarding<br>• Visiting Speaker Policy, Collective Worship and RE policies all link to 'No Platform'<br>• Modern British Values is well embedded within the curriculum and celebrated<br>• A range of educational visits including places of worship is planned and delivered | | | | | | | |
| **Curriculum**<br><br>Content and delivery<br><br>Balance and suitability<br><br>Subject policies and monitoring<br><br>Equality and Diversity | Students<br>Parents<br>Staff<br>Visitors<br>Community | • Curriculum is broad and balanced and topic webs available on school website<br>• Clear learning program of PATHS in R-Y3 and Dot.Com lessons in Y4-6 to support delivery of PSHE lessons<br>• 'School Code' and Educate & Celebrate materials and displays support learning of equality and diversity and | 1 | 2 | 2<br>LOW | | 1 | 1 | 2<br>LOW |

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|---|---|---|---|---|---|---|---|---|---|
| | | | S R | P R | Risk Level | | S R | P R | Risk Level |
| Learning behaviour | | teaching of Equality Act<br>• Well established school ethos of 'The Chad Vale Way' with high expectations of kindness, understanding and tolerance<br>• SACRE/B'ham LA RE Audit (Feb '16) very successful<br>• Clear and well embedded Behaviour and Achievements Policy<br>• Pupils know their 'Trusted Adults' and how to access them to share any concerns or worries | | | | | | | |
| **Access to extremist materials within school**<br><br>Resources bought in for curriculum coverage<br><br>Free resources gifted to school<br><br>Internet access | Students<br>Parents<br>Staff<br>Visitors<br>Community | • All learning materials checked before use or inclusion in school<br>• 3rd Party Leaflets/info for distribution to children checked and authorised by SLT<br>• Policy Central Monitoring software installed on al computers; alerts sent to key members of SLT for review and action<br>• Filtered internet access | 1 | 2 | 2 LOW | | 1 | 1 | 1 LOW |

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|---|---|---|---|---|---|---|---|---|---|
| | | | S R | P R | Risk Level | | S R | P R | Risk Level |
| and e-safety Network monitoring | | via BGfL <br> • Local internet filtering available in emergency <br> • Acceptable Use Policies for all computer users | | | | | | | |
| **Access to extremist materials outside of school** <br><br> Home internet access not filtered or monitored <br><br> Home/school relationships <br><br> Parental confidence in ICT and e-safety <br><br> Access to senior school leaders <br><br> 3rd party posting on school social media feeds | Students <br> Parents <br> Staff <br> Visitors <br> Community | • Parents provided with signposting for a range of support for E-Safety and PREVENT via school website and social media feeds <br> • Parent Info Feed on school website updated regularly <br> • Open door policy and supportive school/home relationships enable open discussions of any concerns <br> • Regular E-safety parent workshops offered <br> • SLT members on gate duty daily to pick up and respond to any growing concerns <br> • E-Safety incidents happening out of school recorded on SIMS when reported by parents <br> • School social media feeds | | | | | | | |

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|---|---|---|---|---|---|---|---|---|---|
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| | | • monitored by SLT<br>• Support with home parental controls offered and given by school staff | | | | | | | |
| **Previous/prior school concerns or incidents of extremism/ radicalisation** | | • No prior or previous incidents have arisen at Chad Vale relating to extremism or radicalisation | | | | | | | |
| **Other Risk Factors**<br><br>School Community<br><br>Parental Engagement with learning<br><br>Local Community<br><br><br>Service Children<br><br><br><br>Children attending religious or cultural | Students<br>Parents<br>Staff<br>Visitors<br>Community | • School community is diverse and highly cohesive<br>• Parents are highly engaged with school<br><br>• Local community is diverse, affluent and educated<br><br>• Service Children (currently 0) are monitored through SPTO and supported through service pupil premium<br><br>• A number of children attend religious teaching, learning and worship outside of school, where any concerns about this | 3 | 2 | 6<br>MED | | 3 | 1 | 3<br>LOW |

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|---|---|---|---|---|---|---|---|---|---|
| | | | SR | PR | Risk Level | | SR | PR | Risk Level |
| instruction outside of school | | are raised they are discussed with parents, children and advice sought from the LA. | | | | | | | |

## Action Plan Sheet 1

| Ref No. | Risk or Activity | Additional Controls and Actions required | Action Owner | Target Date | Completion Date |
|---|---|---|---|---|---|
| | | | | | |
| | *Leadership and Management* | ➢ Rolling program of training for any new staff/starters | Paul Sansom | Mar 2016 | ongoing |
| | | | | | |