



SUSI EARNSHAW

School of Academics & Performing Arts

Susi Earnshaw Theatre School

Risk Assessment Policy

Policy Responsibility	Louis Costa
Reviewed by	Louis Costa
Approved By	Proprietor
Applies to:	All staff, students, contractors, volunteers, and visitors
Review Frequency:	Annually or sooner, where legislation, guidance, or school activities change.
Policy Date:	25th August 2026
Next Policy Due:	25th August 2027

1. Introduction

Susi Earnshaw Theatre School is committed to providing a safe, healthy, secure and supportive environment in which every member of our school community can learn, work and perform with confidence.

As an independent specialist performing arts school for pupils aged 9–16, we recognise that our environment presents both the risks commonly associated with schools and additional hazards arising from theatrical productions, technical theatre, dance, music, rehearsals and live performances.

The safety, health, safeguarding and wellbeing of our students is our highest priority.

This policy explains how the school identifies hazards, assesses risk and implements appropriate control measures to ensure risks are reduced to the lowest level that is reasonably practicable.

Risk assessment is not simply a legal requirement; it is an essential part of the school's culture of safeguarding, responsibility and continuous improvement.

Everyone has a role to play in maintaining a safe school environment.

2. Purpose

The purpose of this policy is to ensure that:

- Hazards are identified before activities take place
- Risks are assessed consistently
- Suitable control measures are implemented
- Staff understand their responsibilities
- Students learn within a safe environment
- Performances take place safely
- Safeguarding is embedded within all activities
- Accidents and incidents are prevented wherever possible
- Lessons are learned from accidents and near misses
- Compliance with UK legislation is maintained

3. Scope

This policy applies to:

- all students
- teaching staff
- support staff
- agency staff
- volunteers
- governors/proprietors
- contractors
- visiting professionals
- performers
- parents whilst on school premises
- audience members attending school performances
- visitors using the school site

It applies to every activity organised by the school including:

- lessons
- rehearsals
- performances
- assemblies
- productions
- educational visits
- workshops
- examinations
- sporting activities
- extracurricular clubs
- holiday activities
- work experience
- community use of the theatre

4. Statement of Commitment

Susi Earnshaw Theatre School is committed to:

- protecting children from harm
- promoting excellent health and safety standards
- providing a safe learning environment
- ensuring compliance with all relevant legislation
- encouraging safe working practices
- consulting staff regarding health and safety matters
- promoting student wellbeing
- maintaining high safeguarding standards
- continually improving risk management procedures
- fostering a positive safety culture across the school

Health and safety Is everyone's responsibility.

5. Legal Framework

This policy is informed by, but not limited to:

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Workplace (Health, Safety and Welfare) Regulations 1992
- Provision and Use of Work Equipment Regulations 1998 (PUWER)
- Lifting Operations and Lifting Equipment Regulations 1998 (LOLER)
- Electricity at Work Regulations 1989
- Control of Substances Hazardous to Health Regulations 2002 (COSHH)
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)
- Regulatory Reform (Fire Safety) Order 2005
- Working at Height Regulations 2005
- Manual Handling Operations Regulations 1992
- Children Act 1989
- Children Act 2004
- Keeping Children Safe in Education (Current Edition)
- Health and Safety Executive (HSE) guidance
- Independent School Standards Regulations
- Equality Act 2010

6. Policy Objectives

The school aims to:

- identify hazards before accidents occur
- eliminate unnecessary risks
- reduce foreseeable risks
- protect pupils, staff and visitors
- provide safe facilities
- maintain safe theatre environments
- ensure productions are undertaken safely
- encourage reporting of hazards
- provide appropriate training
- monitor standards continuously

7. Roles and Responsibilities

Proprietor

The Proprietor has overall responsibility for ensuring the school meets its legal duties regarding health and safety.

Responsibilities include:

- ensuring suitable health and safety arrangements are in place
- providing adequate resources
- approving school policies
- monitoring compliance
- reviewing health and safety performance annually

Principal

The Principal has day-to-day responsibility for implementing this policy.

The Principal will ensure:

- Suitable risk assessments are completed
- Staff receive appropriate training
- Sufficient supervision is provided
- Safeguarding arrangements are effective
- Health and safety concerns are addressed promptly
- Accidents are investigated
- Emergency procedures are maintained

Health & Safety Lead

The Health & Safety Lead is responsible for:

- coordinating risk assessments
- monitoring compliance
- carrying out inspections
- maintaining records
- arranging staff training
- monitoring accidents
- investigating incidents
- reviewing procedures
- reporting concerns to senior leaders

Designated Safeguarding Lead (DSL)

The DSL ensures safeguarding risks are considered within all risk assessments.

This includes:

- supervision levels
- one-to-one working
- changing facilities
- educational visits
- performances

- online safety
- external visitors
- child protection concerns

Heads of Department

Heads of Department are responsible for ensuring safe working practices within their subject areas.

This includes:

- Drama
- Dance
- Music
- Science
- Technical Theatre

Department Heads must ensure:

- Department-specific risk assessments remain current
- equipment is safe
- Staff are trained
- Hazards are reported immediately

Teachers

Teachers are responsible for:

- supervising pupils appropriately
- completing dynamic risk assessments
- following school procedures
- checking equipment before use
- reporting defects
- maintaining safe classrooms
- ensuring safe behaviour

Teachers have the authority to stop any activity they believe is unsafe.

Technical Theatre Staff

Technical staff have responsibility for:

- stage safety
- lighting systems
- sound equipment
- backstage safety
- scenery

- rigging (where applicable)
- maintenance
- technical inspections

Only trained technical staff may operate specialist theatre equipment.

Support Staff

Support staff must:

- work safely
- report hazards
- follow procedures
- assist during emergencies
- support evacuation where required

Students

Students are expected to:

- behave responsibly
- follow staff instructions
- Use equipment correctly
- Report hazards immediately
- Respect safety signage
- avoid horseplay
- wear appropriate clothing
- care for themselves and others

Students who deliberately behave unsafely may be subject to the school's Behaviour Policy.

Contractors

All contractors must:

- comply with school procedures
- provide risk assessments where appropriate
- Provide method statements
- Sign in on arrival
- wear identification
- Report hazards immediately
- work safely around children

Visitors

Visitors must:

- sign in
- wear visitor identification
- remain accompanied where required
- follow staff instructions
- comply with safeguarding requirements
- Report emergencies immediately

8. Definitions

Hazard

Anything with the potential to cause injury, illness, or damage.

Examples include:

- trailing cables
- wet floors
- chemicals
- hot lighting equipment
- moving scenery
- defective electrical equipment

Risk

The likelihood that a hazard will cause harm, together with the potential severity of that harm.

Significant Risk

A risk that requires action because it could result in serious injury, illness, or significant loss.

Control Measures

Actions taken to eliminate or reduce risk.

Examples include:

- staff training
- supervision
- safety barriers
- safe systems of work
- PPE
- signage
- maintenance

- restricted access

Dynamic Risk Assessment

A continuous assessment is carried out by staff as circumstances change.

For example:

- A prop becomes damaged
- scenery blocks an exit
- cables become loose
- weather changes during an outdoor activity
- a pupil becomes unwell
- audience numbers increase unexpectedly

Staff are expected to pause or stop activities immediately where safety may be compromised.

9. Principles of Risk Assessment

Risk assessment is a continuous process.

The school follows five key steps:

1. Identify hazards.
2. Decide who may be harmed.
3. Evaluate the risks.
4. Implement suitable control measures.
5. Review and update the assessment.

Risk assessments are proportionate to the level of risk and are reviewed regularly.

10. The Risk Assessment Process

At Susi Earnshaw Theatre School, risk assessment is an essential part of maintaining a safe environment for students, staff, visitors and contractors.

Risk assessments are completed using a structured approach to ensure that hazards are identified, risks are evaluated and suitable control measures are introduced.

The school recognises that risk cannot always be completely removed. The aim is to ensure that risks are reduced to the **lowest level reasonably practicable** through effective planning, supervision, training and safe systems of work.

Risk assessments are completed for:

- routine school activities
- specialist performing arts activities
- theatrical productions
- rehearsals
- performances
- technical theatre operations
- educational visits
- work involving contractors
- use of specialist equipment
- activities involving increased risk

11. When Risk Assessments Are Required

A risk assessment will be completed when:

- A new activity is introduced
- New equipment is purchased
- teaching methods change
- A new performance is created
- A production involves unusual technical requirements
- A new room or area is used
- A pupil has additional needs requiring adjustments
- An accident or near miss occurs
- legislation or guidance changes
- concerns are raised by staff, students or parents

Examples within a performing arts school include:

- introducing a new dance style
- using stage combat
- installing temporary staging
- using specialist lighting equipment
- changing rehearsal schedules
- introducing pyrotechnic or atmospheric effects
- using external venues
- welcoming visiting performers or practitioners

12. Dynamic Risk Assessment

The school recognises that performing arts environments are constantly changing.

A written risk assessment provides a planned approach; however, staff must also make ongoing decisions during activities to ensure safety.

Dynamic risk assessments are carried out by staff throughout the school day.

Examples include:

- identifying a loose cable during a rehearsal
- noticing a damaged prop
- recognising that a student is fatigued or unwell
- adjusting activities due to weather conditions
- managing unexpected audience behaviour
- responding to changes in stage layouts
- adapting activities for individual student needs

Staff have the authority and responsibility to:

- Stop unsafe activities
- remove hazards
- alter arrangements
- seek advice from senior staff where necessary

No performance, rehearsal, or lesson should continue if safety has been compromised.

13. Identifying Hazards

Hazards are identified through a variety of methods, including:

Regular Inspections

The school carries out regular checks of:

- classrooms
- drama studios
- dance studios
- music rooms
- corridors
- stairways
- toilets
- outdoor areas
- theatre spaces
- backstage areas
- technical areas
- storage spaces

Staff Observation

Staff are encouraged to identify and report hazards immediately.

Examples include:

- damaged equipment
- unsafe behaviour
- poor storage
- blocked emergency exits
- faulty electrical equipment
- unsafe working practices

Accident and Near-Miss Monitoring

The school reviews:

- accidents
- injuries
- near misses
- safeguarding concerns
- behavioural incidents

The purpose is not simply to record incidents but to identify patterns and prevent recurrence.

Consultation

The school values feedback from:

- teachers
- technical staff
- students
- parents
- contractors

Students are encouraged to speak to staff if they identify something they believe may be unsafe.

14. Who May Be Affected

Risk assessments consider everyone who may be affected by school activities.

This includes:

Students

Particular consideration is given to:

- age
- maturity

- experience
- physical ability
- medical needs
- additional learning needs
- emotional wellbeing

Staff

Risk assessments consider:

- teaching staff
- technical staff
- administration staff
- cleaning staff
- visiting practitioners
- temporary staff

Visitors and Members of the Public

The school considers risks to:

- parents attending performances
- audience members
- visiting schools
- visiting artists
- contractors
- delivery personnel

This is particularly important due to the school's **140-seat theatre**, where members of the public may enter the premises during performances.

Vulnerable Individuals

Additional consideration is given to:

- students with SEND
- students with medical conditions
- students experiencing anxiety or emotional difficulties
- pregnant staff members
- inexperienced workers
- young workers
- visitors unfamiliar with the environment

15. Evaluating Risk

Once hazards have been identified, the school evaluates:

Likelihood

How likely is the hazard to cause harm?

Examples:

- unlikely
- possible
- likely
- highly likely

Severity

How serious could the outcome be?

Examples:

- minor injury
- medical treatment required
- serious injury
- life-changing injury

Risk Rating

The school uses a risk rating system to determine priority.

Likelihood	Severity	Overall Risk
Low	Low	Acceptable

Medium Medium Monitor and improve

High High Immediate action required

Higher-risk activities require stronger control measures and closer supervision.

16. Hierarchy of Control

When reducing risk, the school follows the recognised hierarchy of control.

1. Eliminate the Hazard

Where possible, remove the hazard completely.

Examples:

- removing unnecessary cables
- avoiding unsafe activities
- removing damaged equipment

2. Substitute with a Safer Alternative

Examples:

- using safer materials
- replacing hazardous props
- choosing safer teaching methods

3. Engineering Controls

Physical measures used to reduce risk.

Examples:

- barriers
- secure storage
- guards on equipment
- improved lighting
- cable covers

4. Administrative Controls

Procedures and systems that reduce risk.

Examples:

- staff training
- supervision
- written procedures
- rehearsal schedules
- restricted access areas

5. Personal Protective Equipment (PPE)

Used where appropriate.

Examples:

- gloves
- protective footwear
- hearing protection
- safety equipment

PPE is considered the final level of protection and does not replace safe working practices.

17. Control Measures

Control measures used by the school may include:

Supervision

The level of supervision provided will reflect:

- student age
- activity risk
- student experience
- environment
- equipment involved

Higher-risk activities require increased supervision.

Training

Staff receive appropriate training including:

- safeguarding
- first aid
- fire procedures
- health and safety responsibilities
- specialist equipment where required

Technical theatre staff receive appropriate instruction before operating equipment.

Safe Systems of Work

The school develops clear procedures for activities including:

- productions
- rehearsals
- backstage operations
- equipment use
- educational visits

Maintenance

Equipment and facilities are maintained through:

- planned inspections
- servicing
- repairs
- testing
- replacement where required

18. Risk Assessment Communication

Risk assessments are communicated to relevant individuals.

This may include:

- staff briefings
- departmental meetings
- production meetings
- student instructions
- induction sessions
- contractor briefings

Students are taught appropriate safety expectations as part of their performing arts education.

19. Recording Risk Assessments

Risk assessments are documented clearly and include:

- activity or area assessed
- identified hazards
- persons at risk
- existing control measures

- further actions required
- responsible person
- review date

Records are maintained within the school's Health and Safety documentation.

20. Reviewing Risk Assessments

Risk assessments are reviewed:

- annually as a minimum
- after accidents or incidents
- following near misses
- when activities change
- when equipment changes
- following concerns raised by staff or students

The school recognises that risk assessment is an ongoing process rather than a one-off exercise.

21. Continuous Improvement

Susi Earnshaw Theatre School is committed to continually improving health and safety standards.

This includes:

- reviewing incidents and lessons learned
- updating procedures
- seeking staff feedback
- improving facilities
- investing in training
- monitoring industry best practice

The school aims to create a culture where safety is everyone's responsibility and where concerns are raised early and addressed positively.

22. General Premises Safety

Susi Earnshaw Theatre School is committed to providing a safe, secure, and well-maintained environment for all students, staff, visitors, contractors, and members of the public.

The school recognises that the physical environment plays an important role in supporting effective teaching, learning, creativity, and wellbeing. All areas of the school premises are regularly monitored to ensure that they remain suitable, safe, and accessible.

The school undertakes regular checks of the premises to identify hazards and ensure that appropriate control measures are implemented.

These checks include:

- Classrooms and teaching spaces
- Drama studios
- Dance studios
- Music areas
- Science facilities
- Offices and administrative areas
- Corridors and staircases
- Toilets and changing facilities
- Storage areas
- Theatre spaces
- Backstage areas
- Technical areas
- Outdoor spaces
- Fire exits and evacuation routes

Any defects, hazards, or concerns identified are reported promptly and appropriate action is taken.

23. School Buildings and Maintenance

The school ensures that buildings and facilities are maintained to a safe standard.

This includes:

- Regular maintenance inspections
- Prompt repair of defects
- Monitoring of lighting, heating, ventilation, and water systems
- Safe management of repairs and contractors
- Ensuring emergency exits remain accessible
- Monitoring structural condition

Any maintenance work that may affect students or staff is planned carefully to minimise risk.

Where necessary, areas may be:

- closed temporarily
- isolated
- clearly marked
- supervised

Contractors working on site must follow the school's contractor procedures and safeguarding requirements.

24. Classrooms and Teaching Spaces

All classrooms and teaching spaces are maintained to provide a safe and suitable learning environment.

Risk assessments consider:

- Furniture layout
- Student movement
- Lighting levels
- Ventilation
- Electrical equipment
- Storage arrangements
- Accessibility
- Emergency access routes

Staff are responsible for ensuring that teaching areas are kept safe and free from unnecessary hazards.

This includes:

- Keeping walkways clear
- Storing equipment safely
- Reporting damaged furniture or equipment
- Ensuring bags and personal belongings do not create trip hazards
- Supervising students appropriately

Students are expected to maintain a safe environment by following staff instructions and treating school equipment responsibly.

25. Drama Studios

As a specialist performing arts school, the school recognises that drama spaces require careful management due to movement-based activities, performance work, and creative exploration.

Risk assessments consider:

- Physical movement activities
- Improvised performance work
- Use of furniture and staging
- Physical contact between students
- Emotional content within performances
- Vocal demands
- Space management
- Student behaviour

Control measures include:

- Clear expectations for safe movement
- Appropriate supervision
- Removal of unnecessary hazards
- Safe use of props and furniture
- Warm-up activities where appropriate
- Clear boundaries regarding physical contact

Any physical contact within drama activities must be:

- appropriate
- professionally managed
- clearly communicated
- relevant to the activity
- supervised by staff

Students must never be pressured into participating in activities that make them feel unsafe or uncomfortable.

26. Dance Studios

Dance activities involve physical movement and therefore require specific risk management.

Risk assessments consider:

- Slips, trips, and falls
- Incorrect technique
- Physical strain
- Collisions between students
- Overexertion
- Flooring conditions
- Appropriate footwear
- Warm-up and cool-down requirements

Control measures include:

- Suitable flooring
- Adequate space between students
- Appropriate warm-up exercises
- Teacher supervision
- Monitoring student fatigue
- Encouraging hydration
- Adapting activities for individual needs

Students are encouraged to communicate any pain, discomfort, or injury immediately.

Staff must be alert to:

- signs of fatigue
- overheating
- injury
- anxiety relating to physical performance

No student should be expected to continue an activity where there is a risk of injury.

27. Music and Singing Areas

Music and singing activities are managed to reduce risks associated with:

- Vocal strain
- Noise exposure
- Electrical equipment
- Microphones
- Instrument use
- Cables and equipment storage

Control measures include:

- Encouraging safe vocal techniques
- Monitoring volume levels
- Maintaining electrical equipment
- Ensuring cables are safely positioned
- Cleaning shared microphones where appropriate

Students are taught the importance of protecting their voices and maintaining good vocal health.

28. Science Facilities

Where science teaching takes place, activities are managed in accordance with recognised safety guidance, including CLEAPSS recommendations where applicable.

Risk assessments consider:

- Chemicals and substances
- Heat sources
- Glass equipment
- Practical experiments
- Storage requirements
- Student supervision

Control measures include:

- Appropriate supervision
- Safe storage of chemicals
- Clear instructions
- Use of protective equipment where required
- Emergency procedures

Students must follow all safety instructions during practical work.

29. Information Technology and Electrical Safety

The school recognises that electrical equipment forms an important part of modern education and performing arts delivery.

Risk assessments consider:

- Computers
- Projectors
- Sound equipment
- Lighting equipment
- Charging equipment
- Portable electrical appliances

Control measures include:

- Regular maintenance
- Portable Appliance Testing (PAT) where appropriate
- Removal of damaged equipment
- Safe cable management
- Avoiding overloaded sockets

Students are instructed not to:

- tamper with electrical equipment
- unplug equipment unnecessarily
- use damaged equipment
- bring unsuitable electrical devices onto site

30. Corridors, Staircases, and Movement Around School

The school recognises that movement around the building presents potential risks, particularly during busy periods.

Risk assessments consider:

- Crowding
- Slips, trips, and falls
- Student behaviour
- Emergency evacuation routes
- Accessibility

Control measures include:

- Keeping corridors clear
- Prohibiting running indoors
- Appropriate supervision during busy periods
- Ensuring fire exits remain unobstructed
- Maintaining suitable lighting

Students are expected to move around the building calmly and safely.

31. Toilets and Changing Facilities

The school recognises that toilets and changing areas require particular consideration due to safeguarding, privacy, and student welfare.

Risk assessments consider:

- Student privacy
- Hygiene
- Supervision arrangements
- Appropriate behaviour
- Bullying or inappropriate conduct
- Maintenance issues

The school ensures:

- Facilities are maintained to a suitable standard
- Students have appropriate privacy
- Safeguarding expectations are communicated clearly
- Concerns are reported and addressed promptly

Any concerns regarding inappropriate behaviour, bullying, or safeguarding are managed in accordance with the school's Safeguarding and Child Protection Policy.

32. Storage Areas

Safe storage is essential to prevent accidents and maintain an organised working environment.

Risk assessments consider storage of:

- Props
- Costumes
- Furniture
- Equipment
- Technical theatre items
- Teaching resources

Control measures include:

- Safe shelving
- Clearly organised storage
- Heavy items stored appropriately
- Access restricted where necessary
- Emergency exits kept clear

Students must not enter restricted storage areas unless supervised.

33. Manual Handling

The school recognises that manual handling activities can create risks of injury.

Examples include:

- Moving chairs
- Transporting props
- Carrying equipment
- Moving scenery
- Handling technical equipment

Risk assessments consider:

- Weight of objects
- Distance moved
- Number of people required
- Individual capability
- Frequency of activity

Control measures include:

- Avoiding unnecessary lifting
- Providing assistance where required
- Training staff in safe handling techniques
- Using appropriate equipment

Students must not be expected to lift heavy or unsuitable items.

Where students assist with moving equipment, this must be supervised and appropriate to their age and ability.

34. Working at Height

Work at height presents significant risks and must be carefully controlled.

Students are **not** permitted at **ANY TIME** to:

- climb lighting rigs
- access technical areas
- Use ladders unsupervised
- climb scenery or structures

Work at height is restricted to trained and authorised staff or contractors.

Risk assessments consider:

- Ladders
- Access equipment
- Lighting adjustments
- Set installation
- Maintenance work

Control measures include:

- Competent personnel only
- Suitable equipment
- Supervision
- Safe working procedures

35. Control of Substances Hazardous to Health (COSHH)

The school manages substances that may present health risks in accordance with COSHH regulations.

Potential substances include:

- Cleaning products
- Paints
- Adhesives
- Maintenance materials
- Theatre effects fluids

Control measures include:

- Safe storage
- Appropriate labelling
- Access restrictions

- Staff awareness
- Safety Data Sheets (SDS)
- Suitable protective equipment where required

Students must not use hazardous substances unless specifically authorised and supervised.

36. Display Screen Equipment (DSE)

The school recognises that staff may use computers and display screens regularly.

DSE assessments are available for staff who regularly use display screen equipment.

Assessments consider:

- Workstation setup
- Seating
- Screen position
- Lighting
- Breaks
- Posture

Staff are encouraged to report discomfort or concerns relating to their workstation.

37. Lone Working

The school recognises that some staff may occasionally work alone, including:

- Early morning preparation
- Evening rehearsals
- Weekend performances
- Holiday periods

Risk assessments consider:

- Communication arrangements
- Emergency access
- Personal safety
- Building security

Staff working alone should:

- Follow agreed procedures
- Ensure another person is aware, where appropriate
- Avoid unnecessary risks

- Report concerns immediately

38. Security and Access Control

The school maintains appropriate security arrangements to protect students, staff, and visitors.

Risk assessments consider:

- Unauthorised access
- Visitors on site
- Student collection arrangements
- Lost children
- External events
- Public access during performances

Control measures include:

- Visitor signing-in procedures
- Visitor identification badges
- Secure entrances
- Staff supervision
- Clear collection procedures

All visitors must comply with safeguarding procedures.

39. Theatre and Performance Environment

Susi Earnshaw Theatre School recognises that, as a specialist performing arts school with a **140-seat theatre**, there are additional risks associated with theatrical activities, rehearsals, technical theatre operations, and live performances.

The school is committed to ensuring that all performances, rehearsals, workshops, and technical activities are planned, supervised, and delivered safely.

Theatre activities involve a range of potential hazards, including:

- Stage equipment
- Lighting systems
- Sound equipment
- Electrical systems
- Scenery
- Props
- Costumes
- Backstage movement
- Reduced lighting conditions
- Audience interaction

- Physical performance activities

All theatre activities are subject to appropriate risk assessments, safe systems of work, and competent supervision.

The school recognises that safety must be considered at every stage of the production process, including:

- Planning
- Design
- Construction
- Rehearsal
- Technical rehearsals
- Dress rehearsals
- Performances
- Strike and removal of equipment

40. Theatre Safety Responsibilities

The safe operation of the theatre is a shared responsibility.

Principal

The Principal is responsible for ensuring that:

- Suitable theatre risk assessments are completed.
- Appropriate staff are assigned responsibility.
- Students are appropriately supervised.
- Safety procedures are followed.
- Adequate resources are provided.

Technical Theatre Staff

Technical theatre staff are responsible for:

- Maintaining safe working practices.
- Checking technical equipment.
- Managing backstage safety.
- Supervising technical activities.
- Ensuring equipment is used appropriately.
- Reporting faults or concerns.

Only trained and authorised individuals may operate specialist technical equipment.

Teaching Staff

Teachers are responsible for:

- Supervising students.
- Ensuring students understand safety expectations.
- Monitoring student behaviour.
- Reporting hazards.
- Stopping unsafe activities.

Students

Students are expected to:

- Follow instructions from staff.
- Use equipment responsibly.
- Remain within permitted areas.
- Report hazards immediately.
- Avoid unsafe behaviour.
- Respect backstage rules.

Students must never:

- Operate technical equipment without permission.
- Enter restricted technical areas.
- Climb on scenery.
- Touch electrical equipment without supervision.

41. Stage Safety

The stage environment presents unique risks due to movement, performance activity, equipment, and changes in layout.

Risk assessments consider:

- Stage edges.
- Raised platforms.
- Temporary staging.
- Scenery.
- Props.
- Furniture.
- Lighting levels.
- Performer movement.
- Scene changes.

Control measures include:

- Keeping stage areas clear.
- Marking hazards where necessary.

- Ensuring safe entrances and exits.
- Supervising rehearsals.
- Maintaining suitable lighting.
- Removing damaged equipment.

Students are taught to be aware of:

- Their position on stage.
- Other performers.
- Changes to the stage environment.
- Props and scenery placement.

42. Backstage Safety

Backstage areas require careful management due to restricted space, low lighting, and the movement of performers and equipment.

Risk assessments consider:

- Crowding.
- Limited visibility.
- Costume changes.
- Props.
- Scenery storage.
- Cables.
- Stage entrances and exits.
- Communication between departments.

Control measures include:

- Clear backstage rules.
- Designated waiting areas.
- Keeping walkways clear.
- Maintaining safe access routes.
- Appropriate supervision.
- Controlled movement during performances.

Students must not run backstage.

All backstage movement must be calm, controlled, and considerate of other performers and technical staff.

43. Stage Entrances and Exits

Students must be taught safe procedures for entering and leaving the stage.

Risk assessments consider:

- Timing of entrances.
- Visibility.
- Lighting changes.
- Other performers entering or exiting.
- Moving scenery.
- Technical activity.

Control measures include:

- Clearly marked entrances and exits.
- Rehearsed movement patterns.
- Supervision during technical rehearsals.
- Communication between performers and technical teams.

44. Lighting Equipment and Lighting Systems

The school recognises that theatrical lighting equipment presents risks due to electricity, heat, height, and specialist operation.

Risk assessments consider:

- Lighting fixtures.
- Lighting bars.
- Electrical connections.
- Heat from lanterns.
- Rigging.
- Focusing activities.
- Access equipment.

Control measures include:

- Only trained staff operating lighting systems.
- Regular inspection and maintenance.
- Appropriate electrical testing.
- Safe cable management.
- Restricted access to technical areas.
- Suitable supervision.

Students may learn about lighting as part of their performing arts education but must not operate equipment unless specifically trained and supervised.

45. Working with Lighting at Height

Work involving lighting at height is restricted to trained and authorised personnel.

Students must not:

- Climb lighting bars.
- Access lighting rigs.
- Use ladders or access equipment unsupervised.

Risk assessments consider:

- Use of ladders.
- Access towers.
- Falling objects.
- Equipment security.
- Communication between staff.

Control measures include:

- Competent operators only.
- Safe working procedures.
- Exclusion zones where required.
- Appropriate supervision.

46. Sound Equipment

The school recognises that sound equipment can create risks relating to electricity, hearing, and equipment movement.

Risk assessments consider:

- Speakers.
- Mixing desks.
- Microphones.
- Wireless systems.
- Electrical connections.
- Cable routes.

Control measures include:

- Safe positioning of equipment.
- Secure cable management.
- Appropriate volume levels.
- Regular equipment checks.
- Safe storage of batteries and accessories.

Noise levels must be monitored to protect hearing.

Students and staff should not be exposed to excessive noise levels for prolonged periods.

47. Cables and Trip Hazards

Cables present a significant risk within theatre environments.

Risk assessments consider:

- Lighting cables.
- Sound cables.
- Microphone cables.
- Charging cables.
- Equipment leads.

Control measures include:

- Using cable covers where appropriate.
- Keeping cables away from walkways.
- Securing loose cables.
- Maintaining clear access routes.
- Regular checks before activities.

Any damaged cable must be removed from use immediately.

48. Scenery and Set Safety

The school recognises that scenery and set pieces may present risks due to their size, weight, and movement.

Risk assessments consider:

- Construction.
- Storage.
- Movement.
- Stability.
- Installation.
- Removal.

Control measures include:

- Secure construction.
- Appropriate supervision.
- Safe storage.
- Safe movement procedures.
- Restrictions on student involvement where appropriate.

Students may only assist with scenery where:

- The activity is age appropriate.
- They have received clear instructions.
- Adequate supervision is provided.

49. Props Safety

Props are assessed before use in rehearsals and performances.

Risk assessments consider:

- Size and weight.
- Sharp edges.
- Fragile materials.
- Breakable items.
- Realistic imitation items.
- Storage.

Control measures include:

- Checking props before use.
- Removing damaged items.
- Safe storage.
- Clear responsibility for props during performances.

Real weapons are not permitted.

Any replica or stage weapon must:

- Be risk assessed.
- Be approved by senior staff.
- Be used only for the intended performance purpose.
- Never be used outside supervised rehearsal or performance contexts.

50. Costume Safety

Costumes are assessed to ensure they do not create unnecessary risk.

Potential hazards include:

- Long trailing material.
- Restricted vision.
- Difficult footwear.
- Loose accessories.
- Heat and overheating.
- Allergic reactions.

Control measures include:

- Costume checks before performances.
- Appropriate fitting.
- Safe footwear.
- Consideration of movement requirements.

- Adjustments for individual needs.

Students must inform staff if a costume causes discomfort or affects safe movement.

51. Dressing Rooms and Changing Areas

Dressing rooms are managed carefully to protect student safety, privacy, and wellbeing.

Risk assessments consider:

- Supervision.
- Privacy.
- Student behaviour.
- Personal belongings.
- Electrical appliances.
- Hygiene.

Control measures include:

- Clear expectations regarding behaviour.
- Appropriate staff supervision.
- Respect for privacy.
- Safe use of mirrors, hair equipment, and personal items.

Electrical items such as hair straighteners and dryers must only be used safely and appropriately.

52. Technical Rehearsals

Technical rehearsals involve increased complexity because multiple elements are combined.

These may include:

- Lighting changes.
- Sound cues.
- Scene changes.
- Costume changes.
- Movement in low lighting.

Risk assessments consider:

- Reduced visibility.
- Increased activity.
- Communication between teams.

- Student fatigue.

Control measures include:

- Clear rehearsal schedules.
- Appropriate breaks.
- Technical briefings.
- Supervision.
- Controlled introduction of technical elements.

Technical rehearsals should never be rushed at the expense of safety.

53. Performances

All performances require specific planning to ensure the safety of performers, staff, visitors, and audience members.

Risk assessments consider:

- Audience numbers.
- Evacuation arrangements.
- Front of House procedures.
- Performer movement.
- Backstage activity.
- Emergency situations.

Control measures include:

- Performance risk assessments.
- Staff allocation.
- Emergency procedures.
- Clear communication systems.
- Appropriate supervision.

54. Audience Safety and Front of House

The school recognises its responsibility towards audience members attending performances.

Risk assessments consider:

- The 140-seat theatre capacity.
- Audience movement.
- Emergency evacuation.
- Accessibility.
- Seating arrangements.
- Public behaviour.

Control measures include:

- Clearly marked exits.
- Front of House procedures.
- Accessible seating arrangements.
- Emergency announcements where required.
- Staff supervision.

Members of the public must not enter restricted backstage or technical areas.

55. Fire Safety During Performances

Theatre productions require careful consideration due to:

- Reduced lighting.
- Audience presence.
- Increased electrical equipment.
- Scenery and costumes.

Control measures include:

- Maintaining clear fire exits.
- Ensuring emergency lighting functions correctly.
- Staff awareness of evacuation procedures.
- Preventing obstruction of escape routes.
- Including theatre spaces within fire drills and emergency planning.

56. Special Effects

Special effects require additional risk assessment and approval.

Examples include:

- Haze machines.
- Smoke effects.
- Atmospheric effects.

The school will ensure:

- Effects are appropriate for the venue.
- Manufacturer guidance is followed.
- Students and visitors are considered.
- Allergies and medical conditions are considered.

Pyrotechnics, explosives, or hazardous special effects are not permitted unless separately authorised, professionally managed, and subject to appropriate legal requirements.

57. Stage Combat and Physical Performance

Any staged violence or physical interaction must be carefully controlled.

Risk assessments consider:

- Physical contact.
- Choreography.
- Student confidence.
- Emotional wellbeing.
- Injury prevention.

Control measures include:

- Teaching safe techniques.
- Clear choreography.
- Professional supervision.
- No improvisation involving violence.
- Respect for student boundaries.

Students must never be encouraged to perform unsafe physical actions.

58. Visiting Companies and External Practitioners

External professionals working with students must comply with school safeguarding and health and safety procedures.

This includes:

- Visiting directors.
- Choreographers.
- Musicians.
- Technical specialists.
- Workshop leaders.

Visitors must:

- Follow school procedures.
- Understand safeguarding expectations.
- Be appropriately supervised.
- Provide relevant risk information where required.

59. Safeguarding and Risk Assessment

At Susi Earnshaw Theatre School, safeguarding is central to all aspects of risk assessment and school life.

The school recognises that effective risk management must consider not only physical hazards but also risks that may affect the safety, welfare, emotional wellbeing, and development of children and young people.

All risk assessments must consider safeguarding implications and ensure that students are protected from:

- Abuse.
- Neglect.
- Exploitation.
- Bullying.
- Discrimination.
- Unsafe situations.
- Inappropriate behaviour.
- Online risks.

The school's safeguarding procedures are outlined fully within the **Safeguarding and Child Protection Policy**, which should be read alongside this policy.

60. Designated Safeguarding Lead (DSL)

The school has a Designated Safeguarding Lead (DSL) who oversees safeguarding arrangements and ensures that safeguarding considerations are incorporated into risk management.

The DSL is responsible for:

- Monitoring safeguarding risks.
- Ensuring staff receive appropriate safeguarding training.
- Managing concerns and disclosures.
- Maintaining appropriate safeguarding records.
- Ensuring safer working practices.
- Supporting staff in managing safeguarding concerns.

All staff have a responsibility to remain vigilant and report any concerns immediately through the appropriate safeguarding procedures.

61. Safer Working Practices

Susi Earnshaw Theatre School recognises that performing arts education involves close working relationships between staff and students.

Risk assessments consider:

- Professional boundaries.
- Physical contact.
- One-to-one teaching.

- Rehearsal environments.
- Changing areas.
- Visiting practitioners.
- Performances and public exposure.

Staff must maintain high standards of professional conduct at all times.

All interactions with students must be:

- Appropriate.
- Necessary.
- Transparent.
- Respectful.
- In line with safeguarding expectations.

62. One-to-One Working

One-to-one teaching and support may occasionally be required within a performing arts environment.

Examples include:

- Individual singing tuition.
- Acting coaching.
- Additional support sessions.
- Pastoral discussions.
- Technical instruction.

Risk assessments consider:

- Location of the session.
- Visibility.
- Professional boundaries.
- Student wellbeing.
- Safeguarding arrangements.

Where possible:

- Rooms should have appropriate visibility.
- Staff should avoid isolated situations where unnecessary.
- Appropriate records should be maintained where required.

Students should feel comfortable raising any concerns about one-to-one situations.

63. Physical Contact Within Performing Arts

Performing arts education may involve appropriate physical contact, including:

- Dance correction.
- Movement guidance.
- Choreography.
- Stage positioning.
- Performance techniques.

The school recognises that physical contact must always be handled sensitively.

Control measures include:

- Explaining the purpose of contact.
- Seeking student agreement where appropriate.
- Avoiding unnecessary contact.
- Respecting personal boundaries.
- Considering individual needs and cultural sensitivities.

Students have the right to express discomfort and should never feel pressured to participate in activities involving physical contact.

64. Emotional Safety and Wellbeing

The school recognises that performing arts education can involve emotional challenges.

Students may experience:

- Performance anxiety.
- Audition pressure.
- Fear of failure.
- Comparison with peers.
- Confidence issues.
- Emotional demands of certain roles.
- Stress relating to examinations or productions.

Risk assessments consider the emotional impact of activities.

Control measures include:

- Providing appropriate pastoral support.
- Encouraging open communication.
- Creating a positive learning environment.
- Avoiding excessive pressure.
- Monitoring student wellbeing.
- Ensuring feedback is constructive and supportive.

Students are encouraged to discuss concerns with trusted members of staff.

65. Auditions and Casting Processes

The school recognises that auditions and casting decisions can affect student confidence and emotional wellbeing.

Risk assessments consider:

- Student expectations.
- Feedback processes.
- Feelings of disappointment.
- Equality and inclusion.
- Confidence and self-esteem.

Control measures include:

- Clear communication of expectations.
- Fair and transparent processes.
- Constructive feedback.
- Encouraging personal development rather than competition alone.

Students must be supported regardless of casting outcomes.

66. Performance Pressure and Workload Management

Productions and performances can involve periods of increased activity.

Risk assessments consider:

- Rehearsal schedules.
- Student workload.
- Rest periods.
- School commitments.
- Fatigue.
- Examination pressures.

Control measures include:

- Appropriate rehearsal planning.
- Reasonable scheduling.
- Breaks and rest periods.
- Monitoring student wellbeing.
- Avoiding unnecessary demands.

Students should not be expected to compromise their health, education, or wellbeing for performance commitments.

67. Bullying, Harassment and Discrimination

The school recognises that performing arts environments require strong consideration of inclusion and respect.

Risk assessments consider risks relating to:

- Bullying.
- Cyberbullying.
- Body image concerns.
- Appearance-based comments.
- Discrimination.
- Exclusion.
- Peer pressure.

The school promotes:

- Respect.
- Kindness.
- Equality.
- Inclusion.
- Positive relationships.

Any concerns are managed in accordance with the school's **Anti-Bullying Policy**, **Behaviour Policy**, and **Safeguarding and Child Protection Policy**.

68. Equality, Diversity and Inclusion

Susi Earnshaw Theatre School is committed to ensuring that all students are treated fairly and respectfully.

Risk assessments consider the needs of individuals relating to:

- Disability.
- Medical conditions.
- Neurodiversity.
- Cultural requirements.
- Religious beliefs.
- Personal circumstances.

Reasonable adjustments are made where required to ensure students can participate safely and fully.

69. Special Educational Needs and Disabilities (SEND)

The school recognises that some students may require additional support to participate safely in performing arts activities.

Risk assessments consider:

- Individual needs.
- Communication requirements.
- Sensory needs.
- Mobility.
- Emotional regulation.
- Learning differences.

Where required, individual risk assessments and support plans are developed.

Control measures may include:

- Adjusting activities.
- Providing additional supervision.
- Adapting environments.
- Providing clear instructions.
- Working with parents and external professionals where appropriate.

70. Medical Conditions and Healthcare Needs

The school recognises its responsibility to support students with medical conditions and ensure they can participate safely.

Risk assessments consider:

- Asthma.
- Allergies.
- Diabetes.
- Epilepsy.
- Anaphylaxis.
- Mobility needs.
- Other ongoing medical conditions.

Individual Healthcare Plans are created where appropriate.

These plans may include:

- Medication arrangements.
- Emergency procedures.
- Staff responsibilities.
- Reasonable adjustments.

Relevant staff are informed of students' medical needs on a need-to-know basis.

71. Medication

The administration and storage of medication is managed in accordance with the school's medical procedures.

Risk assessments consider:

- Storage requirements.
- Access arrangements.
- Emergency medication.
- Staff responsibilities.

Examples of medication requiring consideration include:

- Inhalers.
- Auto-injectors such as EpiPens.
- Prescribed medication.

Students must not share medication with other students.

72. Allergies and Anaphylaxis

The school recognises that allergic reactions can present serious risks.

Risk assessments consider:

- Food allergies.
- Medication allergies.
- Environmental allergies.
- Emergency response procedures.

Control measures include:

- Maintaining accurate medical records.
- Ensuring appropriate staff awareness.
- Supporting students with emergency medication.
- Maintaining hygiene standards.

Staff receive appropriate awareness training where required.

73. First Aid Arrangements

The school maintains suitable first aid arrangements to support students, staff, and visitors.

Risk assessments consider:

- Availability of trained first aiders.
- Location of first aid equipment.
- Emergency procedures.
- Theatre performances.
- Educational visits.

First aid arrangements include:

- Accessible first aid kits.
- Accident recording procedures.
- Trained first aid personnel.
- Emergency response arrangements.

All accidents, injuries, and significant incidents are recorded and reviewed.

74. Head Injuries

The school recognises that head injuries require careful management.

Potential risks include:

- Falls.
- Collisions.
- Stage accidents.
- Dance-related injuries.

Where a head injury occurs:

- The student is assessed appropriately.
- First aid procedures are followed.
- Parents or carers are informed where required.
- Further medical advice is sought where appropriate.

75. Infection Prevention and Control

The school promotes effective infection prevention measures to protect students and staff.

Risk assessments consider:

- Illness.
- Hygiene.
- Shared equipment.
- Communal spaces.
- Performances and rehearsals.

Control measures include:

- Encouraging good hand hygiene.
- Maintaining clean facilities.
- Regular cleaning of shared equipment.
- Appropriate ventilation.
- Supporting students and staff to remain away from school when infectious.

76. Educational Visits and External Activities

The school recognises that learning outside the classroom provides valuable opportunities but requires careful planning.

Risk assessments are completed for:

- Theatre visits.
- Workshops.
- Performances at external venues.
- Residential trips.
- Competitions.
- Cultural visits.

Risk assessments consider:

- Transport.
- Supervision.
- Venue safety.
- Medical needs.
- Safeguarding.
- Emergency procedures.

77. External Performances

Where students perform outside the school site, additional risks are considered.

These include:

- Unfamiliar venues.
- Travel arrangements.

- Public interaction.
- Technical facilities.
- Dressing areas.
- Emergency procedures.

The school ensures that:

- Appropriate risk assessments are completed.
- Staff supervision is adequate.
- Safeguarding standards are maintained.
- Venue procedures are understood.

78. Transport and Travel

Where transport is arranged by the school, risk assessments consider:

- Vehicle safety.
- Driver suitability.
- Supervision.
- Student behaviour.
- Emergency procedures.

Students must follow staff instructions throughout travel.

79. Residential Activities

Where residential activities take place, risk assessments consider:

- Accommodation safety.
- Supervision arrangements.
- Student welfare.
- Medical needs.
- Emergency procedures.
- Safeguarding arrangements.

Students must be provided with clear expectations regarding behaviour and safety.

80. Photography, Filming and Online Safety

The school recognises that performing arts education often involves photography, filming, and digital content.

Risk assessments consider:

- Student consent.

- Data protection.
- Online publication.
- Social media.
- Cyber safety.

Control measures include:

- Following school photography procedures.
- Obtaining appropriate permissions.
- Protecting student privacy.
- Ensuring online content is managed responsibly.

81. Review of Safeguarding-Related Risks

Safeguarding risks are reviewed regularly and whenever circumstances change.

This includes:

- Changes to activities.
- New staff.
- New facilities.
- New technology.
- Incidents or concerns.

The school remains committed to creating an environment where students feel safe, respected, valued, and supported.

82. Fire Safety

Susi Earnshaw Theatre School recognises that effective fire safety management is essential to protect students, staff, visitors, contractors, and members of the public.

The school has robust fire safety arrangements in place to minimise the risk of fire and ensure that everyone understands how to respond safely in the event of an emergency.

Fire safety arrangements apply to all areas of the school, including:

- Classrooms.
- Drama studios.
- Dance studios.
- Music rooms.
- Offices.
- Storage areas.
- Theatre spaces.
- Backstage areas.
- Technical areas.
- Dressing rooms.

- Audience areas.

The school complies with the requirements of the **Regulatory Reform (Fire Safety) Order 2005** and follows relevant guidance from the **Health and Safety Executive (HSE)** and fire safety authorities.

83. Fire Risk Assessment

A suitable and sufficient fire risk assessment is maintained for the school premises.

The fire risk assessment considers:

- Sources of ignition.
- Sources of fuel.
- Means of escape.
- Fire detection systems.
- Fire-fighting equipment.
- Emergency lighting.
- Staff responsibilities.
- Student evacuation.
- Visitors and members of the public.
- Theatre-specific risks.

The fire risk assessment is reviewed:

- Annually.
- Following significant changes to the building.
- Following changes to activities.
- Following a fire or serious incident.
- Following recommendations from inspections.

84. Fire Prevention

The school takes proactive measures to reduce the likelihood of fire.

Control measures include:

- Maintaining clear fire escape routes.
- Storing combustible materials safely.
- Monitoring electrical equipment.
- Removing defective equipment from use.
- Ensuring waste materials are managed appropriately.
- Maintaining good housekeeping standards.
- Preventing unauthorised use of electrical equipment.

Staff and students are expected to report any fire hazards immediately.

Examples include:

- Damaged electrical cables.
- Blocked fire exits.
- Unsafe storage.
- Unusual smells.
- Overheating equipment.

85. Theatre Fire Safety

The school recognises that theatrical environments require additional fire safety considerations due to:

- Lighting equipment.
- Electrical systems.
- Scenery.
- Costumes.
- Curtains.
- Props.
- Audience numbers.
- Reduced lighting conditions.

Risk assessments are completed for performances and productions.

Control measures include:

- Keeping fire exits clear.
- Ensuring escape routes remain accessible.
- Maintaining safe storage of scenery and props.
- Managing electrical equipment safely.
- Ensuring costumes and materials are appropriate.
- Briefing staff involved in productions.

No production element should compromise fire safety.

86. Fire Curtains and Theatre Systems

Where theatre-specific fire safety systems are installed, these must be maintained and operated in accordance with manufacturer guidance.

Only trained and authorised personnel may operate specialist theatre safety systems.

Any defects must be reported immediately and appropriate action taken.

87. Fire Evacuation Procedures

The school maintains clear evacuation procedures to ensure that all individuals can leave the building safely during an emergency.

Evacuation procedures consider:

- Students.
- Staff.
- Visitors.
- Contractors.
- Audience members.
- Individuals with additional needs.

Everyone on site must:

- Leave immediately when instructed.
- Follow staff directions.
- Use the nearest safe exit.
- Walk calmly.
- Proceed to the designated assembly point.
- Remain there until instructed otherwise.

No person should re-enter the building until authorised to do so.

88. Fire Drills

Fire drills are carried out regularly to ensure that evacuation procedures remain effective.

Fire drills assess:

- Awareness of procedures.
- Evacuation times.
- Student behaviour.
- Staff responsibilities.
- Effectiveness of communication.

Any issues identified during drills are reviewed and improvements implemented where necessary.

89. Fire Marshals and Staff Responsibilities

Staff are responsible for supporting safe evacuation.

Responsibilities may include:

- Checking designated areas.
- Assisting students.
- Supporting visitors.

- Reporting concerns.
- Ensuring evacuation routes are followed.

Staff must never place themselves at unnecessary risk during an emergency.

90. Emergency Procedures

Susi Earnshaw Theatre School maintains procedures for responding to a range of emergencies.

These include:

- Fire.
- Medical emergencies.
- Serious accidents.
- Security incidents.
- Missing students.
- Severe weather.
- Utility failures.
- Lockdown situations.

Emergency procedures are communicated to staff and reviewed regularly.

91. Medical Emergencies

The school has procedures in place to respond to medical emergencies.

In the event of a serious medical incident:

- First aid should be provided by trained personnel where appropriate.
- Emergency services should be contacted if required.
- The student should be kept safe and supervised.
- Parents or carers should be informed.
- The incident should be recorded.

The school ensures that emergency contact information is maintained and accessible.

92. Lockdown Procedures

The school recognises the need to prepare for situations where remaining inside the building provides the safest response.

Examples include:

- A dangerous individual nearby.
- A security threat.

- A police instruction.
- An external emergency.

Lockdown procedures include:

- Securing classrooms and rooms where possible.
- Keeping students away from windows and doors.
- Maintaining communication.
- Following instructions from senior staff or emergency services.

Lockdown procedures are communicated appropriately to staff and reviewed regularly.

93. Severe Weather Procedures

The school considers risks arising from severe weather conditions, including:

- Snow and ice.
- Extreme heat.
- Storms.
- Flooding.
- Travel disruption.

Control measures may include:

- Monitoring weather conditions.
- Adjusting activities.
- Providing additional supervision.
- Changing travel arrangements.
- Closing areas of the site where necessary.

The safety of students and staff remains the priority when making decisions.

94. Security and Site Safety

The school recognises its responsibility to maintain a secure environment.

Risk assessments consider:

- Unauthorised access.
- Intruders.
- Student collection arrangements.
- Visitors.
- Contractors.
- Public access during performances.

Control measures include:

- Secure entrances.
- Visitor signing-in procedures.
- Visitor identification badges.
- Staff awareness.
- Appropriate supervision.

All visitors must comply with safeguarding requirements.

95. Missing Student Procedures

The school recognises that a missing student is a safeguarding and safety concern.

If a student cannot be located:

- Staff should immediately inform a senior member of staff.
- A search of appropriate areas should begin.
- Attendance records should be checked.
- Parents or carers should be contacted where appropriate.
- Emergency services should be contacted if required.

All incidents are recorded and reviewed.

96. Accident Reporting

All accidents, injuries, and significant incidents must be recorded and reviewed.

Accident records help the school to:

- Identify patterns.
- Prevent recurrence.
- Improve procedures.
- Monitor safety standards.

Accidents may include:

- Student injuries.
- Staff injuries.
- Visitor incidents.
- Theatre-related incidents.
- Near misses.

97. Near Miss Reporting

The school encourages reporting of near misses.

A near miss is an event that could have caused harm but did not.

Examples include:

- A falling object that narrowly misses someone.
- A trip hazard is identified before injury occurs.
- Equipment failure without injury.

Near miss reporting allows the school to address risks before accidents occur.

98. Reporting of Injuries, Diseases and Dangerous Occurrences (RIDDOR)

The school complies with the requirements of the **Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)**.

Where an incident meets RIDDOR criteria, the appropriate report will be submitted to the relevant authority.

Examples may include:

- Certain serious injuries.
- Specified dangerous occurrences.
- Work-related illnesses.

Advice will be sought where required.

99. Investigation of Incidents

Following accidents or significant incidents, the school may carry out an investigation.

Investigations consider:

- What happened.
- Why did it happen?
- Whether procedures were followed.
- Whether further action is required.

Actions may include:

- Updating risk assessments.
- Improving procedures.
- Providing additional training.
- Making environmental changes.

100. Contractors and Maintenance Work

The school recognises that contractors may introduce additional risks.

Contractors may include:

- Maintenance workers.
- Theatre technicians.
- Builders.
- Electricians.
- Cleaning contractors.

Before work begins, contractors must:

- Sign in.
- Provide relevant documentation where required.
- Follow school procedures.
- Comply with safeguarding expectations.
- Work safely around students.

101. Contractor Documentation

Where appropriate, contractors must provide:

- Risk assessments.
- Method statements.
- COSHH information.
- Evidence of competence.
- Relevant insurance documentation.

The school retains relevant records within its Health and Safety documentation.

102. Managing Contractors Around Students

Where contractors are working while students are present:

Control measures include:

- Supervising access.
- Restricting work areas.
- Maintaining safeguarding standards.
- Separating students from hazards.
- Scheduling work outside teaching hours where possible.

103. Business Continuity and Emergency Planning

The school recognises the importance of preparing for events that may affect normal operations.

Risks considered include:

- Fire.
- Flooding.
- Building damage.
- Loss of utilities.
- Staff shortages.
- Significant incidents.
- Security threats.

The school maintains appropriate contingency arrangements to ensure that education can continue wherever reasonably possible.

104. Data and Information Security

Risk management also includes protecting important information.

The school considers risks relating to:

- Student records.
- Safeguarding information.
- Data protection.
- Cyber security.

The school follows appropriate data protection procedures and complies with relevant legislation.

105. Monitoring and Review of Emergency Arrangements

Emergency procedures are reviewed regularly to ensure they remain effective.

Reviews consider:

- Lessons learned from incidents.
- Changes to the building.
- Changes to activities.
- Staff feedback.
- Emergency service guidance.

The school remains committed to ensuring that all members of the school community understand how to respond safely during emergencies.

106. Monitoring and Auditing Arrangements

Susi Earnshaw Theatre School recognises that effective health and safety management requires regular monitoring, evaluation, and continuous improvement.

The school regularly reviews its risk management arrangements to ensure that:

- Risks are identified and appropriately controlled.
- Procedures remain effective.
- Staff understand their responsibilities.
- Students are protected from avoidable harm.
- Legal and regulatory requirements continue to be met.

Monitoring is carried out through:

- Premises inspections.
- Departmental checks.
- Review of accident and incident records.
- Review of near misses.
- Feedback from staff and students.
- Production reviews.
- Health and safety meetings.
- Internal audits.

Where improvements are identified, appropriate actions will be implemented and monitored.

107. Health and Safety Inspections

Regular inspections are undertaken to ensure that the school environment remains safe and suitable.

Inspections consider:

- General building condition.
- Fire safety arrangements.
- Emergency exits.
- Classrooms and teaching areas.
- Drama studios.
- Dance studios.
- Theatre spaces.
- Backstage areas.
- Technical equipment.
- Storage areas.
- Outdoor areas.

Any concerns identified are recorded and addressed within an appropriate timeframe.

108. Theatre Safety Monitoring

Due to the specialist nature of Susi Earnshaw Theatre School, additional monitoring is undertaken within performance areas.

This includes:

- Stage inspections.
- Backstage checks.
- Lighting equipment checks.
- Sound equipment checks.
- Prop inspections.
- Costume safety checks.
- Technical rehearsal reviews.
- Production risk assessments.

Before performances, staff involved in productions should confirm that:

- Emergency routes are clear.
- Equipment is safely positioned.
- Students understand procedures.
- Technical systems are operating safely.
- Backstage areas are organised.

109. Staff Training and Competence

The school recognises that effective risk management depends upon appropriately trained and competent staff.

Staff receive training appropriate to their role, including:

- Health and Safety responsibilities.
- Safeguarding and Child Protection.
- Fire safety procedures.
- First aid awareness.
- Emergency procedures.
- Risk assessment principles.
- Manual handling.
- Safe use of equipment.

Additional training is provided where required, including:

- Technical theatre operation.
- Lighting systems.
- Sound systems.
- Stage management.
- Specialist equipment.

- Educational visit procedures.

110. Specialist Training

Certain activities require specific knowledge, skills, or experience.

Only suitably trained and authorised individuals may undertake activities such as:

- Operating technical theatre equipment.
- Working at height.
- Managing electrical systems.
- Installing specialist equipment.
- Undertaking maintenance activities.

The school maintains records of relevant training and qualifications.

111. Staff Induction

All new staff receive appropriate induction before undertaking their role.

Induction includes:

- Health and Safety procedures.
- Safeguarding responsibilities.
- Fire evacuation procedures.
- Emergency arrangements.
- Reporting procedures.
- School expectations.
- Department-specific risks.

New staff are made aware that they must report any concerns immediately.

112. Student Safety Education

Students are taught to understand their own responsibilities for health and safety.

This includes:

- Following instructions.
- Using equipment safely.
- Reporting hazards.
- Respecting others.

- Understanding backstage rules.
- Maintaining safe rehearsal practices.

As a performing arts school, students are also taught professional expectations relating to:

- Theatre etiquette.
- Safe movement.
- Respect for performers and technical teams.
- Responsible use of equipment.

113. Communication of Health and Safety Information

The school ensures that important health and safety information is communicated clearly.

Communication methods may include:

- Staff briefings.
- Department meetings.
- Student meetings.
- Production meetings.
- Noticeboards.
- Training sessions.
- Written procedures.

Information is provided in a way that is appropriate to the audience.

114. Consultation and Feedback

The school values the contribution of staff, students, and parents in improving safety standards.

Feedback may be gathered through:

- Staff meetings.
- Student discussions.
- Surveys.
- Incident reviews.
- Informal feedback.

Concerns raised are considered carefully and acted upon where appropriate.

115. Health and Safety Documentation

The school maintains appropriate records relating to health and safety.

Documentation includes:

- Risk assessments.
- Fire risk assessments.
- Accident records.
- Incident reports.
- Training records.
- Inspection records.
- Maintenance records.
- Contractor documentation.
- COSHH information.
- Equipment checks.

Records are stored securely and are accessible to relevant staff.

116. Equipment Maintenance and Inspection Records

The school ensures that equipment is maintained appropriately.

Records may include:

- Equipment servicing.
- PAT testing.
- Maintenance checks.
- Repairs.
- Replacement schedules.

This includes equipment used for:

- Teaching.
- Drama.
- Dance.
- Music.
- Technical theatre.
- Productions.

Defective equipment is removed from use until repaired or replaced.

117. Review of Risk Assessments

Risk assessments are reviewed regularly to ensure they remain suitable and effective.

Reviews take place:

- Annually as a minimum.

- Following significant changes.
- Following accidents or near misses.
- Following changes to legislation.
- Following concerns raised by staff or students.
- Following changes to equipment or facilities.

118. Continuous Improvement

Susi Earnshaw Theatre School is committed to continually improving health and safety standards.

The school achieves this by:

- Reviewing incidents.
- Learning from experience.
- Updating procedures.
- Investing in staff training.
- Maintaining high standards of supervision.
- Listening to feedback.
- Monitoring industry best practices.

The school recognises that excellent health and safety is achieved through a proactive approach rather than simply responding to incidents.

119. Governance and Oversight

The Proprietor and Senior Leadership Team maintain oversight of health and safety arrangements.

They monitor:

- Compliance with legislation.
- Effectiveness of policies.
- Accident trends.
- Risk management arrangements.
- Training requirements.
- Areas requiring improvement.

Health and safety remains a key consideration in strategic decision-making.

120. Policy Approval and Review

This policy is approved by the Proprietor of Susi Earnshaw Theatre School.

The policy is reviewed:

- Annually.
- Following significant changes.
- Following legislative updates.
- Following serious incidents.

The next review date is recorded within the school's policy review schedule.

Likelihood

Rating	Description
1	Rare – Unlikely to occur
2	Unlikely – Could occur occasionally
3	Possible – May occur
4	Likely – Expected to occur
5	Almost Certain – Occurs frequently

Severity

Rating	Description
1	Minor injury requiring minimal intervention
2	Minor injury requiring first aid
3	Injury requiring medical attention

4	Serious injury or significant harm
5	Major injury, life-changing harm, or fatality

Risk Rating

Risk Score	Action Required
1–4	Low risk – Manage through existing controls
5–12	Medium risk – Monitor and improve controls
13–25	High risk – Immediate action required

Conclusion

Susi Earnshaw Theatre School is committed to providing a safe, supportive, and inspiring environment where students can develop their creativity, confidence, and performance skills.

Through effective risk assessment, strong safeguarding procedures, appropriate training, careful planning, and a shared commitment to safety, the school aims to ensure that all students, staff, visitors, and members of the wider community can participate in school life safely and positively.

Health and safety is a collective responsibility, and every member of the Susi Earnshaw Theatre School community has a role to play in maintaining the highest standards of care.

End of Risk Assessment Policy

Susi Earnshaw Theatre School

Review Date: _____

Approved By: _____