

Risk Assessment (including Student Access to Areas of Risk) Policy

This document which applies to the whole college, inclusive of boarding, and is publicly available on the college website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the college office.

Scope: All who work, volunteer or supply services to our college have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal college hours, including activities away from college. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the Policies Register.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force.

Monitoring and Review: These arrangements are subject to continuous monitoring, refinement, and audit by the Co-Principal, who will undertake a full annual review, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements and it will be made available to them in writing or electronically.

Reviewed: September 2025

Next Review: September 2026

Signed

David Game
Founder

John Dalton
Principal

James Eytel
GAC Member

1. Purpose

The purpose of this Risk Assessment Policy is to:

- Provide a clear, structured approach to the identification and management of risks;
- Promote a proactive culture of prevention and vigilance across all College activities;
- Ensure compliance with statutory obligations, including:
 - Keeping Children Safe in Education (KCSIE 2025);
 - Prevent Duty Guidance (2023);
 - Independent School Standards Regulations (ISSRs), Part 3;
 - National Minimum Standards (NMS) for boarding;
 - Health and safety legislation including the Health and Safety at Work Act 1974.

2. Scope

This policy applies to all areas of College operation, including but not limited to:

- Academic classrooms and laboratories (chemistry, physics, and biology);
- Boarding facilities, including residential accommodations and communal areas;
- Workshops, kitchens, and other practical learning environments;
- Off-site visits, trips, and extracurricular activities;
- Digital platforms, online learning environments, and IT systems;
- Events, visiting speakers, and contractors on College premises.

The policy encompasses physical, environmental, behavioural, and welfare risks, including safeguarding, mental health, bullying, radicalisation, extremism, and emerging risks from online and digital platforms.

3. Governance and Responsibilities

The College maintains clear roles and responsibilities for risk assessment:

- Headteacher: Overall responsibility for implementing and monitoring the risk assessment framework.
- Designated Safeguarding Lead (DSL): Ensures welfare and safeguarding risks are assessed, documented, and acted upon.
- Department Leaders and Activity Coordinators: Conduct risk assessments for specific areas, activities, and practical sessions, ensuring hazards are minimised and control measures implemented.
- All Staff: Identify hazards, follow established procedures, and escalate concerns promptly.
- Governance Advisory Committee (GAC): Provides oversight of the College's risk management framework, ensuring that systems are effective, resources are adequate, and risk awareness is embedded within the College culture.

4. Risk Assessment Methodology

Risk assessment is conducted using a systematic, structured approach:

1. Hazard Identification: Recognising potential sources of harm in all College environments and activities.
2. Risk Evaluation: Assessing who might be harmed and the severity and likelihood of harm.
3. Control Measures: Reviewing existing mitigation measures and implementing additional actions as needed.
4. Documentation: Recording risk assessments in a standardised format, noting hazards, controls, responsible staff, and review dates.
5. Review and Monitoring: Regularly reviewing assessments to ensure relevance, particularly after incidents, changes to premises, activities, or guidance.

The College ensures that risk assessments are student-focused, taking into account the needs of vulnerable groups, including students with SEND, those in boarding, and those identified as at risk of safeguarding concerns or radicalisation.

5. Integration with Safeguarding and Welfare

Risk assessment at the College is closely integrated with safeguarding processes:

- Welfare and safeguarding concerns are documented, assessed, and monitored alongside other risks.
- The College implements procedures to identify students in need of support, students who may suffer or are likely to suffer significant harm, and to take timely, proportionate action.
- Staff are trained to recognise emerging risks relating to behaviour, mental health, bullying, online safety, or extremism.
- The College works in conjunction with external agencies, including social care, police, health services, and the Channel Police Practitioner, to mitigate risks and provide support where appropriate.

6. Documentation and Record-Keeping

- All risk assessments are formally recorded and maintained, including identified hazards, control measures, responsible staff, and review schedules.
- Risk records are accessible to staff responsible for implementing controls, ensuring accountability and traceability.
- Information from risk assessments is shared appropriately with parents, staff, and third parties where necessary to safeguard students and staff.

7. Monitoring, Review, and Continuous Improvement

- Risk assessments are living documents, updated regularly to reflect changes in legislation, guidance, premises, activities, or incidents.
- Scheduled reviews are conducted at least annually, with additional reviews following accidents, near misses, or changes to College operations.
- The College fosters a culture of continuous improvement, learning from incidents and best practice to strengthen risk mitigation.

8. Training and Awareness

- Staff receive training in risk assessment principles, including identification of hazards, recording of findings, and implementation of mitigation measures.
- Students are made aware of relevant safety measures, procedures, and behavioural expectations, including laboratory, boarding, and digital safety.
- Ongoing professional development ensures that staff remain up to date with emerging risks and statutory requirements.

9. Commitment

Through this policy, David Game College demonstrates its commitment to:

- Creating a safe and secure environment for all members of the College community;
- Embedding risk awareness throughout governance, management, and operational practices;
- Ensuring compliance with statutory guidance and best practice;
- Promoting a proactive, preventative culture where risks are effectively managed, monitored, and continuously improved.

This preamble establishes the College's risk assessment framework and provides the foundation for detailed risk assessment procedures, templates, and departmental responsibilities outlined in the main body of the policy.

Preamble – Risk Assessment Policy

David Game College

David Game College is committed to providing a safe, secure, and supportive environment for all students, staff, visitors, and contractors. The College recognises that effective risk assessment is a cornerstone of its approach to health, safety, welfare, and safeguarding, ensuring that potential hazards are identified, evaluated, and appropriately mitigated. This policy sets out the principles, scope, and framework by which risk is systematically managed across all College operations.

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Introduction & Purpose

- 1.1 DAVID GAME COLLEGE (The College) is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.
- 1.2 Under the Education (Independent School Standards) Regulations 2014, the National Minimum Standards (NMS) for Boarding Schools, and the Management of Health and Safety at Work Regulations 1999, David Game College is required to manage risks across all its activities and to maintain a comprehensive policy that clearly describes the College's approach to identifying, evaluating, mitigating, and monitoring risk. This includes risks to student welfare, health, safety, and safeguarding, as well as risks associated with practical activities, laboratories, boarding, off-site trips, and digital environments. The policy reflects current statutory guidance, including Keeping Children Safe in Education (KCSIE 2025) and the Prevent Duty Guidance 2023, ensuring that risk management is systematic, student-focused, and integrated across all aspects of College operations.
- 1.3 Staff and managers should manage and reduce risk to reasonable levels by identifying what the basic level of risk is, and if necessary put in place controls to reduce risk.
- 1.4 All staff should be alert to changing circumstances and should take appropriate actions to reduce or stop an activity if the level of risk seems inappropriate.
- 1.5 The results of a risk assessment and subsequent control measures should be communicated to the staff, students and visitors concerned.
- 1.6 The College has regard to Government recommended guidance and advice re: *Learning outside the Classroom (LOtC) - National Guidance* from the Outdoor Education Advisers' Panel (OEAP) on College trips and offsite activities.
- 1.7 This policy is inclusive of college arranged activities outside of usual college hours. It applies to all staff (teaching, boarding and support staff), the Board of Directors and volunteers working in the college.
- 1.8 All who work, volunteer or supply services to the College have an equal responsibility to understand and implement this policy and its procedures both within and outside of usual college hours including activities away from college.
- 1.9 Relevant risk assessments and any action taken in response to risk assessments will be monitored regularly by the Head of College or a relevant senior member of staff if the Head is in absentia.
- 1.10 Risk assessments and action taken in response to risk assessments relating to boarding students or the boarding provision will be raised and discussed at SLT meetings.
- 1.11 The purpose of this policy is:
 - a. to actively promote the wellbeing of all students, staff and volunteers at the College; and
 - b. to implement a framework for the assessment of risk(s) to the wellbeing of all who are at DAVID GAME COLLEGE.
 - c. The highest priority is to ensure that all operations within the College environment, educational, pastoral, safeguarding and boarding are delivered in a safe manner which complies with both law, guidance and best practice.
 - d. It is acknowledged that risks are inherent in day to day life and they need to be identified along with the adoption of systems and controls to mitigate them.

1. Safeguarding

2. Safeguarding and child protection is the golden thread, which is at the heart of the College. The College's policies and training for all faculty and staff form the core of our safeguarding and child protection risk management.
 3. Safer recruitment policies and procedures reduce the exposure of the College to the risk of employing faculty and staff who are barred from working with children or are not allowed in the UK.
- 4. Risk Assessment**
- 5.1 A risk assessment is a careful examination of what could cause harm to people in a specific environment or when undertaking a certain activity, so that identified hazards can be countered with precautions and/or actions to prevent harm.
 - 5.2 The Board of Directors are legally required to assess the risks relating to:
 - a. the living and study place of students and employees;
 - b. the workplace.
 - c. Risk assessments focus on prevention rather than reacting to situations as they occur. Risk assessments should be reviewed and updated regularly. A Central Risk Assessment Repository is maintained by the College which contains risk assessments undertaken and maintained by staff members across the College who control specific areas.
 - d. In assessing the risks in the workplace, the Board of Directors will require the Health and Safety and Fire Officer to
 - e. look for the hazards, decide who might be harmed and how;
 - f. decide whether the existing precautions are adequate or whether more should be done;
 - g. record the findings, review the assessment and if necessary, revise it; ensure others are undertaking risk assessments for their area and completing 3.4.c above.
 - 5.3 Regular and systematic inspections and risk assessments of all potential hazardous substances and work activities will be made by, or under the authority of, the Head of H&S who will take into account all the relevant regulations and codes of practice.
 - 5.4 Specialist advice will be obtained if necessary and the risk assessment will be reviewed periodically. The significant findings will be recorded and appropriate preventative and/or protective measures taken as necessary.
 - 5.5 The Board of Directors has established a Health and Safety Committee which meets at least three times per academic year. It reviews key high risk areas, risk assessment processes and discusses new and emerging risks for consideration and assessment by management. Specific risk assessments for which specialists are engaged by the Building Manager include:
 - 5.5.1 fire safety,
 - 5.5.2 asbestos,
 - 5.5.3 legionella,
 - 5.5.4 gas Safety and
 - 5.5.5 electrical Safety

6 Definitions

- 6.1 A hazard is something with the potential to cause harm.
- 6.2 A risk is an evaluation of the probability of the hazard occurring.
- 6.3 A risk assessment is the resulting assessment of the probability and impact to assess the severity of the outcome.
- 6.4 Risk control measures are the controls and procedures put in place to minimise the consequences of uncontrolled risk (e.g. staff training, fire alarms and clear work procedures).

7 Looking for Hazards

- 7.1 You can look for hazards by:
 - 7.2 consultation and conducting inspections of the workplace, analysing jobs;
 - 7.3 adopting a 'what if' approach, noting all legislation and regulations as they apply to your workplace.
 - 7.4 Noting manufacturers' instructions, accident records, ill health records, etc., can help to identify hazards;
 - 7.5 Observing your environment;
 - 7.6 Liaising with colleagues using the same space.

8 Advice to All Staff

- 8.1 Staff should only identify hazards which could reasonably be expected to result in harm under the conditions of use of the space

or activity in question.

8.2 Use the following examples as a guide:

8.3 slipping / tripping hazards (e.g. poorly maintained floors or stairs);

8.4 fire (e.g. from flammable materials)

8.5 chemicals (cleaning fluids etc);

8.6 moving parts of machinery;

8.7 work at height;

8.8 pressure systems, (e.g. gas systems and bottles);

8.9 electricity (e.g. poor wiring);

8.10 dust & fumes (e.g. welding, building work);

8.11 manual handling;

8.12 noise;

8.13 poor lighting;

8.14 low temperature;

8.15 high temperature.

9 Is Risk Adequately Controlled?

9.1 Consider whether you have taken precautions against the risks from the hazards you listed? For example, is/are there:

9.1.1 adequate information, instruction or training?

9.1.2 adequate systems or procedures?

9.2 And do the precautions:

9.2.1 meet the standards set by a legal requirement?

9.2.2 comply with a recognised industry standard?

9.2.3 represent good practice?

9.2.4 reduce risk as far as reasonably practicable?

9.2.5 If so, then the risks are likely to be adequately controlled, but you still need to indicate the precautions you have in place. You may refer to procedures, manuals, college rules, etc. If the risk is not adequately controlled, a risk assessment should be compiled.

10 Who Might be Harmed?

10.1 When preparing a risk assessment there is no need to list individuals by name, just groups conducting similar activities, or why they may be affected, e.g.:

10.1.1 teachers, classroom assistants, office staff, maintenance staff, contractors;

10.1.2 people sharing the space, cleaners, parents/guardians/carers;

10.1.3 pay particular attention to people with disabilities, young children, older people who may have mobility issues, visitors, inexperienced staff & lone workers.

11 Recording the Findings

11.1.1 Significant hazards, assessments and conclusions must be recorded and staff and students should be informed of the findings that impact upon them where relevant.

11.2 Relevant to their area, the Head of College, Building Manager and Head of H&S should be able to show that:

11.2.1 all the obvious significant hazards have been addressed;

11.2.2 the precautions are reasonable;

11.2.3 the remaining risk is low.

11.2.4 Staff must ensure that records are kept for future reference. Regulators may request them or in the case of any legal action they may be required.

11.3 Risk assessments should be recorded in a way that describes:

11.3.1 Hazards/risks identified and persons affected

- 11.3.2 Existing controls
- 11.3.3 Person(s) responsible
- 11.3.4 Likelihood
- 11.3.5 Severity
- 11.3.6 Rating (LxS)
- 11.3.7 Additional control and mitigation
- 11.3.8 SEN or vulnerable students
- 11.3.9 Students with specific medical conditions and medications
- 11.3.10 Mental health issues of any student
- 11.4 Non-sensitive completed risk assessments should be uploaded to the relevant folder of the *Central Risk Assessment Repository* held on the DAVID GAME COLLEGE internal shared drive (google at this time).
- 11.5 The purpose of the *Central Risk Assessment Repository* is to provide a single place where risk assessments are stored and where members of faculty and staff can access examples of completed risk assessments and guidance documents to assist in their completion.

12 Activities requiring Risk Assessments

There are numerous spaces and activities undertaken by the College, each of which requires its own risk assessment. These include:

- a. Fire
- b. Health & Safety
- c. Student activities
- d. Work-based activities
- e. Boarding house
- f. Some classrooms (science labs, art rooms etc)
- g. Events (including risky events)
- h. Food preparation and cooking
- i. Medical
- j. Recruitment
- k. College trips and visits
- l. Security
- m. Sports
- n. Staff accommodation (off and on site)
- o. Risky areas
- p. Learning outside the classroom (LOtC)
- q. Gym and dance floors
- r. Clubs and associations
- s. Activities and events related to boarders

10.2. Medical and First Aid

- a. The Medical and First Aid rooms have risk assessments for first aid and all other medical related treatments and procedures. The accident forms are maintained in the Health Centre. There are established procedures to be followed in the case of a medical emergency.

Student Access to Areas of Risk

1. Aim

- 1.1 The aim of this Policy is to state the College's procedures for managing, controlling or denying unauthorised access by students

to potentially dangerous or risky areas of DAVID GAME COLLEGE England buildings and grounds.

- 1.2 Rather than having a formal procedure for each and every identified area of risk within the DAVID GAME COLLEGE England site (and student access therefore) for the most part the flow of students around site and off-site is based on common sense and trust. However, it is acknowledged that there are times when a formal proactive or reactive instruction is required in the form of a risk assessment or another relevant instructive tool.

2. Introduction

- 2.1 The Board of Directors, the Head of College, SLT, faculty and staff of DAVID GAME COLLEGE England are fully committed to ensuring the health, safety, welfare and wellbeing of all students at the College.
- 2.2 On a large and complex site such as this there will inevitably be areas within the buildings or grounds that are considered to present risks to the safety of students who may accidentally or deliberately stray into them.

3. Procedures

- 3.1 The College makes every effort to ensure that all potentially dangerous areas are, wherever possible, made secure by fencing, locking, access control, signage or otherwise physically preventing access to them.
- 3.2 Areas temporarily out of bounds are, where possible, fenced or cordoned off and appropriate warning notices are placed to describe the danger.
- 3.3 Areas of the College grounds away from the main buildings are illuminated where there is likely to be foot traffic, from dusk to dawn and efforts are made to recognise whether lighting levels elsewhere around the College grounds is suitable.
- 3.4 Any damage to out-buildings and garages that would allow easy access must be reported and repaired as soon as possible.
- 3.5 It is imperative that no tools, sharps, equipment or machinery are left unsupervised or in an inappropriate area on the site that students can access. Where anything is found to be a danger, it must be reported immediately to the Buildings manager and action taken to remove the risk, secure it, or declare the area out of bounds.
- 3.6 It is the responsibility of the member of staff in charge of any activity to explain to students what guidance/rules they must follow to ensure both their safety and the safety of others. Once the activity is finished it is the responsibility of that member of staff to account for the whereabouts for all the students involved and to secure the area, if appropriate.
- 3.7 Students are advised by boarding staff and advisors of the dangers of entering risky areas of the College. They are made aware that to enter such an area deliberately is regarded as a very serious disciplinary offence that will be dealt with in an appropriate manner.
- 3.8 DAVID GAME COLLEGE England is protected by CCTV. Security officers tour the College site throughout the day and in the evening to make sure it is secure.
- 3.9 All main college buildings and boarding houses have access controlled doors that can be accessed by staff and students throughout the College day.
- 3.10 Boarding houses are timed to exclude students during the College day except at lunch times.
- 3.11 Students only have access to buildings that they need to access to undertake their daily business.
- 3.12 The College ensures that students do not have unsupervised access to potentially dangerous areas, such as the science laboratories and the Design Technology rooms, Gym, Sports Hall etc
- 3.13 Doors to these areas are kept locked at all times when not in use. All flammables and laboratory chemicals are kept securely locked in appropriate storage facilities.
- 3.14 Students are not allowed to use gymnastic, athletic or climbing equipment without supervision.
- 3.15 Younger children at DAVID GAME COLLEGE England are strictly supervised and are not allowed unsupervised access to the site.
- 3.16 ensuring through training that all staff are aware of and committed to this policy and the values set out;
- 3.17 establishing a positive, supportive and secure environment in which students can learn and develop;
- 3.18 including in the curriculum, activities and opportunities for PSHE which equip students with skills to enable them to protect their own welfare and that of others; and
- 3.19 providing medical and pastoral support that is accessible and available to all students.

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Specific Areas of Risk

| | Site | Risk assessment | Date | Review date | RA held? |
|---|--|-----------------|--------|-------------|-----------------|
| a | Plant Room | Yes | Jan-26 | Aug-26 | Risk Repository |
| b | Sub-basement | Yes | Jan-26 | Aug-26 | Risk Repository |
| c | Top floors | Yes | Jan-26 | Aug-26 | Risk Repository |
| d | Electrical fuse boxes | Yes | Jan-26 | Aug-26 | Risk Repository |
| e | Electrical panels | Yes | Jan-26 | Aug-26 | Risk Repository |
| f | Gas valves and inlets | Yes | Jan-26 | Aug-26 | Risk Repository |
| g | General – Walkways | Yes | Jan-26 | Aug-26 | Risk Repository |
| h | Biology lab | Yes | Jan-26 | Aug-26 | Risk Repository |
| i | Chemistry lab | Yes | Jan-26 | Aug-26 | Risk Repository |
| j | Gym | Yes | Jan-26 | Aug-26 | Risk Repository |
| k | Physics lab | Yes | Jan-26 | Aug-26 | Risk Repository |
| l | Dark room/Art room | Yes | Jan-26 | Aug-26 | Risk Repository |
| m | Basement of Boarding House (unless supervised for laundry) | Yes | Jan-26 | Aug-26 | Risk Repository |
| n | Food preparation room | Yes | Jan-26 | Aug-26 | Risk Repository |
| o | The main adult entrance of Urbanest on Vine Street | Yes | Jan-26 | Aug-26 | Risk Repository |
| p | Public space of the London Wall | Pending | | Mar-26 | |
| q | Medical room A06 | Yes | Jan-26 | Aug-26 | Risk Repository |
| r | Boarding medical room | Yes | Jan-26 | Aug-26 | Risk Repository |
| s | Cleaners' cupboard (College) | Yes | Jan-26 | Aug-26 | Risk Repository |
| t | Cleaners' cupboard (Boarding) | Yes | Jan-26 | Aug-26 | Risk Repository |
| u | Laundry area (Boarding basement) | Yes | Jan-26 | Aug-26 | Risk Repository |

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| | | | | | |
|---|---|-----|----------|--------|-----------------|
| v | Risk assessment roof access for the College | Yes | Sep-2025 | Sep-26 | Risk Repository |
|---|---|-----|----------|--------|-----------------|

The above areas have a specific Risk assessment completed on file which we review yearly, they are also subject to a weekly visual inspection by the grounds, maintenance and security teams.

- Protection - ensuring all appropriate actions are taken to address concerns about the welfare of a student, whether of a safeguarding nature or otherwise. This includes:
 - sharing information about concerns with agencies who need to know and involving students and their parents appropriately; and
 - monitoring students known or thought to be at risk of harm and formulating and / or contributing to support packages for those students.
- A. The College recognises that student welfare and well-being can be adversely affected by many matters whether in or away from College, including abuse, bullying, radicalisation, behavioural and health issues. The College has developed this policy and the policies in the table below, which set out full details of its procedures to safeguard and promote student health, safety and welfare in accordance with its duties under Part 3 of the ISSRs and the and details of those with overall responsibility for risk assessment.
- B. Risk Assessment: Student safety and welfare at the College is paramount. The College have various systems to ensure that student welfare is safeguarded and promoted including the use of daily meetings where required, boarding team meetings, and student risk assessment sheets. These are regularly reviewed and overseen by the DSL. Where a concern about a student's welfare is identified, the risks to that student's welfare will be assessed, appropriate action will be taken to reduce the risks identified, and this will be recorded and regularly monitored and reviewed. The format of any assessment of risks may vary and may be included as part of the overall response to a welfare issue and/or by using the attached risk assessment form where appropriate. Regardless of the form used, the college's approach to promoting student welfare will be systematic and student focused. The information obtained through this process and the action agreed will be shared, as appropriate, with other staff, parents and third parties in order to safeguard and promote the welfare of a particular student or of students generally.
- C. Safeguarding and child protection: With regard to safeguarding risks, and in accordance with current statutory guidance, including *Keeping children safe in education* (September 2025) and *Working together to safeguard children* (latest publication) and Part 3 of the ISSRs and the NMS, the College has systems in place to identify students who may be in need of extra help, or those who are suffering, or are likely to suffer significant harm, and will take appropriate action to address and mitigate those risks by working in conjunction with social care, the police (including, in relation to those identified as being at risk of radicalisation, the Channel Police Practitioner), health services and other services, where appropriate or necessary. Full details of the College's safeguarding procedures are set out in the Safeguarding and Child Protection Policy. Further guidance on how staff should ensure that their behaviour and actions do not place students or themselves at risk of harm, or of allegations of harm to a student, is also set out in Staff Code of Conduct.
- D. Protection from radicalisation and extremism: Details of the College's procedures to prevent students from becoming radicalised and/or being drawn into extremism and/or terrorism in accordance with the guidance in *Prevent Duty Guidance* for England and Wales (HM Gov) and the *Departmental advice on the Prevent Duty* (DfE) are also contained within the Safeguarding Policy. The College will meet these obligations by assessing the risk of students being drawn into radicalisation and/or extremism and/or terrorism and putting in place control measures to support those at risk. The College is committed to providing a safe space in which students can consider and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The College will ensure that the arrangements for visiting speakers, whether invited by staff, students or parents, are suitably risk assessed before the visit takes place and that clear protocols are in place to ensure that those visiting speakers are suitable and are appropriately supervised when on College premises.
- E. Countering-bullying: The College has a written Anti-bullying policy which covers the College' approach to the management of bullying and cyber bullying.

- F. Behaviour: The College has a written behaviour policy that sets out how it promotes good behaviour amongst students at the College and the sanctions to be adopted in the event of student misbehaviour. This policy contains further information about the College's performance of its duties under the Equality Act 2010 (and reasonable adjustments made for students with disabilities), support systems for students and liaison between parents and other agencies.
- G. Health and safety: In accordance with its obligations under the Health and Safety at Work etc Act 1974 and with Part 3 of the ISSRs, DAVID GAME COLLEGE as an employer has a duty to ensure the health, safety and welfare of employees and the health and safety of students and others affected by the Colleges' operations, so far as is reasonably practicable. The College will meet this requirement by taking a sensible, proportionate and holistic approach to management of health and safety issues in accordance with its obligations and its health and safety policies and its policy on risk assessment of health and safety issues.
- H. Reporting: When assessing risks to student welfare and well-being at the College, all staff should also consider whether the matter should be reported to outside agencies and /or regulatory bodies, including but not restricted to, Children's Services, the Police, (including, in relation to those identified as being at risk of radicalisation, the Channel Police Practitioner), Ofsted, CAMHS etc. Unless provided for otherwise in the College's policies or in statutory guidance, the member of staff concerned should discuss the decision to report to outside agencies and /or regulatory bodies with the Principal and/or the Designated Safeguarding Lead (where appropriate) before making such a report. If, at any point, there is a risk of immediate serious harm to a student, a referral should be made to children's social care immediately. Anybody can make a referral. If the student's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point. Wherever the College proposes to share information under this policy or related welfare policies, it will have due regard to the principles set out in the DfE advice note, "Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers" (Currently in force).

Appendix 1: Guidance on Risk Assessment

Guidance on risk assessment: A student welfare risk assessment is a careful examination of what could cause harm to student welfare and to consider appropriate control measures, so that you can weigh up whether the College has taken adequate precautions or should take additional steps to prevent the risk of harm. The purpose of a risk assessment is not to create huge amounts of paperwork, but rather to identify sensible measures to control real risks - those that are most likely to occur and / or will cause the most harm if they do. When thinking about your risk assessment in this context, remember:

a welfare issue is anything that may harm a student; to include cyber-bullying, abuse and the risk of radicalisation and extremism.

the risk is the chance that a student could be harmed, together with an indication of how serious the harm could be if it occurs.

Step 1: Identify the issue: First you need to work out how students could be harmed. This will generally be set out in the concern raised about a student's welfare.

Step 2: Decide who might be harmed and how: Identify individual students or groups of students who might be harmed and how they might be harmed by the concern raised. Step 3:

Evaluate the risks and decide on precautions: Decide what to do about the risks.

Compare what you currently do with what is required by law, DfE guidance or is accepted good practice. If there is a difference, list what needs to be done to protect the student's welfare. Where appropriate take into account any special requirements or protected characteristics.

Step 4: Record your findings and implement them: Make a written record of your significant findings - the concern, the issues, how student(s) might be harmed and what arrangements the College has in place to control those risks.

There is no prescribed format for this record, but any record produced should be simple and focused on control measures and the steps the College proposes to take to manage the risk.

Step 5: Review your risk assessment and update, if necessary: Review what you are doing for the students identified and across the College generally and monitor and review the efficacy and /or the outcome of the measures you have put in place on a regular basis, or as required.

