Risk Assessment Policy

St Edward's Cheltenham

Document control

Field	Details
School	St Edward's Cheltenham
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1. Purpose, status and scope

This policy explains how the school identifies hazards and safeguarding concerns, assesses the likelihood and seriousness of harm, decides and implements controls, records significant findings and checks whether the controls remain effective. It applies to the whole range of school activities affecting pupils and to health-and-safety risks affecting employees and others who may be affected by the school's work.

- This policy does not replace specialist assessments required by fire, asbestos, legionella, COSHH, manual-handling, display-screen, pregnancy, educational-visits or other legislation and guidance. It explains how those assessments fit within one coherent system.
- A pupil-welfare assessment may address safeguarding, supervision, behaviour, peer relationships, missing-child risk, self-harm, exploitation, online harm or other concerns even where the matter is not primarily a workplace health-and-safety issue.
- The proprietor must safeguard and promote pupils' welfare through a written risk assessment policy that is effectively implemented.
- Appropriate action must be taken to reduce risks that are identified.

2. Legal and regulatory framework

Framework	Core relevance
Education (Independent School Standards) Regulations 2014, paragraph 16	Written pupil-welfare risk-assessment policy, effective implementation and action to reduce identified risks.
Independent School Standards Guidance, April 2026, paragraphs 3.33 to 3.35	Whole-school, systematic and continuing assessment, including safeguarding, public access, visits, boarding, premises, traffic and peer harm.
Health and Safety at Work etc. Act 1974	Employer and proprietor duties to employees and others affected by school activities.
Management of Health and Safety at Work Regulations 1999	Suitable and sufficient assessments, competent assistance, preventive measures, cooperation, information and review.
Keeping Children Safe in Education 2026	Safeguarding risk, child-on-child abuse, online safety, filtering and monitoring, alternative provision, attendance and information sharing.
Working Together to Safeguard Children 2026	Child-centred, multi-agency and inclusive safeguarding practice.
Counter-Terrorism and Security Act 2015 and Prevent duty guidance: for England and Wales	Duty to have due regard to preventing people from being drawn into terrorism, including assessment of the risk of pupils or staff being radicalised into terrorism, including online, and proportionate action to mitigate identified risks.
EYFS statutory framework for group and school-based providers, September 2026	Safe premises, supervision, outings, safer sleep, food, screen use and strengthened safeguarding arrangements.
Boarding schools: national minimum standards, current version	Risk management for boarding accommodation, staffing, supervision, health, safety, activities and adults on site.
Equality Act 2010	Reasonable adjustments and non-discriminatory risk management.
Specialist legislation and guidance	Fire, COSHH, work equipment, manual handling, work at height, asbestos, legionella, RIDDOR, food safety, transport and other topic-specific controls.

3. Definitions

Term	Meaning in this policy
Hazard	Anything with the potential to cause injury, ill health, abuse, neglect, loss, disruption or other harm.
Risk	The combination of the likelihood that harm will occur and the seriousness of the possible harm.
Control measure	A physical, organisational, supervisory or procedural measure used to eliminate or reduce risk.

Term	Meaning in this policy
Residual risk	The risk remaining after controls have been applied.
Suitable and sufficient	Proportionate to the hazard, people affected, complexity and seriousness of possible harm; detailed enough to support safe action.
Generic assessment	An assessment covering repeated activities or similar circumstances, adapted where local or individual differences matter.
Specific assessment	An assessment for a particular activity, place, event, pupil, group or change.
Dynamic risk assessment	A rapid, continuing assessment made during an activity when conditions change or an unforeseen hazard arises. It does not replace planned assessment.
Pupil-welfare risk assessment	An assessment focused on safeguarding and promoting a pupil's welfare, which may overlap with health and safety but is not limited to it.
Competent person	A person with sufficient training, knowledge, experience, ability and time to assess the relevant risk or advise the school.

4. Core principles and proportionate risk management

- Risk management will be sensible, proportionate and focused on preventing real harm, not on producing paperwork for its own sake.
- The school will not seek to eliminate every beneficial challenge. Pupils need opportunities to develop judgement, resilience, independence and the ability to manage risk safely.
- Controls will be based on the particular school, activity and people involved. A generic assessment will be adapted where circumstances differ.
- The people who carry out and implement an assessment will have suitable knowledge of the activity and access to specialist advice where needed.
- Pupils, staff and, where appropriate, parents will be involved in identifying hazards and workable controls.
- Financial pressure, custom, convenience or reputation will not justify leaving a serious risk uncontrolled.
- Safeguarding concerns will be referred immediately under the Safeguarding and Child Protection Policy; a risk assessment must not delay protective action or statutory referral.

Risk assessment is a living process. Assessments must shape practice; a completed form does not demonstrate effective risk management where relevant staff do not understand the controls, controls have not been implemented or significant actions remain unresolved.

5. Roles and responsibilities

- The proprietor retains accountability for meeting the Independent School Standards and, as employer, for health-and-safety duties. Functions may be delegated, but accountability is not transferred.
- The Headteacher will ensure a coherent system, allocate competent leads, stop unsafe activity, provide resources and report significant risks to the proprietor.
- The Deputy Head Operations will maintain the framework, register, templates, review calendar, quality checks and action log.
- The Health and Safety Lead and competent adviser will advise on workplace, premises and specialist regulatory risks.
- The DSL will lead or advise on safeguarding and pupil-welfare assessments and ensure that risk management does not replace referrals, support or child-protection action.
- Department, activity, visit, EYFS and boarding leaders will prepare and implement assessments within their areas and verify that controls remain effective.
- All staff must follow controls, report hazards and changes, contribute to reviews and stop or modify an activity where there is serious and immediate danger.
- Contractors and external providers must provide relevant assessments and cooperate with school controls; the school will check competence and interface risks rather than merely file documents.

6. The risk-assessment cycle

Step	Minimum expectation

Step	Minimum expectation
1. Define the activity or situation	State the location, people, timing, equipment, boundaries and intended outcome.
2. Identify hazards	Use observation, incident data, staff and pupil input, guidance, plans, manufacturer information and specialist advice.
3. Identify who may be harmed and how	Consider pupils, individual vulnerability, staff, visitors, contractors, neighbours and people not usually present.
4. Record existing controls	Describe what is actually in place, not what is merely planned or assumed.
5. Evaluate risk	Assess likelihood and severity, recognising uncertainty and the possibility of multiple or cascading harms.
6. Select further controls	Use the hierarchy of controls and safeguarding principles; identify responsible people, resources and deadlines.
7. Decide whether activity may proceed	Only an authorised person may accept a significant residual risk or approve temporary controls.
8. Communicate and implement	Brief the people who need to act; provide accessible information, training, supervision and equipment.
9. Monitor and review	Check controls during the activity and review after change, concern, incident, near miss or new information.

Every recorded assessment will identify, as applicable, the activity or situation, hazards, people at risk, existing controls, residual risk, further actions, responsible person, deadline, author, approval where required, date and review trigger.

7. Risk scoring, tolerability and approval

The school uses a 5 × 5 matrix unless a specialist method is required. Scoring supports judgement; it does not replace it. A low numerical score must not conceal a safeguarding duty, a legal requirement or a plausible catastrophic outcome.

Likelihood	Descriptor
1	Rare: exceptional and not expected in ordinary circumstances.
2	Unlikely: could occur, but not anticipated in normal operation.
3	Possible: credible and may occur sometimes.
4	Likely: expected to occur in a number of circumstances.
5	Almost certain: recurring, imminent or already occurring.
Severity	**Descriptor**
1	Minor: short-lived discomfort or negligible disruption.
2	Moderate: treatment, support or limited lost time required.
3	Serious: significant injury, harm, safeguarding impact or extended disruption.
4	Major: life-changing injury, serious abuse, major loss or prolonged operational failure.
5	Catastrophic: fatality, multiple serious casualties or grave safeguarding harm.
Score	**Default response**
1–4 Low	Manage through routine controls and local supervision. Record where required by the policy or specialist procedure.

Likelihood	Descriptor
5–9 Moderate	Improve controls where reasonably practicable; manager approval and a clear review point.
10–15 High	The risk must be reduced so far as reasonably practicable before the activity proceeds. Where significant residual risk remains, the activity may proceed only where the Deputy Head Operations is satisfied that applicable legal requirements are met, further proportionate control is not reasonably practicable, the activity is justified and the residual risk is acceptable. Competent specialist advice will be obtained where appropriate.
16–25 Intolerable	Stop or prohibit the activity. It may proceed only after redesign has reduced the risk below this level.

8. Hierarchy of controls

Priority	Examples
Eliminate	Remove the hazard, cancel an unsafe element or prevent access.
Substitute	Use a safer substance, method, route, venue, item or activity.
Engineering or physical controls	Guarding, barriers, ventilation, secure access, design changes, separation or automated protection.
Administrative controls	Planning, procedures, staffing, supervision, training, permits, timetables, signage, communication and checks.
Personal protective equipment	Use suitable PPE where residual risk remains; PPE is not a substitute for stronger controls where they are practicable.

- For safeguarding risks, controls may include safer recruitment, supervision, separation, reporting routes, information sharing, staff conduct rules, pupil support and agency referral.
- Where a control introduces a new hazard or exclusion barrier, that consequence will also be assessed.

9. Types of risk assessment

Type	Use
Strategic or whole-school	School-wide safeguarding, premises, security, emergency, public-health, cyber or operational risks.
Generic	Repeated low-variation tasks or activities, with local adaptation before use.
Activity-specific	Trips, events, performances, sports, practical lessons, building work or unusual operations.
Location-specific	Pools, workshops, laboratories, roofs, kitchens, , roads, shared premises or remote sites.
Individual pupil	Where a pupil's health, SEND, behaviour, mental health, vulnerability, mobility, communication or safeguarding context requires tailored controls.
Individual employee	Pregnancy, disability, health condition, lone working, stress, manual handling or workplace adjustment.
Dynamic	Changing conditions during an activity; used alongside planned assessment and followed by review where learning arises.

10. Safeguarding and pupil-welfare risk assessment

- Safeguarding risk will be considered across all activities, not only within formal child-protection cases.

- The School will assess the risk of pupils or staff being radicalised into terrorism, including online, in accordance with the Prevent duty. The assessment will take account of the national and local risk context and the School's particular circumstances. Where specific risks are identified, proportionate action will be taken to mitigate those risks.
- Assessments will consider adult access to pupils, supervision, isolated areas, transport, changing, toileting, overnight accommodation, online contact, photography, information sharing and reporting routes.
- Shared premises, worship spaces, community use, lettings and public access will be assessed for contact between pupils and adults not employed by the school.
- Educational visits will assess safeguarding risks from staff, volunteers, host families, providers, members of the public, accommodation, free time and digital contact.
- Where a child is subject to a child-protection, child-in-need, Family Help or other multi-agency plan, school risk management will support and not contradict the agreed plan.
- Confidentiality will be respected, but relevant information will be shared with those who need it to keep the child safe.

Risk assessment does not replace safeguarding action. A disclosure, allegation, unexplained injury, missing child, exploitation concern or risk of significant harm must be reported immediately to the DSL and, where required, to the relevant agencies. Staff must not delay safeguarding action while waiting for a risk-assessment form, meeting, approval or completed risk score.

11. Child-on-child abuse, harmful sexual behaviour and online harm

- The school will assess risks posed by bullying, sexual harassment, sexual violence, harmful sexual behaviour, coercion, hazing, image sharing, exploitation, discriminatory abuse and serious violence.
- The assessment will consider the needs and safety of the child who may have been harmed, the child alleged to have caused harm, other pupils, staff and the wider environment.
- Controls may include supervision, timetable or accommodation changes, safe routes, contact restrictions, online controls, pastoral support, specialist assessment and referral. These are protective arrangements and not predetermined disciplinary findings.
- AI-generated, digitally altered or deepfake sexual imagery and impersonation will be treated as potential safeguarding harm, not dismissed because no camera image was taken.
- The school will avoid blanket measures that isolate or disadvantage a child without review, evidence and proportionate justification.

12. Individual pupil risk assessments and support plans

An individual assessment may be needed where ordinary arrangements do not adequately address a pupil's circumstances. It will be written with the pupil and parent where appropriate, informed by professionals and reviewed frequently enough to remain useful.

- SEND, disability, mobility, communication or sensory need;
- medical condition, allergy, medication or emergency treatment;
- mental-health crisis, self-harm, suicidal ideation or eating difficulty;
- behaviour that may place the pupil or others at risk;
- missing, absconding, exploitation, trafficking or unsafe collection risk;
- pregnancy, maternity or intimate-care needs;
- temporary injury or recovery from surgery;
- attendance, reduced timetable, reintegration or alternative provision;
- gender-questioning support where the individual circumstances require careful safeguarding, equality and premises planning.

Individual assessment must address	Examples
Voice and information	Pupil and parent views, professional advice, known triggers, strengths and successful strategies.
Prevention	Environmental changes, communication, staffing, routines, adjustments and support.
Early indicators	Observable signs that risk is increasing and who must be alerted.
Response	De-escalation, first aid, emergency action, safeguarding referral, missing-child response and contact arrangements.
Recovery and review	Post-incident support, reintegration, recording, parent communication and plan revision.

Individual assessment must address	Examples
Least restriction	Controls should preserve dignity, education, relationships and participation as far as safely possible.

13. Staffing, supervision, ratios and lone working

- Risk assessments will define suitable competence, numbers, deployment, line of sight, breaks, handover and contingency cover rather than relying only on a headline ratio.
- Supervision will take account of age, development, SEND, behaviour, activity, layout, public access, weather, water, transport, overnight arrangements and staff experience.
- EYFS statutory ratios are minimum requirements and may need to be exceeded where risk or need requires it.
- Boarding assessments will address night and weekend staffing, on-call response, mixed-age groups, access by non-staff adults and gaps created by absence or simultaneous incidents.
- Lone working by staff will be avoided or controlled through contact, access, alarm, check-in and emergency arrangements.

14. Premises, access, security and traffic

- Premises risk assessments will cover building condition, roofs, windows, balconies, stairs, glazing, doors, gates, water, play equipment, trees, boundaries, lighting and inaccessible or concealed areas.
- Public access, shared premises, places of worship, community users and neighbours will be assessed for safeguarding, security, fire and traffic interfaces.
- Pupil arrival, departure and movement between buildings will consider roads, car parks, buses, congestion, visibility, crossing points, collection arrangements and large groups leaving at the same time.
- Unsafe defects will be isolated, reported and repaired within a timescale proportionate to the risk. Temporary controls will be monitored and will not drift into permanence without review.
- Specialist statutory assessments and registers for fire, asbestos, legionella, gas, electricity, lifting equipment and other estate risks will be maintained under the Health and Safety Policy.

15. Curriculum and higher-risk subject areas

- Departments will use competent specialist guidance and suitable model assessments, adapted to actual rooms, equipment, staffing and pupils.
- Science, design and technology, art, food, drama, music, performance, outdoor learning and vocational activities will have current assessments and safe operating procedures where risk requires them.
- CLEAPSS or equivalent specialist advice may support assessment but does not replace local judgement, staff training, equipment checks or supervision.
- Pupils will receive age-appropriate safety instruction and will be taught how to identify and manage risk responsibly.
- A practical lesson will not proceed where essential guarding, ventilation, competent supervision, protective equipment or emergency provision is unavailable.

16. PE, sport, swimming, outdoor play and adventurous activity

- Assessments will address facilities, surfaces, equipment, weather, competence, medical information, changing arrangements, supervision, emergency access and return-to-activity decisions.
- Swimming assessments will address pool operation, water safety, changing, lifeguarding or qualified teaching cover, non-swimmers, medical conditions, rescue equipment and emergency action.
- Playground and outdoor-play management will support beneficial challenge while removing or controlling unacceptable hazards.
- Adventure activities will use appropriately competent providers, recognised standards, parental information, suitable insurance and clear emergency and communication plans.
- Concussion, head injury and injury-related restrictions will follow the First Aid Policy and current medical guidance.

17. Educational visits, residential and overseas activity

- Every visit will be approved under the Educational Visits procedure and assessed in proportion to venue, travel, activity, group and environment.
- Generic or provider assessments will be checked and adapted for the school group; the school will understand who controls each risk and what remains its responsibility.

- Assessments will cover safeguarding, staffing, transport, accommodation, free time, medication, allergy, emergency contacts, missing pupils, communications, insurance and contingency plans.
- Residential and overseas visits will address passports, visas, local law, security, healthcare, evacuation, political or environmental change and contact outside normal school hours.
- The visit leader will monitor conditions and has authority to change or stop an activity. Significant changes will be recorded and reviewed after return.

18. Transport, minibuses and journeys

- Assessments will cover vehicle suitability, maintenance, insurance, driver authorisation, licences, fatigue, seat belts, passenger supervision, boarding, alighting and emergency equipment.
- Routes, stops, collection points, lone pupils, late collection, weather, traffic and communication failure will be considered.
- Drivers will not use handheld devices while driving and will stop safely before managing behaviour or making non-emergency calls.
- Passenger lists, medical and emergency information and arrangements for breakdown or collision will be accessible to the people who need them.
- Private transport arrangements made by families are outside school control unless organised, directed or endorsed by the school; any school involvement will be clearly assessed and recorded.

19. Visitors, contractors, lettings, events and shared premises

- Visitor controls will be proportionate to purpose, location, access to pupils, duration, supervision and safeguarding status.
- Contractor assessments and method statements will be checked by a competent person. The school will assess interfaces including pupil routes, noise, dust, fire escape, services, vehicles, tools and safeguarding.
- Lettings and events will define responsibility for capacity, fire, first aid, security, safeguarding, food, alcohol where lawful, traffic, cleaning and emergency action.
- The school will not assume another occupier or provider controls a risk unless roles have been confirmed in writing and arrangements have been tested.

20. Fire, emergencies, security incidents and business continuity

- Fire risk assessment is a specialist statutory assessment and will be maintained separately, with actions linked to the central risk register where appropriate.
- Emergency planning will cover evacuation, invacuation or lockdown, severe weather, utilities failure, structural incident, hazardous release, missing child, violence, cyber disruption and other credible emergencies.
- The July 2026 school and college security guidance will inform assessment of internal and external security risks, prevention, incident management, recovery and testing.
- Plans will be accessible to staff, tested at a proportionate frequency and adapted for disabled pupils, visitors, EYFS children and boarders.
- Business-continuity decisions will protect education, safeguarding, data, communications and critical services without placing people at unmanaged risk.

21. Workplace and occupational risks

- The school will maintain suitable assessments for staff and others exposed to workplace hazards, including manual handling, work at height, machinery, electricity, hazardous substances, display screens, noise and vibration where relevant.
- Individual assessments will be completed for new or expectant mothers, young workers, disabled employees, lone workers and staff with relevant health conditions.
- Psychosocial risks including workload, stress, violence, harassment, traumatic incidents and lone working will be managed through organisational controls and support, not treated only as individual resilience issues.
- Employees must report serious and immediate danger and cooperate with the school's safety arrangements.

22. Medical conditions, allergy, infection and first aid

- Risk assessments will be coordinated with Individual Healthcare Plans, Allergy Action Plans, medication arrangements and emergency procedures.
- The school will assess access to emergency medication, trained staff, first-aid cover, ambulance access, trips, sport, meals and transitions between staff or settings.

- Infection risks will be managed proportionately using current health-protection guidance, ventilation, hygiene, exclusion advice and individual vulnerability.
- A diagnosis alone does not determine risk. The assessment will consider the individual pupil, activity, environment, controls and reasonable adjustments.
- Near misses and emergency treatment will trigger review of the relevant plan and control system.

23. Digital, online, cyber and artificial-intelligence risks

- Online-safety risk assessment will cover content, contact, conduct and commerce risks, together with filtering, monitoring, staff accounts, remote access and reporting routes.
- The school will assess risks from generative AI, impersonation, deepfakes, sexualised images, misinformation, automated decision-making and disclosure of confidential information.
- Cyber risk will include loss of access, data breach, ransomware, compromised accounts, safeguarding-system failure, device loss and third-party services.
- Technology controls will be reviewed at least annually and after material system change, incident or emerging risk, with DSL, leadership, governance and technical input.
- Pupil use of technology will be managed through education, supervision, age-appropriate restrictions, reporting and proportionate monitoring rather than technical controls alone.

24. Alternative provision, work experience and external placements

- Before commissioning alternative provision, the school will assess provider suitability, safeguarding, location, staffing, curriculum, attendance, transport, medical needs and information-sharing arrangements.
- The school will know every site a pupil attends, confirm daily attendance where required and maintain safeguarding oversight throughout the placement.
- Work-experience organisers will check that the employer has suitable risk-management arrangements. The school will not duplicate or purport to approve technical workplace assessments it is not competent to judge.
- Relevant information about a pupil's disability, health, learning or safeguarding needs will be shared lawfully so the provider can assess and control risk.
- Placements will be reviewed and stopped where safeguarding, attendance, education or safety cannot be assured.

25. Equality, SEND and reasonable adjustments

- Risk assessment will not be used to exclude a disabled pupil, a pupil with SEND or another protected group without individual consideration of reasonable adjustments and less restrictive controls.
- The school may lawfully differentiate where this is necessary and proportionate to protect safety, but will record the evidence, alternatives considered and review arrangements.
- Information and controls will be accessible in a form the pupil, parent or staff member can understand and use.
- Where equality and safeguarding considerations appear to conflict, the school will undertake a careful, child-centred assessment and obtain specialist advice where needed rather than applying a blanket rule.

26. Recording, communication, authorisation and action tracking

- Significant findings will be recorded clearly and proportionately. Trivial detail that obscures the controls will be avoided.
- Every action will have an owner, deadline and status. High-risk or overdue actions will be escalated and temporary controls monitored.
- Relevant staff, pupils, parents, contractors and providers will be briefed before exposure to the risk. A signature alone is not evidence of understanding.
- Assessments will be version-controlled, dated and linked to supporting plans, guidance, incidents and approvals.
- Sensitive pupil-welfare assessments will be stored securely with access limited to those who need the information, while essential controls remain available to relevant staff.

27. Dynamic risk assessment and stop-work authority

- Staff will continually observe conditions during activities and respond to weather, equipment failure, unexpected behaviour, public access, illness, staffing change or other emerging hazards.
- Any member of staff may pause or stop an activity where they reasonably believe there is serious and immediate danger or essential controls are absent.

- Dynamic decisions should be calm, proportionate and communicated to the activity leader. They will be recorded where they materially change the plan, prevent harm, reveal a new hazard or contribute to an incident or near miss.
- Pressure to continue because of cost, timetable, audience, travel or reputation will not override safety or safeguarding.

28. Review triggers, monitoring and incident learning

- Each assessment will state a planned review date appropriate to the risk. Annual review is not sufficient where conditions change frequently or a pupil's needs are developing.
- An assessment will be reviewed when there is reason to suspect it is no longer valid or after significant change, including new pupils, staffing, premises, equipment, provider, activity, guidance or law.
- Incidents, safeguarding concerns, complaints, injuries, near misses, emergency activations and control failures will prompt proportionate review.
- Monitoring will include observation of practice, staff and pupil feedback, sampling of assessments, action completion, trend analysis and inspection of physical controls.
- Learning will be shared beyond the immediate department where the same hazard or weakness may exist elsewhere.

29. Proprietor assurance and annual review

- The Headteacher will provide the proprietor with regular assurance on significant risks, serious incidents, safeguarding and pupil-welfare assessments, material overdue actions and the effectiveness of the School's risk-management arrangements. Serious or uncontrolled risks will be escalated without delay.
- The proprietor will challenge whether assessment is comprehensive, actions are resourced, high risks are reducing and practice matches documentation.
- The policy will be reviewed at least annually and sooner after legal change, serious incident, inspection finding or significant change to the school's provision or estate.

30. Policies to be read in conjunction

- Safeguarding and Child Protection Policy
- Health and Safety Policy
- First Aid Policy
- Behaviour and Discipline Policy
- Anti-Bullying Policy
- Restrictive Interventions Policy
- Non-Discrimination and Inclusion Policy
- SEND Policy and Accessibility Plan
- Supporting Pupils with Medical Conditions Policy
- Whole-School Allergy Safety Policy
- Educational Visits Policy and procedures
- Fire Risk Management and Emergency procedures
- Internet Policy and Acceptable Use Agreements
- Data Protection Policy and Data Protection Privacy Notice
- Staff Code of Conduct
- Safer Recruitment Policy
- Attendance and Punctuality Policy
- Missing Pupil / Missing Boarder procedures
- Transport and Minibus procedures
- Boarding policies and procedures, where applicable
- EYFS policies and procedures, where applicable
- Contractor, lettings and event-management procedures
- Business Continuity and Critical Incident Plan

33. Source register

Source	Application
Education (Independent School Standards) Regulations 2014, paragraph 16	Binding requirement for a written and effectively implemented pupil-welfare risk-assessment policy and action to reduce identified risks.

Source	Application
Independent School Standards Guidance, April 2026, paragraphs 3.33 to 3.35	Current DfE interpretation, examples of overlooked risk and emphasis on systematic, continuing and non-risk-averse practice.
Health and Safety at Work etc. Act 1974	General employer and proprietor duties.
Management of Health and Safety at Work Regulations 1999	Suitable and sufficient assessment, preventive arrangements, competent assistance and review.
DfE Health and safety: responsibilities and duties for schools	School leadership, proportionate controls, recording, training and review.
HSE Managing risks and risk assessment at work and education guidance	Practical risk-assessment method and sensible school leadership.
Keeping Children Safe in Education 2026	Safeguarding, child-on-child abuse, online safety, alternative provision and information sharing.
Working Together to Safeguard Children 2026	Multi-agency, child-centred and inclusive safeguarding.
Prevent duty guidance: for England and Wales	Setting-specific assessment and management of the risk of pupils or staff being radicalised into terrorism, including online, and proportionate action to mitigate identified risks.
EYFS statutory framework for group and school-based providers, September 2026	EYFS premises, outings, safer sleep, screen use, supervision and safeguarding.
School and college security guidance, July 2026	Security risk assessment, prevention, incident management, testing, recovery and business continuity.
Good estate management for schools, updated July 2026	Estate risk, statutory compliance, competent persons and maintenance.
Equality Act 2010	Reasonable adjustments and non-discriminatory risk controls.
Boarding schools: national minimum standards, current version	Boarding welfare, accommodation, staffing, supervision and activities.
Specialist legislation and guidance	Fire, COSHH, asbestos, legionella, work equipment, work at height, manual handling, transport, food and incident reporting.