



Newton International Academy, Barwa

Risk Assessment Procedures

*An International Community of
Learners, Striving for Excellence and
Celebrating Success*



NEWTON
INTERNATIONAL
ACADEMY | **BARWA**

Approved by: Senior Management Team
Date Approved: September 2026
Next Review Date: September 2027
Review Cycle: Annual

Risk Assessment Procedures

1.Vision, Mission and Values

2. Purpose and Rationale

The purpose of these procedures is to ensure that all risks to the safety, wellbeing, and learning of students, staff, and visitors are systematically identified, assessed, managed, and reviewed.

At NIA Barwa, risk assessment is not a compliance exercise, but a proactive safeguarding tool that:

- Prevents harm before it occurs
- Supports informed decision-making
- Enables safe and effective teaching and learning
- Promotes a culture of vigilance and shared responsibility

This approach supports the development of a safe, inclusive, and socially responsible learning community.

3. Definition

A risk assessment is a structured process used to:

- Identify potential hazards
- Evaluate the likelihood and severity of harm
- Implement control measures to reduce risk

This applies to:

- Daily school operations
- Teaching and learning activities
- Educational visits and extracurricular activities
- Site safety and supervision
- Safeguarding and crisis situations

4. Core Principles

Safety First: The wellbeing of students and staff is paramount



- **Proactive Prevention:** Risks are identified and mitigated in advance
- **Shared Responsibility:** All staff contribute to risk awareness and management
- **Proportionality:** Controls are appropriate to the level of risk
- **Dynamic Practice:** Risk assessment is ongoing and responsive
- **Safeguarding Focus:** All risk assessments consider child protection implications

5. Roles and Responsibilities

Senior Leadership Team (SLT)

- Ensure robust risk assessment systems across the school
- Approve high-risk activities and oversee compliance
- Monitor effectiveness and review procedures
- Liaise with external authorities where required

Health & Safety Lead / Designated Staff

- Provide guidance, templates, and training
- Monitor quality and consistency of risk assessments
- Maintain central oversight of high-risk activities

All Staff

- Identify hazards and complete risk assessments as required
- Implement and monitor control measures
- Supervise students effectively
- Report concerns immediately

Site and Security Team

- Ensure safe physical environment
- Monitor access control and site safety
- Address hazards promptly

6. Risk Assessment Process

Step 1: Identify Hazards

Consider:

- Environmental risks (weather, site, equipment)
- Behavioural risks (student conduct, supervision)
- Safeguarding risks (access, visibility, unfamiliar individuals)
- Health risks (medical needs, hygiene, contamination)

Step 2: Assess Risk

Evaluate:

- Likelihood (probability of occurrence)
- Severity (impact of harm)

Categorise risk: Low / Medium / High

Step 3: Implement Control Measures

Examples include:

- Adequate supervision ratios
- Clear procedures and expectatio



- Safe equipment and environment checks
- Restricted access and security measures
- Safeguarding systems (lanyards, visibility, controlled entry)

Step 4: Record and Communicate

Record risk assessments where required (e.g. trips, high-risk activities)

Share with relevant staff

Ensure clarity of roles and expectations

Step 5: Monitor and Review

Continuously monitor during activities

Adjust if conditions change

Review following incidents or regularly

7. Types of Risk Assessments

Required for:

- Educational visits and trips
- Practical subjects (Science, PE, DT)
- Events
- Site and supervision arrangements
- Crisis and emergency situations
- Individual student needs (medical, behavioural plans)

8. Safeguarding Integration

Risk assessment is integral to safeguarding:

- Identifies vulnerabilities and unsafe practices
- Supports prevention of harm or abuse
- Ensures safe supervision and secure environments
-

All safeguarding concerns identified must be:

- Reported immediately
- Logged via appropriate systems (e.g. MyConcern)
- Escalated where necessary

9. Health & Safety Integration

- Regular site and equipment checks
- Clear accident and incident procedures
- Compliance with hygiene and safety standards
- Staff trained in emergency response

10. Crisis Management Integration

Risk assessment underpins:



10. Crisis Management Integration

Risk assessment underpins:

- Emergency procedures (fire, lockdown, shelter-in-place)
- Response to critical incidents (violence, medical emergencies, weather)
- Effective communication and coordination

Dynamic risk assessment must be applied in real-time during emergencies.

11. Monitoring and Review

- Regular audits by SLT and Health & Safety Lead
- Evaluation following incidents or near misses
- Ongoing staff training
- Continuous improvement through data and feedback

12. UK and International Guidance

These procedures are informed by and aligned with leading international and UK safeguarding and health & safety guidance, including:

- Keeping Children Safe in Education (KCSIE, DfE)
- Working Together to Safeguard Children (HM Government)
- Health and Safety Executive (HSE) – Risk Assessment Guidance
- DfE Health and Safety Advice for Schools
- The Prevent Duty (DfE)
- CIS International Accreditation Framework and Safeguarding Expectations

13. Compliance Statement

These procedures are implemented in accordance with:

- NIA Barwa Safeguarding Policy
- Health & Safety Policy
- Crisis, Risk and Critical Incident Management Policy
- MOEHE and MOI regulations

14. Final Statement

Through a proactive, systematic, and values-driven approach to risk assessment, NIA Barwa ensures a safe, secure, and supportive learning environment, enabling all members of the community to thrive and succeed.

Responsibility for drawing up, checking and authorising risk assessments

The existing roles and responsibilities in Section 5 remain unchanged. The following clarification is added:

- Risk assessments may be drafted by the member of staff leading the activity, department or area, with guidance from the Health & Safety Officer where required.



Senior Leadership Team (SLT) and the Health & Safety Officer are responsible for checking and, where required, authorising risk assessments, particularly for higher-risk activities, significant changes and whole-school/site arrangements.

- For practical specialist areas, the relevant Head of Department - particularly Science, Design & Technology and PE - is responsible for ensuring suitable subject-specific risk assessments are in place, current and communicated to staff.
- Where a risk assessment identifies a high or unusual level of risk, SLT approval is required before the activity proceeds.

Staff training in risk assessment

- Staff receive risk-assessment guidance through induction, ongoing health and safety training and relevant online training.
- Staff in Science use current CLEAPSS guidance and resources when assessing risks associated with practical work, chemicals, equipment and laboratory activities.
- Heads of Department and staff responsible for higher-risk activities receive role-specific guidance appropriate to their areas of responsibility.
- Training and guidance are refreshed when procedures, activities, equipment or recognised guidance change.

Scope of risks to pupils' wellbeing

- Risk assessment at NIA Barwa includes physical, emotional, safeguarding and wellbeing risks and is not limited to accidents or premises hazards.
- Assessments should consider, where relevant: pupils with complex mental-health or emotional needs; pupils with medical, SEND/AESN or behavioural needs; adequacy of supervision and staff-to-pupil ratios; access to vulnerable or unsupervised areas; site security and visitor access; bullying or peer-related risks; transport and movement around the site; extreme weather/heat; specialist equipment; emergency arrangements; and any individual circumstances that may increase vulnerability.
- Where a safeguarding or wellbeing concern is identified through a risk assessment, it must also be addressed through the appropriate safeguarding, pastoral, medical or inclusion procedure.

Risk assessments carried out in school

- In addition to the categories already listed in Section 7, NIA Barwa carries out risk assessments where appropriate for: Science practical work and laboratories; DT practical activities and equipment; PE, sports facilities and swimming; site and premises hazards; fire and emergency arrangements; school events and assemblies; supervision and movement of pupils; contractors and maintenance work; individual pupil medical, behavioural, safeguarding or accessibility needs; and new or unusual activities.
- Risk assessments are reviewed when circumstances change, following an accident/incident or near miss, when new equipment or activities are introduced, or as part of the school's normal monitoring cycle.



Educational visits and off-site activities

The existing requirement for educational visits and trip risk assessments remains unchanged. The following clarification is added:

- All off-site visits and trips must have an appropriate written risk assessment completed before the visit.
- Trip risk assessments must meet applicable Qatar Ministry of Education and Higher Education (MOEHE) requirements and any other relevant local requirements or approvals.
- The assessment must consider the destination, transport, activity, staff-to-pupil ratio, supervision, safeguarding, medical needs, first-aid arrangements, emergency contacts, weather/environmental conditions and any higher-risk activity.
- The trip leader completes or coordinates the risk assessment and submits it through the school's established approval process. Higher-risk or unusual visits require SLT review/authorisation before proceeding.
- Risk assessments must be communicated to relevant accompanying staff and dynamically reviewed during the visit if circumstances change.