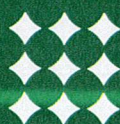
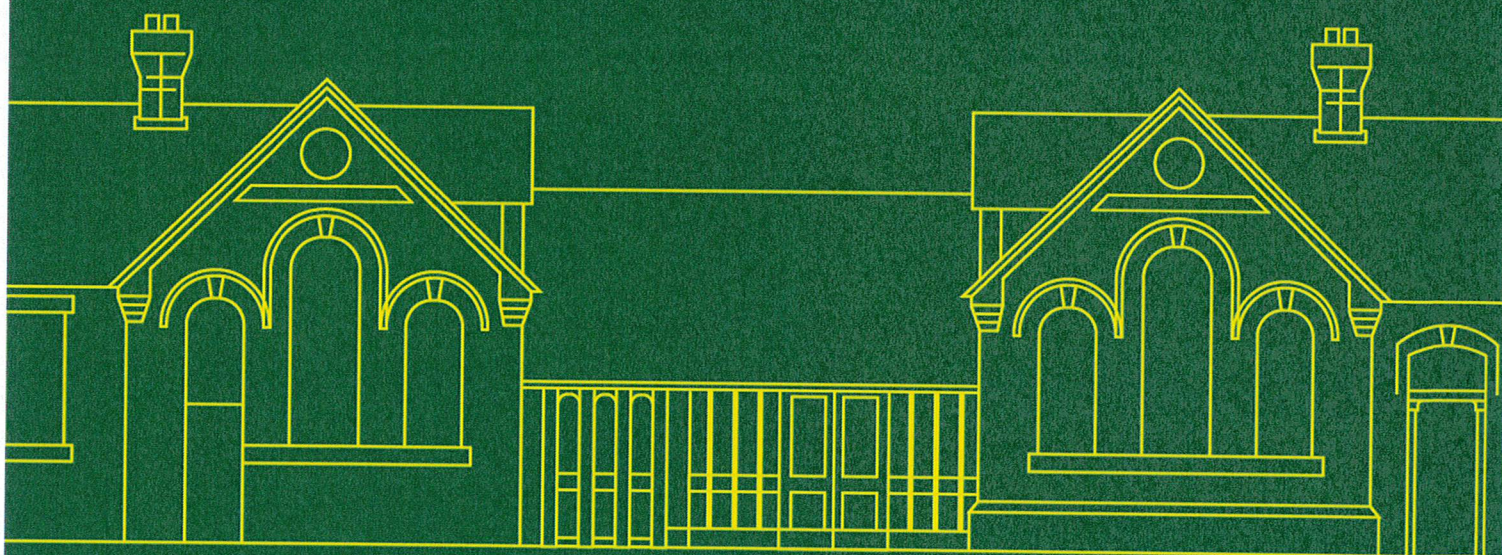




Inclement Weather

September 2026 – Review September 2027



**STOUR VALE
ACADEMY
TRUST**

Procedure Name:	Inclement Weather
Date Document Reviewed:	10/06/2026

Inclement Weather Procedure / Risk Assessment

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Section 1: Procedure relating to school closure due to snow/ice

It is our policy to remain open unless we are forced to close because there is a risk to the health, safety and welfare of staff and pupils. The Head Teacher in consultation with the Chair of Governors and Multi Academy Trust is responsible for making the decision to close the school due to inclement weather conditions.

Regular updates from Site Manager/Business Manager regarding the conditions, as well as the effectiveness of the precautionary gritting, reactive gritting and snow clearance arrangements will form part of the decision-making process.

The gritting and snow clearance services are delivered by Dudley Council Green Team (if available) during periods of inclement weather. These are reviewed by H/S committee as we approach winter months.

A document detailing the snow day arrangements is circulated to school staff on an annual basis, which gives specific information relating to the procedures that staff should follow if the school is to stay open on a snow day.

Notification that the school will be closed

a. Before school day

If the decision is made to close the school, there will be an announcement on the local radio stations and details of the closure will be posted on the school website, and via our Text Messaging System. Details will also be posted on the Local Authority (LA) website following notification by the school to the LA.

School website	Matthew Priest / Karen Best
LA website	Matthew Priest / Lynne Perkins
Notify LA by emailing	Matthew Priest / Lynne Perkins

The decision to close will be avoided where possible. There is no need for staff or parents to contact the school to check whether the school is open. Unless announced on the radio stations and websites as advised above, the school will be open.

Staff should check the school website and emails for announcements.

b. During the school day

If the weather turns worse during a school day, pupils will only be sent home if there are satisfactory arrangements for them to return home safely.

The school will get messages to parents/carers by initially via Arbor (MIS), school & LA website, text or telephone. (Depending on individual circumstances).

The school will make arrangements for pupils using taxi transport

Students who are unable to go home will stay in school with staff until suitable arrangements can be made.

Actions for Staff if the school is to Close

Staff should check the school website and email for an announcement regarding the closure, normal opening or delayed opening of the Academy. Colleagues, where possible will also be contacted by text.

SLT will be responsible for communicating and coordinating actions relating to early closure during the school day.

School staff will communicate with parents/carers following the closure decision.

Adequate staff will remain on site to support students who are unable to get home.

1.4 Organisations and Individuals to contact if the school is to close

All school staff, parents / carers, Community transport, local radio stations, any planned visitors and/or deliveries need to be notified where possible about the closure.

1.5 Issues for consideration prior to deciding if the school should be closed:

Health and safety:

- Can pupils and staff access the school buildings safely?
- Can pupils and staff be evacuated in an emergency?
- In an emergency, could the Emergency Services access the school?
- Is the area designated for disembarkation from transport safe for pupils?

Transport:

- Is public transport running a full service and/or can vehicles reach the school to collect pupils?
- Can deliveries get through to the kitchen to prepare dinners?
- Can taxis get to site to collect students who have pre-arranged transport?

Staff to student ratio:

- Will the staff-to-student ratio be acceptable?
- Will there be adequate site staff and first aiders to deal with emergencies?

Catering staff:

- Are enough catering staff in school to prepare dinners?

1.6 Lettings and other external activities outside of school hours.

Consideration should be given to the safe arrival and departure of all lettings and external activities outside of school hours. The same considerations listed in section 1.5 should be discussed before opening or operating during inclement weather. If it is deemed unsafe to allow students and staff on site during the school day, then lettings and other activities should also be cancelled, unless there is significant improvement in the conditions. The Headteacher, Business Manager and Site Manager should all decide on the best course of action and communicate effectively and efficiently to the lettings or activity leaders.

Section 2 Gritting / snow clearance plan

The Health and Safety at Work Act 1974 places responsibility upon the employer, **so far as is reasonably practicable**, that the means of access and egress from its premises are maintained in a condition that is safe and without risk to either its employees or other persons.

The approved code of practice which supports the Workplace Health, Safety and Welfare Regulations states that "arrangements should be made to minimise risks from snow and ice. This may involve gritting, snow clearing and closure of some routes ..."

The objective is to provide safe access and egress for pedestrians and vehicles within the school grounds and implement the winter maintenance procedure. A snow clearance plan has been developed and reviewed by the Health and Safety committee at Queen Victoria Primary School. The plan will ensure all the agreed areas and routes will be cleared and gritted by the Site Team, if safe to do so. External support would be requested Dudley Council Green Care. Any areas of concern should be reported to the Site Manager or Business Manager

Section 3 – Wind/Rain/Storms

The UK experiences wind, rain and storms often throughout the year. We have a duty of care to ensure that not only the people within our site are safe and protected from risks associated with weather, but also members of the public and the school building itself.

3.1 – outside play during wind/storms

During windy days, the Site Manager, Business Manager and Headteacher will decide if it is safe enough to allow students to use the outside areas during break time and lunch time. The decision will be based on the following:

- Risk of the wind / storm producing unsafe outside environment linked to flying debris
- Number of trees surrounding the area and the recent tree survey recommendations
- Building integrity – roof tiles, flashing, metal coming loose and falling to the ground
- Outside equipment being moved by the wind/storm
- Doors/gates swinging in the wind and becoming a hazard

Where the wind is extreme or control measures cannot be put in place to ensure risks are reduced, outside play should be moved indoors.

3.2 – wind/storm warnings during out of school hours

Where wind/storm warnings are identified, the Site Manager and the site team should ensure that the outside areas of the school site are checked and where possible, items which may be blown around, stored safely or moved inside.

3.3 – wind/storm without warning, out of school hours

If there has been a wind/storm over the weekend, or during the evening, then the Site Manager and Business Manager should complete a site walk, when it is safe to do so, before opening the school site. Checks should include:

- Visual inspection of trees for broken/damaged/loose branches
- Visual inspection of the roof and loose/unsafe roof tiles/chimney stacks/flashing
- Playground and outside space walk to reset any outside play equipment or furniture which may have been moved
- Any other concerns with the integrity of the site/building

At all times, the integrity and safety of the boundary fencing and the physical perimeter of the site should be maintained. If this is not possible, then a discussion with the Headteacher should take place as to how to open safely with an insecure boundary.



When reviewing the site, consideration must be given to the surrounding roads, proximity houses, vehicles or property and members of the public which may be at risk if there was to be a collapse of a tree or structure, due to the wind or a storm.

Regular maintenance and monitoring/inspections should take place on all high up or outside structures. The advice and guidance of competent professionals should be sought. Structural integrity of these areas should be considered in the estates management plan and reassurance given to the Headteacher, where reasonably practicable, that during high winds these areas will remain safe.

A tree survey should take place every two years with an action plan to address the remedial works, completed at the earliest possible opportunity.

Section 4 – hot weather

The UK has seen an increase in the number of amber and red weather warnings being issued for hot temperatures. As such, schools should regularly review their inclement weather plans to ensure the right processes can be followed and implemented when dealing with hot weather.

The HSE states 'there's no law for maximum working temperature, or when it's too hot to work, because every workplace is different. Employers must stick to health and safety at work law, including keeping temperature at a comfortable level and providing clean and fresh air'

4.1 – outside play, PE or other outside activities

Consideration should be given to the cessation of outside activities if an amber or red weather warning has been issued. Alternative indoor activities should be explored where shade can be guaranteed.

4.2 – adjustments to uniform/work wear for staff and students

To support staff and students being comfortable in the hot weather, consideration should be given to allowing the relaxation of school uniform for students and the office attire for staff, whilst always ensuring sensible and suitable footwear.

4.3 – workers in already hot areas (kitchen staff, science technicians etc)

Employers should ensure that workers have access to water and take regular breaks when working in extremely hot areas such as kitchens or science labs. Consideration to allowing natural air flow which won't impact on other health and safety practices

Regular review of the chemicals stored within the cleaning department or technology/science departments should be undertaken during hot weather. Some chemicals can react to heat, to knowledge of how to keep them cool should be obtained.

Appendix 1 - School map showing the areas of snow clearance

Include here a site map and identify the following:

- Fire exits
- Location for gritting only
- Primary route for clearing
- Secondary route for clearing
- Snow dump



Appendix 2 - Inclement weather risk assessment

Type of assessment: Inclement weather	Location/Setting: Queen Victoria Primary School
Date of assessment: 13/11/2025	Person completing assessment: Matthew Priest and Lynne Perkins
Background: This risk assessment will focus on all elements of inclement weather (Snow, Wind, Rain, Heat). The decision to open a site remains with the Headteacher/Nursery Manager and following a dynamic risk assessment when linked to the weather. The Health and Safety at Work Act 1974 places responsibility upon the employer, so far as is reasonably practicable, that the means of access and egress from its premises are maintained in a condition that is safe and without risk to either its employees or other people. The approved code of practice which supports the Workplace Health, Safety and Welfare Regulations states that "arrangements should be made to minimize risks from snow and ice. This may involve gritting, snow clearing and closure of some routes .." The HSE states 'there's no law for maximum working temperature, or when it's too hot to work, because every workplace is different. Employers must stick to health and safety at work law, including keeping temperature at a comfortable level and providing clean and fresh air' Heads of establishments are responsible for ensuring that the means of access to their establishment is safe for both employees and visitors and that adequate arrangements are made to ensure that the risks from snow and ice are minimized. It is recognized that it is not possible to remove immediately every piece of snow or ice. It does, however, require those responsible for premises to exercise careful judgment and prioritize de-icing and salting of key access routes. All reasonable efforts should be made to ensure that the establishment remains open as normal. Other risks have been identified below to support the inclement weather plan and the operation of a school day. Where there is a local weather warning in place, the advice and guidance given with this warning should be adhered to.	

Risk Score

Each risk or activity will have its own unique risk score based on each setting and how often or how relevant the risk is. A Risk Assessment is designed to reduce the probability or likelihood of the risk happening. The only way to reduce the Impact of the risk is to eliminate. The higher the score, the more control measures should be in place. **Impact x Probability**

		Impact How severe would the outcomes be if the risk occurred?				
What is the probability the risk will happen?	Probability	Insignificant 1	Minor 2	Significant 3	Major 4	Severe 5
		Medium 5	High 10	Very high 15	Extreme 20	Extreme 25
5 Almost Certain		Medium 4	Medium 8	High 12	Very high 16	Extreme 20
4 Likely		Low 3	Medium 6	Medium 9	High 12	Very high 15
3 Moderate		Very low 2	Low 4	Medium 6	Medium 8	High 10
2 Unlikely		Very low 1	Very low 2	Low 3	Medium 4	Medium 5
1 Rare						

Residual risk score – the score allocated after the control measures in place. Impact remains the same (unless eliminated), but the probability should reduce.

Risk Score Impact x probability	Identifying Risk/ Hazards (Assessing the Risk)	Current Control Measures (Reducing the Risk)	Additional Control Measures	Residual risk score Impact x probability	People involved
Snow/Ice/Rain					
4 X 4 = 16	Slips, trips and falls - Wet weather - Icy conditions - Snow	Wet Weather - Daily site inspections to identify pooling water, wet leaves, and slippery surfaces. - Use of non-slip mats at entrances and high-traffic areas. - Clear signage warning of wet floors. - Encouragement of appropriate footwear for pupils and staff (e.g., waterproof shoes with good grip). - Covered walkways or shelters where possible to reduce exposure. Icy Conditions - Gritting of paths and playgrounds before school opens and during the day as needed. - Restricted access to untreated areas (e.g., cordoning off icy zones). - Monitoring of weather forecasts by designated staff to plan gritting and closures. - Staff training on safe movement and supervision during icy conditions. - Emergency contact protocols in case of injury or closure. Snow - Snow clearance procedures for main paths and access points. - Temporary closure of outdoor play areas if snow creates unsafe conditions. - Use of salt or grit to prevent compacted snow turning into ice. - Communication with parents regarding school access and potential closures.		4 x 2 = 8	Pupils Staff Visitors Contractors

Risk Score Impact x probability	Identifying Risk/ Hazards (Assessing the Risk)	Current Control Measures (Reducing the Risk)	Additional Control Measures	Residual risk score Impact x probability	People involved
5 X 4 = 20	Safety of staff when gritting or completing a site walk in inclement weather - Manual handling - Icy/cold conditions - Strong winds - Lone working	- Ensuring children wear warm, waterproof clothing to reduce cold-related risks. Manual Handling - Use ergonomic tools like wheeled grit spreaders to reduce strain. - Provide manual handling training focused on lifting techniques and posture. - Limit load weight for grit bags and ensure proper storage to avoid awkward lifting. - Encourage team lifting for heavier items when possible. Icy/Cold Conditions - Issue appropriate PPE: thermal gloves, waterproof boots with good grip, insulated jackets. - Schedule frequent breaks in warm indoor areas to prevent cold stress. - Monitor for signs of cold-related illness (e.g., hypothermia, frostbite). - Pre-treat surfaces with grit before staff begin site walks to reduce slip risks. - Use designated gritting routes that are well-lit and regularly maintained. Strong Winds - Avoid working near unstable structures or trees during high winds. - Secure loose items on site to prevent them becoming airborne hazards. - Use wind-resistant clothing and eye protection if debris is a concern. - Monitor weather alerts and postpone non-essential outdoor tasks during severe gusts. Lone Working - Follow the Lone Working Policy with clear check-in/check-out procedures.		5 x 2 = 10	Site team, Contractors

◆◆◆◆ Risk Score Impact x probability	Identifying Risk/ Hazards (Assessing the Risk)	Current Control Measures (Reducing the Risk)	Additional Control Measures	Residual risk score Impact x probability	People involved
		- Staff to use mobile phones in needed for emergency contact. - Use buddy systems when possible, especially in poor visibility or extreme conditions.			
4 X 4 = 16	Transport difficulties - Local routes closed - Buses suspended - Dangerous road conditions	Local Routes Closed - Monitor local authority updates for road closures and diversions. - Establish alternative access routes to the school and communicate them to parents and staff. - Update the school website and social media with real-time access information. Buses Suspended - Implement staggered arrival times to accommodate late arrivals - Offer remote learning options for pupils unable to attend due to transport disruption. Dangerous Road Conditions - Conduct risk assessments for staff and pupil travel during severe weather. - Encourage walking where safe, using gritted. - Allow flexible start/end times to reduce pressure on travel during peak hazard periods.		4 x 2 = 8	Pupils Parents Staff Visitors
5 X 4 = 20	Heating breakdown - Cold weather impacting on boiler/heating - No hot water - Cold rooms	Cold Weather Impacting Boiler/Heating - Regular servicing and maintenance of boilers before winter to prevent breakdowns. - Daily system checks during cold spells to identify faults early. - Emergency repair contracts with heating engineers for rapid response. - Backup heating systems (e.g., portable electric heaters) available for critical areas.		5 x 2 = 10	Pupils Parents All staff Visitors

Risk Score Impact x probability	Identifying Risk/ Hazards (Assessing the Risk)	Current Control Measures (Reducing the Risk)	Additional Control Measures	Residual risk score Impact x probability	People involved
5 x 5 = 25	Inability to implement emergency procedures • Fire assembly points blocked by ice/snow/wind • Emergency services unable to gain access to site	No Hot Water • Immediate notification to staff and parents if hygiene facilities are compromised. • Temporary closure of affected areas (e.g., kitchens) until resolved. • Provision of hand sanitiser and bottled water for hygiene needs. • Priority repair scheduling for hot water systems. Cold Rooms • Monitor room temperatures to ensure compliance with legal minimums (typically 16°C for classrooms). • Relocate pupils and staff to warmer areas within the school if possible. • Use of safe portable heaters with supervision and fire safety checks. • Adjust timetables or activities to reduce time spent in cold rooms. • Consider partial or full school closure if temperatures remain unsafe and cannot be mitigated.		5 x 2 = 10	Pupils All staff Visitors Emergency services
5 x 4 = 20	Inadequate staffing levels • Staff unable to attend site • Key staff not on site (Site Manager, DSL, First aider) • Ratio of staff to student	Staff Unable to Attend Site • Activate remote working protocols for non-teaching staff where feasible. • Use flexible staffing arrangements, such as redeploying available staff to critical roles. • Maintain a contact tree to quickly assess who can attend and who cannot. • Coordinate with supply agencies for emergency cover if safe travel is possible. • Consider partial closure if minimum staffing cannot be met, prioritizing vulnerable pupils. Key Staff Not on Site (Site Manager, DSL, First Aider) • Designate trained deputies for critical roles (e.g., alternate DSL, backup first aider).		5 x 2 = 10	Pupils All staff Visitors

Risk Score Impact x probability	Identifying Risk/ Hazards (Assessing the Risk)	Current Control Measures (Reducing the Risk)	Additional Control Measures	Residual risk score Impact x probability	People involved
		• Ensure key responsibilities are documented and accessible to all staff. • Use remote support from DSL or Site Manager if they are off-site but reachable. • Maintain first aid kits and emergency contact lists in accessible locations. • Review statutory requirements for safeguarding and health & safety before opening. Ratio of Staff to Students • Monitor pupil attendance to adjust staffing needs dynamically. • Combine classes or activities where safe and appropriate to maintain supervision. • Use non-teaching staff with DBS clearance to support supervision under teacher guidance. • Communicate with parents about reduced staffing and potential early closure			
4 x 4 = 16	Higher risk of students or staff needing first aid • Slips, trips, falls due to ice or snow	First Aid Preparedness • Ensure qualified first aiders are on site at all times, with backups identified in case of staff absence. • Stock first aid kits with cold-weather essentials (e.g., thermal blankets, antiseptic wipes, plasters for minor abrasions). • Designate warm, accessible first aid areas for treatment and observation. • Record and review incidents to identify patterns and improve future prevention. • Display visual reminders (e.g., "Walk, don't run" signs) in key areas.		4 x 2 = 8	Pupils All staff Visitors

Heat

Risk Score Impact x probability	Identifying Risk/ Hazards (Assessing the Risk)	Current Control Measures (Reducing the Risk)	Additional Control Measures	Residual risk score Impact x probability	People involved
4 x 4 = 16	Rooms too hot - Lack of ventilation - Temperatures too hot in classrooms/offices	Temperatures Too Hot in Classrooms/Offices - Monitor indoor temperatures regularly, especially during warmer months. BB101 recommends maintaining classroom temperatures between 18°C and 24°C for comfort. - Use blinds or solar shading to reduce heat from direct sunlight. - Schedule active lessons or breaks during cooler parts of the day. - Relocate pupils or staff to cooler rooms if temperatures exceed safe thresholds. - Portable fans to improve air circulation where safe and permitted. Lack of Ventilation - Open windows and doors where safe to create cross-ventilation. - Use mechanical ventilation systems or air purifiers with HEPA filters to improve air quality. - Avoid blocking vents or air grilles with furniture or displays.		4 x 2 = 8	Pupils All staff Visitors
4 x 4 = 16	Outside play - Exposure to sun - Dehydration	Exposure to Sun - Sun Safety Policy: Establish a clear policy outlining expectations for sun protection, including clothing, sunscreen use, and shaded play areas. - Protective Clothing: Encourage pupils to wear wide-brimmed hats, and sunglasses during outdoor activities. - Sunscreen Application:		4 x 2 = 8	Pupils All staff

Risk Score Impact x probability	Identifying Risk/ Hazards (Assessing the Risk)	Current Control Measures (Reducing the Risk)	Additional Control Measures	Residual risk score Impact x probability	People involved
		○ Recommend SPF 30+ broad-spectrum sunscreen. ○ Allow pupils to apply their own sunscreen under supervision. ○ Use parental consent forms for reapplication during the day. • Shade Provision: ○ Schedule outdoor play during lower UV periods (before 11am or after 3pm). ○ Use gazebos, trees, or covered areas to reduce direct sun exposure. • Staff Training: Educate staff on signs of sunburn and heat stress, and how to respond appropriately. Dehydration • Access to Water: ○ Ensure pupils have access to refillable water bottles throughout the day. ○ Provide water stations in playgrounds and outdoor areas. • Encourage Regular Hydration: ○ Remind pupils to drink water before and after outdoor play. ○ Integrate hydration reminders into classroom routines. • Monitor Vulnerable Pupils: ○ Pay special attention to younger children and those with medical conditions. ○ Allow flexible breaks for water and rest during hot weather. • Adjust Activities: ○ Reduce physical exertion during peak heat. ○ Offer shaded or indoor alternatives when temperatures are high.			

Risk Score Impact x probability	Identifying Risk/ Hazards (Assessing the Risk)	Current Control Measures (Reducing the Risk)	Additional Control Measures	Residual risk score Impact x probability	People involved
5 x 4 = 20	Chemicals getting too hot - Science chemicals - Cleaning chemicals - Other chemicals on site	Cleaning Chemicals - Store in cool, shaded areas away from direct sunlight and heat sources. - Use COSHH-compliant storage cabinets with temperature monitoring if possible. - Label containers clearly with hazard symbols and temperature sensitivity warnings. - Limit quantities stored on site to reduce risk of heat-induced reactions or vapour release. - Train cleaning staff on safe handling and signs of chemical degradation (e.g., odour changes, container swelling). - Restrict access to chemical stores to trained staff only.		5 x 2 = 10	Site staff, cleaners, science staff, contractors
4 x 4 = 16	Kitchens/Science labs other hot rooms - Staff/students overheating - Mechanical breakdown	Staff/Students Overheating - Schedule breaks and rotate duties to limit prolonged exposure in hot rooms. - Provide access to cool drinking water and encourage regular hydration. - Use fans or portable air conditioning units where safe and permitted. - Adjust kitchen operations during peak heat hours to reduce physical strain and heat exposure.		4 x 2 = 8	Catering staff, pupils, science staff, visitors
4 x 4 = 16	Higher risk of students or staff needing first aid - Heat exhaustion - Dehydration	Heat Exhaustion - Limit outdoor activity during peak heat (typically 11am–3pm). - Encourage light, breathable clothing and sun hats. - Provide shaded areas for outdoor play and lessons. - Monitor vulnerable pupils and staff (e.g., those with medical conditions or disabilities). - Educate staff and pupils on signs of heat exhaustion: dizziness, headache, nausea, pale clammy skin.		4 x 2 = 8	Pupils, staff, visitors

Risk Score Impact x probability	Identifying Risk/ Hazards (Assessing the Risk)	Current Control Measures (Reducing the Risk)	Additional Control Measures	Residual risk score Impact x probability	People involved
		First Aid Response • Move the person to a cool, shaded area immediately. • Lay them down and elevate their legs slightly to improve circulation. • Offer cool water to sip slowly. • Cool the body using damp cloths, fans, or cold packs on neck and armpits. • Monitor for escalation to heatstroke (e.g., confusion, high temperature, dry skin) and call emergency services if symptoms worsen. Dehydration • Ensure access to drinking water throughout the day. • Encourage regular hydration breaks, especially before and after outdoor activities. • Use visual reminders (e.g., posters, classroom prompts) to promote water intake. • Monitor pupils who are reluctant to drink or show early signs of dehydration (dry mouth, fatigue, irritability). First Aid Response • Encourage slow, steady intake of fluids (preferably water or oral rehydration solutions). • Move to a cool environment and allow rest. • Seek medical advice if symptoms persist or worsen (e.g., confusion, rapid heartbeat, fainting).			
5 x 4 = 20	Risk of fire • Dry grass leading to fire • Hot surfaces • Outside refuse areas	Dry Grass Leading to Fire • Regular grounds maintenance: Mow grass frequently during dry periods to reduce fuel load. • Clear dry vegetation near buildings, fences, and outdoor equipment. • Prohibit open flames on or near school grounds during dry weather. • Educate staff and pupils on fire risks from glass bottles, or magnifying objects.		5 x 2 = 10	Pupils, staff, visitors, contractors

Risk Score Impact x probability	Identifying Risk/ Hazards (Assessing the Risk)	Current Control Measures (Reducing the Risk)	Additional Control Measures	Residual risk score Impact x probability	People involved
		Hot Surfaces - Inspect and cover exposed metal surfaces that receive direct sunlight (e.g., handrails, playground equipment). - Install warning signage near surfaces known to heat up. - Schedule outdoor activities during cooler parts of the day. Outside Refuse Areas - Position bins away from buildings where possible. - Empty bins regularly, especially during hot weather. - Keep refuse areas clear of flammable materials like cardboard, paper, or dry leaves.			

Wind

Risk Score Impact x probability	Identifying Risk/ Hazards (Assessing the Risk)	Current Control Measures (Reducing the Risk)	Additional Control Measures	Residual risk score Impact x probability	People involved
5 x 4 = 20	Damage to buildings - Falling masonry / tiles etc - High structures instability	Falling Masonry / Tiles / Roof Elements - Regular roof and façade inspections, especially before and after storm seasons. - Secure loose tiles, slates, and flashing using appropriate fixings and weatherproofing materials. - Restrict access to perimeter zones during high winds using signage or barriers. - Log and report any visible damage immediately for urgent repair. - Remove or lower non-essential structures (e.g., flags, temporary banners) during wind warnings. - Use wind-rated materials for permanent installations. - Monitor Met Office alerts and activate site safety protocols during amber or red wind warnings. General Wind Safety Measures - Keep outdoor areas clear of loose items (e.g., bins, sports equipment) that could become airborne.		5 x 2 = 10	Pupils, staff, visitors, contractors
5 x 4 = 20	Damage to trees - Unsafe trees - Branches falling - Trees falling	Unsafe Trees - Annual tree surveys by a qualified arborist to assess health, stability, and structural integrity. - Visual inspections after storms or high winds to identify cracks, leaning trunks, or exposed roots. - Tag and log high-risk trees for monitoring or removal. - Restrict access to areas near trees identified as unstable or diseased Branches Falling - Prune overhanging or dead branches regularly, especially near walkways, playgrounds, and buildings.		5 x 2 = 10	Pupils, staff, visitors, contractors

Risk Score Impact x probability	Identifying Risk/ Hazards (Assessing the Risk)	Current Control Measures (Reducing the Risk)	Additional Control Measures	Residual risk score Impact x probability	People involved
		• Avoid scheduling outdoor activities under large trees during high winds or storms. • Install warning signage or temporary barriers around trees with known issues. Trees Falling • Assess root stability during inspections, especially after heavy rain or drought. • Remove trees with significant lean, root plate movement, or fungal decay. • Avoid planting large trees near buildings, fences, or high-traffic areas. • Include tree hazards in the school's severe weather and emergency plans.			
4 x 3 = 12	Banners / signage • Accidents/incidents from banners/signage coming loose	Accidents/incidents • Secure to stable structures only (e.g., fences, walls, poles) with appropriate load-bearing capacity. • Avoid temporary or improvised mounts that may fail in wind or rain. • Limit banner size and surface area to reduce wind load and flapping		4 x 2 = 8	Pupils, staff, visitors
4 x 4 = 16	Outside equipment being blown around • Toys or equipment being blown around • Outside equipment being lifted or moved	Toys or Lightweight Equipment • Store loose items indoors or in secure sheds when not in use. • Use lockable outdoor storage units for balls, cones, and small play items. • Avoid leaving toys on open playgrounds during windy conditions or overnight. • Conduct daily site checks to ensure items are properly stored or anchored. Larger Outdoor Equipment (e.g., benches, play structures, sports goals) • Anchor equipment securely using ground fixings, weights, or brackets. • Inspect fixings regularly for wear, rust, or loosening.		4 x 2 = 8	Pupils, staff, visitors

Risk Score Impact x probability	Identifying Risk/ Hazards (Assessing the Risk)	Current Control Measures (Reducing the Risk)	Additional Control Measures	Residual risk score Impact x probability	People involved
		- Remove or lay down movable items (e.g., freestanding goals, portable benches) during wind alerts. - Avoid placing equipment near fences or buildings where wind tunnels may form.			
	Higher risk of students or staff needing first aid - Cuts/bumps due to flying objects - Falling over due to wind	Cuts/Bumps Due to Flying Objects - Secure loose outdoor items (e.g., bins, toys, signage, sports equipment) during windy conditions. - Remove or store lightweight items indoors when wind alerts are issued. - Avoid placing objects near walkways or entrances where they could become airborne hazards. Falling Over Due to Wind - Supervise outdoor movement during windy conditions, especially for younger pupils. - Restrict access to exposed areas (e.g., open playgrounds, unsheltered paths). - Encourage safe walking practices (e.g., no running, use handrails).		4 x 2 = 8	Pupils, staff, visitors

Action Plan: (information from 'additional control measures' column and sharing of information).

Action	Who is responsible	Planned completion date	Date completed

Review schedule: Each risk assessment should be reviewed at least annually, or after an incident. Please identify below when the risk assessment has been reviewed, who completed the review, reason for the review and when the reviewed risk assessment was shared. This should be signed by a member of the Health and Safety committee.

Action	Date	Completed by	Reason for review	Shared date	Signed
Written	13/11/2025	Matthew Priest and Lynne Perkins	New	November 2025	<i>Matthew Priest and Lynne Perkins</i>
Review 1	08/06/2026	Matthew Priest and Lynne Perkins	Annual review (early)	June 2026	<i>Matthew Priest and Lynne Perkins</i>
Review 2					
Review 3					
Review 4					

MAP



KEY: SNOW DUMP FIRE EXITS PRIMARY ROUTE SECONDARY ROUTE GRIT BINS