



# FOREST SCHOOL

## Risk Assessment Policy

Whole School including EYFS

v1.1

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## CONTENTS

1	FOREWORD.....	2
2	SCOPE.....	3
3	INTRODUCTION .....	3
4	REQUIREMENT.....	4
5	TYPES OF RISK ASSESSMENT.....	4
6	RESPONSIBILITY .....	5
7	EDUCATIONAL VISITS.....	6
8	EYFS.....	6
9	SUPERVISION .....	7
10	SAFER RECRUITMENT.....	7
11	PUPIL WELFARE.....	7
12	SPECIALIST RISK ASSESSMENTS .....	9
13	RISK ASSESSMENT .....	9
14	RETENTION OF ASSESSMENTS .....	14
15	FURTHER GUIDANCE .....	14
16	COVID – 19 Addendum .....	18

## Annexes

1. Risk Assessment Form
2. Risk Control Form
3. Risk Assessment Flow Diagram

## 1 FOREWORD

- 1.1 This document sets out the strategy, management responsibilities and implementation procedures for undertaking risk assessments. Its purpose is to:
- 1.2 Ensure early recognition and assessment of the risk to employees and others affected by Forest School's undertaking.
- 1.3 Ensure effective communication between management and their staff to raise awareness of the findings from risk assessment.
- 1.4 Establish effective risk assessment and incorporate the process and assessment results into management activities i.e. supervision, performance management, team meeting agendas and other procedures/ management systems.
- 1.5 Where risks are identified, put in place suitable control measures to reduce those risks and establish effective monitoring of control measures.
- 1.6 Set up effective assessment and monitoring tools to evaluate the effectiveness of local

arrangements put in place to minimise the risks.

- 1.7 Encourage individual responsibility to recognise and inform management of hazards and risks.
- 1.8 This policy is published under the authority of the Warden and Bursar of Forest School. This policy and associated procedures are for application across Forest School and reflect any changes in legislation and or Forest School practices.

## 2 SCOPE

- 2.1 This policy and associated procedures are to be followed by all staff. Heads of Departments are responsible for the assessment of work related hazards. The aim is to provide a system for assessing risks across all our work activities involving Forest School employees, temporary staff, contractors and visitors. This policy and associated procedures are also to be used by the Estates Manager to assess harm that could be caused to equipment, buildings and the environment.
- 2.2 Within this policy and associated procedures Hazard, Risk and Harm have the following meaning:
  - Hazard - Potential to cause harm
  - Risk - Likelihood that harm will occur and its consequences
  - Harm – Injury to people, damage to products, equipment, plant and buildings; pollution of the environment
- 2.3 The term “Head of Department” is used throughout to mean the person with direct responsibility for the safe conduct of the work activity.

## 3 INTRODUCTION

- 3.1 A basic Risk Assessment is simply a careful examination of what, in your work, could harm people, so that you can weigh up whether you have taken enough precautions or should do more to prevent harm to yourself, your colleagues, contractors, visitors or anyone else who may be affected by your work. The examination can be extended to include damage to products, equipment, plant and buildings; pollution of the environment.
- 3.2 Risk Assessment is a process that becomes easier with training and experience. Training will be delivered to employees who are expected to undertake risk assessments. Those identified as responsible for conducting risk assessments are strongly advised to take advantage of this training to ensure correct and effective application of the risk assessment process.
- 3.3 This policy should be read in conjunction with;
  - [Health and Safety Policy](#)
  - [Educational Visits Policy](#)
  - [HS003 Risk Assessment Guidance](#)
  - [Anti-Bullying Policy](#)
  - [Safeguarding and Child Protection Policy](#)
  - [Supervision Policy](#)

[Mental Health Policy \(senior school\)](#)

Departmental handbooks

## 4 REQUIREMENT

- 4.1 Risk Assessment helps Forest School focus on the risks that really matter in the workplace, the significant ones with real potential to cause harm. The Management of Health and Safety at Work Regulations requires employers to undertake suitable and sufficient risk assessments. However, they do not necessarily require the elimination of all risk, but employers are required to protect people so far as reasonably practicable. Part of this protection involves an informed, rational and structured evaluation of the risks presented by working practices and or the working environment. Forest School is legally required to assess the risks in the workplace so that an effective plan to control the risks can be put in place.
- 4.2 Risk assessment is not a substitute for making things safe e.g. spilled liquids should be cleaned up rather than a risk assessment produced warning of the slip hazard.

## 5 TYPES OF RISK ASSESSMENT

- 5.1 All significant risks shall be assessed, however, although the principles of assessment remain the same their application can differ. There are three recognised methods of assessment;
- Dynamic - A mental assessment of risk for use when any delay would increase the risk of harm. Dynamic assessment can also be used as the initial step in formal risk assessment.
  - Formal - A written method of evaluating the risk of harm.
  - Generic - An evaluation of risk that can be applied to common tasks.
- 5.2 Dynamic risk assessment allows for immediate mental safety assessments to be made without implementing the formal risk assessment process e.g. the decision to tackle a small fire, a task with obvious safety risks which would increase if delayed by formal assessment. Therefore, dynamic risk assessment can be effectively used in emergencies where any delay increases the risk of harm, it is not to be used purely to save time or avoid additional work.
- 5.3 Dynamic risk assessment can be used as an initial step in establishing which risks are significant and require further assessment. It can also be used prior to the use of generic assessments to identify if the assessment is suitable and sufficient for the task in hand.
- 5.4 Formal risk assessment is a documented process of assessing risks and involves a process of measuring the likelihood of an event occurring with its likely consequences.
- 5.5 Some common tasks, tasks that share the same hazards and controls e.g. routine maintenance or cleaning activities, can be assessed and a generic risk assessment produced. These assessments can only be used when the influencing factors are the same and the Health & Safety Officer considers that the control measures identified and implemented adequately reduce the risk of harm.
- 5.6 Guidance on which method of assessment is appropriate is provided in the flow diagram at Annex A.

- 5.7 The risk assessment methods described shall only be deviated from where alternative legislation applies.

## 6 RESPONSIBILITY

The following specific organisational responsibilities apply:

### 6.1 Forest School will do all it reasonably can do to:

- 6.1.1 Be committed to increasing the general awareness and understanding of Risk Assessment within the School.
- 6.1.2 Recognise and understand the importance of skilled management of employees by the provision of appropriate training on an on-going basis for managers and staff.
- 6.1.3 The Health & Safety and Compliance Director is responsible for Health and Safety and has responsibility for monitoring implementation, review and compliance of this Risk Assessment Policy.
- 6.1.4 The Bursar has overall responsibility for the implementation of this Risk Assessment Policy and associated procedures. The Warden is responsible for ensuring that those staff designated with supporting and monitoring this Policy document carry out their responsibilities as shown in this document.

### 6.2 Warden/Bursar

- 6.2.1 Ensuring that all new starters have received suitable induction and all employees received on and off the job training and coaching to ensure that they have the ability to carry out their existing or new roles.
- 6.2.2 Providing positive leadership and a visible commitment to this Policy.
- 6.2.3 Provide support and guidance to the Heads of Departments and the Health & Safety and Compliance Director to ensure risk assessments and subsequent control measures and practicable and enforceable.

### 6.3 Heads of Department

Heads of Department are responsible for ensuring that suitable and sufficient arrangements are in place to implement the Policy within their sphere of responsibility including:

- 6.3.1 Having sufficient knowledge and understanding to enable them to discharge their duties and responsibilities.
- 6.3.2 Ensuring all hazards in their areas of responsibility have been identified and all significant risks are assessed.
- 6.3.3 Ensuring that all those who might be exposed to a hazard are made aware of the risk assessment and the identified control measures.
- 6.3.4 Ensuring that the control measures identified by the risk assessment are effectively implemented and complied with.
- 6.3.5 Encourage personal development to ensure that staff have suitable skills to cope with their work demands.
- 6.3.6 If there are changes to be made it is not necessary or desirable to wait until the review date to change the assessment, it is to be done at the earliest opportunity.

- 6.3.7 Informing all staff under their control of sources of support and advice within the organisation.
- 6.3.8 Attend training as requested in good management practice and health and safety.

## **6.4 Employees**

All employees are responsible for:

- 6.4.1 Understanding and complying with this Policy.
- 6.4.2 Ensure they report any defects or dangerous occurrences to their Head of Department.
- 6.4.3 Protecting the health of themselves and others at work.
- 6.4.4 Ensuring that they comply with any control measures that are in place.
- 6.4.5 Informing Heads of Departments when a process or task changes or it is felt the risk assessment fails to identify appropriate control measures.

## **6.5 Health & Safety and Compliance Director**

The Health & Safety and Compliance Director will:

- 6.5.1 Advise each Head of Department on the risk assessment process and where practicable ensure the risk assessment is suitable and sufficient.
- 6.5.2 Provide Heads of Department with relevant Forest School risk assessment procedural training and review periodically.
- 6.5.3 Provide assistance and advice to Heads of Department to ensure compliance and provide the safest possible work space for pupils, staff, visitors, contractors, vulnerable groups, etc.
- 6.5.4 Provide a calendar of when each department's risk assessments are due for renewal.
- 6.5.5 Maintain a register of all risk assessments conducted in each area.

## **7 EDUCATIONAL VISITS**

- 7.1.1 All departments requesting an educational visit for their class will follow the Educational Visits Policy.
- 7.1.2 Once the plan and risk assessment is submitted, it is checked by the Health & Safety and Compliance Director and the Co-Curricular Office prior to being authorised. The visit leader is reminded at this point that they are responsible for the safety and organisation of the visit.

## **8 EYFS**

- 8.1.1 The Early Years Foundation Stage (Pre-Prep) Teachers/Head will assess, in conjunction with the requirements of the EYFS in relation to adult to child ratios. This may be increased if a particular activity or trip highlights the need for additional supervision or those with specific qualifications.

## 9 SUPERVISION

- 9.1 For more information regarding the supervision of students, including EYFS, please refer to the [Supervisions Policy](#).

## 10 SAFER RECRUITMENT

- 10.1 Where a new member of staff is joining the school with the result of the DBS still pending, a Pending DBS Risk Assessment will be completed by the Health and Safety & Compliance Director.

## 11 PUPIL WELFARE

- 11.1 All aspects of pupil's welfare are risk assessed in accordance with the potential hazard, for example, medical conditions have been risk assessed under [Medical Policies](#). Bullying procedures are included within the [Anti-Bullying Policy](#) and the [Safeguarding and Child Protection Policy](#). All policies can be found within the staff intranet or website.
- 11.2 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified. The assessment and action will be recorded and regularly monitored and reviewed. Please refer to the senior schools mental health policy.
- 11.3 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue or by using the attached risk assessment form at Appendix 1. Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.
- 11.4 The information obtained through this process and the action agreed will be shared, as appropriate, with other staff, parents and third parties in order to safeguard and promote the welfare of a particular pupil or of pupils generally.

The School recognises its responsibility to safeguard and promote the welfare of pupils in its care. This responsibility encompasses the following principles:

- 11.4.1 to support pupils' physical and mental health and emotional wellbeing (as well as their social and economic well-being);
  - 11.4.2 to protect pupils from harm and neglect;
  - 11.4.3 to recognise that corporal punishment can never be justified;
  - 11.4.4 to provide pupils with appropriate education, training and recreation;
  - 11.4.5 to encourage pupils to contribute to society;
  - 11.4.6 to protect pupils from the risk of radicalisation, extremism and being drawn into terrorism;
  - 11.4.7 to build pupils' resilience to radicalisation by actively promoting fundamental British values, enabling pupils' to challenge extremist views;
  - 11.4.8 to assess the risk of children being drawn into terrorism and to provide appropriate support for those identified as being at risk;
  - 11.4.9 to ensure that pupils are provided with a safe and healthy environment so far as reasonably practicable; and
  - 11.4.10 to manage welfare concerns effectively.
- 11.5 The School recognises that individual pupils may have needs which arise from physical, medical, sensory, learning, emotional or behavioural difficulties which require provision additional to or different from that generally required by children of the same age in mainstream schools. The School is committed to promoting and safeguarding the welfare of all of its pupils having regard to the special requirements of individual pupils but, where appropriate or necessary, balancing the special requirements of individual pupils against the School's responsibilities to promote and safeguard the welfare of all its pupils.
- 11.6 The School addresses its commitment to these principles through:
- 11.6.1 **Prevention** - ensuring that all reasonable measures are taken to minimise the risk of harm to pupils and their welfare by:
    - (a) ensuring through training that all staff are aware of and committed to this policy and the values set out;
    - (b) establishing a positive, supportive and secure environment in which pupils can learn and develop;
    - (c) including in the curriculum, activities and opportunities for PSHEE which equip pupils with skills to enable them to protect their own welfare and that of others; and
    - (d) providing medical and pastoral support that is accessible and available to all pupils.
  - 11.6.2 **Protection** - ensuring all appropriate actions are taken to address concerns about the welfare of a pupil, whether of a safeguarding nature or otherwise. This includes:
    - (a) sharing information about concerns with agencies who need to know and involving pupils and their parents appropriately; and
    - (b) monitoring pupils known or thought to be at risk of harm and formulating and / or contributing to support packages for those pupils.

11.7 The School recognises that pupil welfare and well-being can be adversely affected by many matters whether in or away from school, including abuse, bullying, radicalisation, and behavioural and health issues.

11.8 The School has developed this policy and the policies in the table below, which set out full details of its procedures to safeguard and promote pupil health, safety and welfare.

<b>Policy Responsibility for risk assessments</b>	<b>Person responsible</b>
Safeguarding / Child Protection	Deputy Head Pastoral (DSL)
Safer Recruitment, Pending DBS Risk Assessments, Volunteer Risk Assessment	Health and Safety & Compliance Director/HR Manager
Anti-bullying, Inc Cyber-bullying	Deputy Head Pastoral/Head of Preparatory School
Behaviour and Discipline	Deputy Head Pastoral/Head of Preparatory School
Health and safety policy	Health and Safety & Compliance Director
First aid policy	Health and Safety & Compliance Director
Administration of medicines / Supporting pupils at school with medical conditions	Matrons
Educational visits policy	Deputy Head Co-Curricular
Supervision	Deputy Warden
Specific Activity or Event or Department Risk Assessment i.e. PE, DT, Science	Head of Department, lead organiser

## 12 SPECIALIST RISK ASSESSMENTS

The Health & Safety and Compliance Director arranges for competent persons, often external to carry out the following risk assessments:

- Fire Safety
- Asbestos Management
- Legionella
- First Aid
- High risk work equipment
- Security

## 13 RISK ASSESSMENT

### What needs to be done – (The 5 Steps)

13.1 Risk assessment is a subjective but logical process which can be broken down into five steps:

13.1.1 Step 1 Identify the hazard

- 13.1.2 Step 2 Decide who might be harmed and how
- 13.1.3 Step 3 Evaluate the risks and decide on precautions
- 13.1.4 Step 4 Record your findings and implement them
- 13.1.5 Step 5 Review your assessment and update if necessary

13.2 When conducting a risk assessment, involvement of staff or their representatives will provide useful information about how the work is done, this will make assessment of the risk more thorough and effective.

### **13.3 Identify the hazards**

- 13.3.1 Review the task and or work area, talk with the persons involved and identify any hazards. Assessment is not limited to normal work activities, but also special events and activities, if organised by the Head of Department shall also be subject to risk assessment. Remember to include hazards arising from normal activities and potential hazards if things go wrong. Focus on the reasonably foreseeable (that is an event that can logically be predicted to occur and which could result in harm) not remote possibilities. Tasks/activities that pose trivial safety consequences should not be subject to risk assessment. It is helpful to record the hazards; the Hazard Checklist found at Annex B will help ensure hazards are not missed during the risk assessment process.
- 13.3.2 It is important to remember that an effective risk assessment looks at the whole activity not individual hazards. This avoids the need for unnecessary paperwork and subsequent additional review and will in the end show a complete picture of how the hazards and associated risk are to be managed. There is a tendency to break risk assessments down into bite sized chunks for simplicity, but it is sometimes more effective to manage the hazards collectively thereby making the risk easier to manage overall.

### **13.4 Decide who might be harmed and how**

- 13.4.1 For each hazard establish who might be harmed, it will help to identify the best way to manage the risk. This does not mean listing everyone by name, but rather identifying groups of people, e.g. Contractors, Employees, Visitors, members of the public etc.
- 13.4.2 In each case decide how they might be harmed, i.e. what type of injury or ill health might occur. For example, employees may suffer back injury from repeated lifting of boxes.
- 13.4.3 Some workers have particular requirements, e.g. new and young workers, women of child-bearing age, new or expectant mothers and people with disabilities may be at particular risk.
- 13.4.4 Shared workplaces present particular problems. Risk assessments should consider the effect of the activity on other workers. The Health & Safety Officer should also ensure that they are familiar with the risk assessments produced by other groups within the workplace that may affect their staff.

### **13.5 Evaluate the risks and decide on precautions**

- 13.5.1 Evaluating the risk is a subjective process which becomes easier with experience. To help assessors a 'Risk Rating' calculation matrix is shown below at Table 1.

Tables 2 and 3 provide guidance on definitions of 'likelihood' and 'consequence'.

**Table 1 Risk Matrix**

	Severity						
	0	1	2	3	3	5	6
Likelihood	1	1	2	3	4	5	6
	2	2	4	6	8	10	12
	3	3	6	9	12	15	18
	4	4	8	12	16	20	24
	5	5	10	15	20	25	30
	6	6	12	18	24	30	36

The table shows three bands (low, medium and high risk)

The following numerical values are put against factors, in order to quantify the risk. Each of the numbers allocated should be multiplied, to identify the risk.

#### Likelihood:

0 = Impossible for the event to happen.

1 = Highly improbable, only likely in exceptional circumstances.

2 = Might happen, but on balance this is unlikely.

3 = Occasional. There is a 50/50 chance that the event will happen.

4 = Fairly Frequently/ More likely to happen than not to happen.

5 = Frequently/Virtually certain to happen.

6 = It will Happen

#### Severity:

0 = No injury would arise.

1 = A trivial injury would arise.

2 = The resultant injury would require first-aid treatment. Minor

3 = Someone would be incapacitated from normal work because of the injury. Major

4 = One person would suffer a major injury (as specified in RIDDOR\*)

5 = Death or multiple major injuries would result.

6 = Multi – Offsite deaths. Affecting local residents/community or further

13.5.2 The legal requirement for most Health and Safety Regulations is to reduce the risk of harm so far as is reasonably practicable. The level of acceptable risk is dependent on circumstances; the perceived risks of working in an office environment are different to those of working in a bull ring. It is the Health &

Safety and Compliance Officers responsibility to decide when the level of risk is acceptable, a well-constructed risk assessment will aid in this decision.

- 13.5.3 Some Regulations, such as the Electricity at Work Regulations, require a higher degree of compliance and therefore do not allow the use of 'so far as is reasonably practicable'. These Regulations are limited to high risk activities and guidance should be sought if there is any doubt regarding compliance.
- 13.5.4 The first step in evaluating the risk is to establish what controls are currently in place, it is important that this is based on what is actually being done not what is thought to be done. The second step is to decide whether anything else can and needs to be done, this could involve the introduction of additional control measures or better implementation of existing control measures.
- 13.5.5 If the need for additional control measures is identified, then their implementation needs to be managed. This will require identification of ownership and the setting of implementation dates. Large numbers of additional control measures should be addressed in priority order, the most affective being implemented first. Once additional controls have been identified the risk rating is to be recalculated and recorded on the Risk Control Sheet located in Risk Assessment Module. If existing controls are considered adequate the "Additional Controls" section should be marked "Controls Adequate".
- 13.5.6 When assessing risks the following points should be considered:
  - 13.5.6.1 Can the hazards be eliminated altogether?
  - 13.5.6.2 Can the risks be controlled so that harm is 'most unlikely'?
  - 13.5.6.3 Is there a less risky option?
  - 13.5.6.4 Can access to the hazard be eliminated or reduced e.g. barriers, guards etc.?
  - 13.5.6.5 Can the work be reorganised to eliminate or reduce the risks?
  - 13.5.6.6 Are additional welfare facilities required e.g. first aid or washing facilities for removal of contaminates?
  - 13.5.6.7 Is Personal Protective Equipment (PPE) required? The use of PPE is a last resort and should not be preferred to other forms of risk elimination or reduction.

### **13.6 Record and implement findings**

- 13.6.1 On completion of the risk assessment the details shall be recorded and the assessment brought to the attention of all those who are at risk or are responsible for implementing the control measures.
- 13.6.2 It is best practice to record dynamic risk assessments retrospectively and at the earliest opportunity. By recording these assessments, it may be possible to use the findings as a starting point for future similar tasks, thus improving the control of risks and reducing workloads. It also provides an auditable record of decisions allowing for more effective accident investigation.
- 13.6.3 The most important part of any risk assessment is effective implementation of the control measures. Once implemented, Heads of Departments are to ensure that the control measures remain effective and that staff are compliant with the risk assessment requirements.

### **13.7 Review and update**

- 13.7.1 Risk assessments are to be regularly reviewed to ensure they remain suitable and sufficient.
- 13.7.2 A review is to be conducted:
  - 13.7.2.1 Annually.
  - 13.7.2.2 If there is reason to doubt the effectiveness of the assessment.
  - 13.7.2.3 Following an accident or near miss.
  - 13.7.2.4 Following significant changes to the task, process, procedure or Line Management.
  - 13.7.2.5 Following the introduction of more vulnerable personnel, e.g. persons who are not familiar with the process, task or environment, persons who may have special needs.
- 13.7.3 If following review there are no changes to be made to the assessment, the Health & Safety and Compliance Director and/or Head of Department will agree the risk assessment and agree a new review date.

## 14 RETENTION OF ASSESSMENTS

- 14.1 Risk assessments are retained for a minimum of 3 years.

## 15 FURTHER GUIDANCE

- 15.1 More information can be found within the Health & Safety manual for a complete guide on how to conduct a risk assessment (examples shown below). Alternatively, please liaise with Wayne Bishop, Health & Safety and Compliance Director.

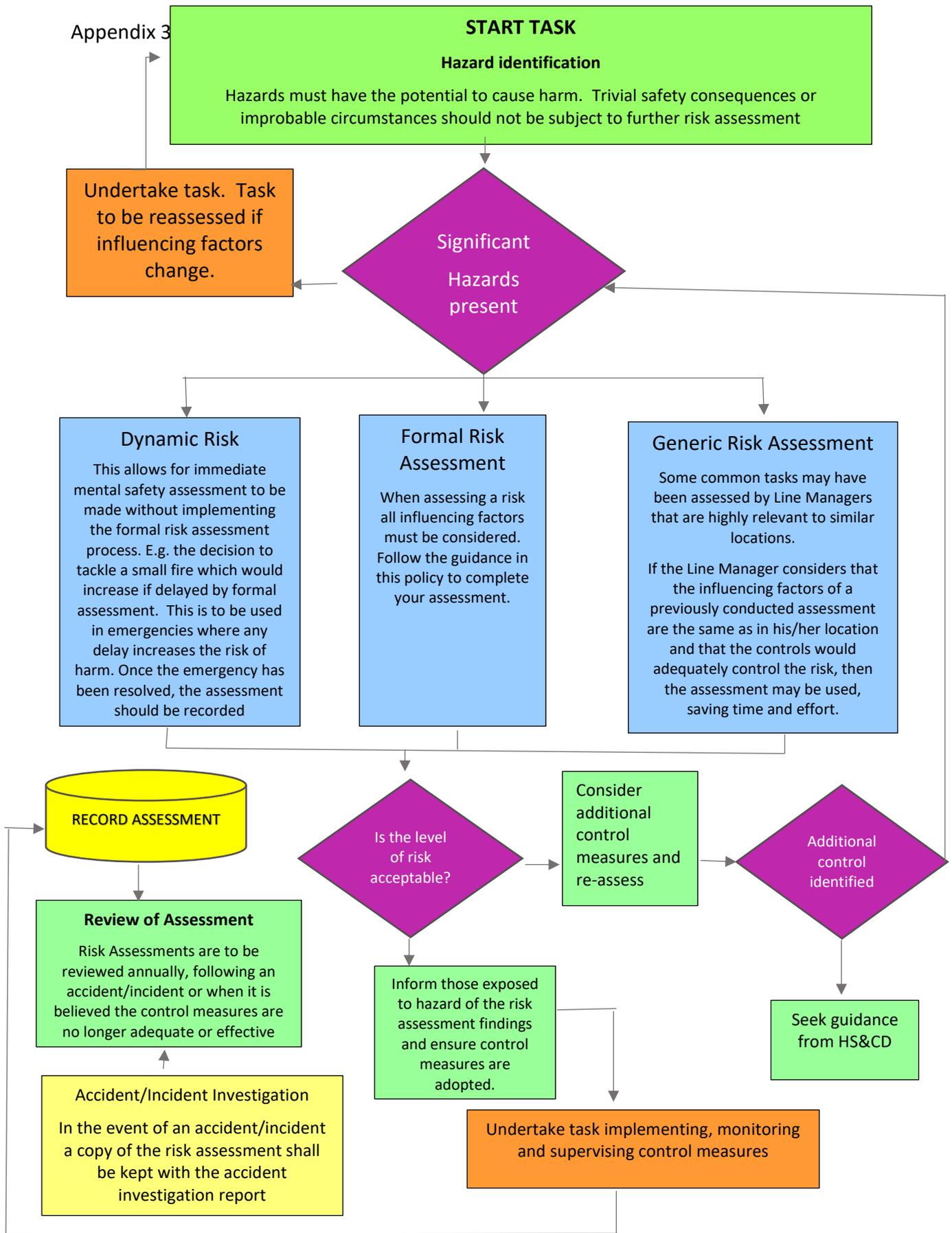
## Appendix 1

HAZARD	POSSIBLE CAUSE	EXISTING CONTROLS	PSR (Potential Severity Rating)	PLR (Potential likelihood Rating)	Risk Reduction Number RRN = (PSR x PLR)	NOTES/FINDINGS/RECOMMENDATIONS
Area, Facility, Activity	Risks within the area or part of that area  i.e. wet surface, supervision, manual handling etc.	Control measures already in place  i.e. inspection sheet, regular training.	Enter a No. from 1 – 6  1 = Negligible 2=Minor injury 3 =Major injury 4= single death 5= Multi death 6= Multi offsite	Enter a No. from 1 – 6  1= Improbable 2=Possible 3=Occasional 4.=Fairly frequent 5= Frequently 6= Certainly	Any areas over 9 need urgent attention	Areas of concern or highlight areas of action. Repeat areas to action on the recommendation sheet
1. Floors & windows						
2. Walls & doors						
3 Ceilings & lights						
4 Sinks, Facilities & toilets						
5 Fire						
6 Electricity						
7 Contagious Diseases						
8 Furniture a. desks b. chairs c. bookcase & cupboard						
9 Equipment i.e. books						
9a Scissors						
10 General behaviour						
11 Chemicals						
12 Blind cords, strangulation						
13 First aid						

**Appendix 2**

**RECOMMENDATION FOR RISK REDUCTION**

<b>Action</b>	<b>By when?</b>	<b>By Whom?</b>	<b>Completed</b>
<b>Action</b>	<b>By When?</b>	<b>By Whom?</b>	<b>Completed</b>



## 16 COVID – 19 Addendum

Forest School is committed to following the government guidance and SAGE advice to keep the school and the community safe.

The Schools Health & Safety Policy details the COVID-19 H&S Policy.

Forest School has produced two separate risks assessment specific to COVID-19.

One for the Prep School and one for the Senior. Both follow the governments *Guidance for full opening:schools*. The process follows the suggest hazard identification process, who may be harmed and how, existing controls and further action.

Both risk assessments have been produced in conjunction with the school community to ensure effective consultation has taken place in accordance with the Health and Safety at Work Act Et 1974.

Both risk assessments are reviewed daily by the core Leadership Team consisting of the Warden, Bursar, Deputy Warden, Head of Prep School and the Health and Safety & Compliance Director.

Both risk assessments are published to staff and parents through the website. This are updated periodically or when required.

Individual Departments whose controls need adjusting to their specific setting or activities have produced documented procedures that are in lines and strictly follow the overarching principles of the government guidance whilst taking into account specific guidance available from professional advisory bodies.