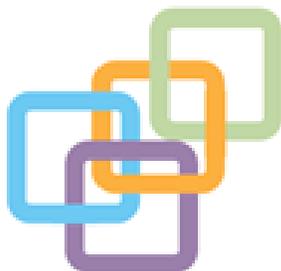


The Levett School



The Levett School

Positivity | Determination | Reflection | Integrity

Risk Assessment

<i>Policy agreed on:</i>	
<i>Ratified by full Management committee:</i>	
<i>Review Date:</i>	
<i>Agreed frequency of Review:</i>	
<i>Allocated Group/Person to Review:</i>	
<i>Signed by Chair:</i>	
<i>Signed by Head teacher:</i>	

Lower School, Melton Road, Sprotbrough, Doncaster, DN5 7SB

Upper School, Barnby Dun Road, Clay Lane, Doncaster DN2 4R



Doncaster
Council

Policy Statement

The Governors and Head teacher of The Levett School are fully committed to promoting the safety and welfare of all in our school community so that effective education can take place. They clearly recognise that a failure to take reasonable safety precautions in relation to identified hazards would represent a serious risk to staff, visitors, general public and contractors and, in particular, pupils, and expose the school to the possibility of prosecution. Their highest priority lies in ensuring that all operations within the school environment, both educational and support, are delivered in a safe manner that complies fully with not just the law but also best practice. The School is committed to assessing the risks of our employees, pupils, visitors and wider community who could be affected by our activities.

Principles

- A risk assessment in the context of safeguarding is a careful examination of what could cause harm to pupil or others and appropriate control measures, so that you can weigh up whether the School has taken adequate precautions or should do more to prevent harm.
- The purpose of a risk assessment is not to create huge amounts of paperwork, but rather to identify sensible measures to control real risks – those that are most likely to occur and/or will cause the most harm if they do.

When thinking about your risk assessment in this context you need to remember:

- **Safeguarding** is the action that is taken to promote the welfare of children and protect them from harm. **Safeguarding means:** protecting children from abuse and maltreatment. Preventing harm to children's health or development. Ensuring children grow up with the provision of safe and effective care.
- A safeguarding issue is anything that may harm a person or others;
- The risk is the chance that a person/others could be harmed either physically or emotionally, together with an indication of how serious the harm could be if they are.

Aims of the policy

This policy has particular regard for ensuring the safeguarding and welfare of adults and pupils at the school is safeguarded and promoted at all times and appropriate action is taken to reduce risks and potential risks that are identified.

The aims of this policy is to:

- Set out the systematic approach for suitable and sufficient risk management throughout The Levett School.
- Protect both the school and individuals (including pupils and employees) from unnecessary risks are properly identified and managed.
- Ensure consistency of approach and management across the wide range of activities that the school is involved in.
- Outline the specific procedures for risk assessment present in school

- Outline when procedures should be used
- Promote the idea of shared thinking and open communication being essential in day to day activities.
- Outline the procedures for planning and implementing school trips and external activities.
- Make clear the responsibilities for adults working in school.

What is the purpose of a Risk Assessment?

By focusing on prevention – as opposed to reacting when things go wrong – it is possible to prevent accidents and injuries that could ruin lives, damage reputations and cost money. Preventative measures can often be surprisingly simple and cost-effective, such as the application of hazard warning tape to a trip hazard, or ensuring that chemicals are properly stored in locked containers. Health & Safety Officers and Ofsted Inspectors (where applicable) will expect to see examples.

Where relevant these risk assessments will be completed using industry standard Doncaster Metropolitan Borough Council (DMBC) assessment templates or guidelines. All other Levett School risk assessments should be completed using the school standard risk assessment template.

*(See separate **Levett School Health & Safety Policy** and relevant topic specific policies for further information and guidance on specific risk assessments)*

The purpose of risk assessment is to identify hazards and evaluate any associated risks and the identification of requirements for levels of instruction, information, training and supervision that may be required for an activity.

In addition, some topic specific risk assessments are required by legislation this includes such area as:

• Safeguarding	• Pupil supervision
• Health and Safety	• Security
• Fire Safety	• Manual Handling
• Display screen assessments	• Substances hazardous to health
• Provision and use of work equipment	• Asbestos
• Site Security	• School trips
• Critical incidents	<i>This list is in no way exhaustive</i>

Risk assessments do not have to be complicated. The level of detail contained in them should be relevant to the level of the risks involved with the activity. In many cases a risk assessment will lead to clarification and documenting of protocols and procedures that are often already in place, following best practice and relevant industry standards where applicable.

Other relevant policies

In reading this policy you should also consider and consult the following:

- Health and Safety Policy
- Educational Visits Policy

- First Aid and Medicines Policy
- Behaviour Policy
- Fire Policy
- Risk Management Policy
- Risk Register

For staff there is additional guidance in the Staff and Employee Handbooks

Which areas require risk assessments?

There are numerous activities carried out in The Levett School, each of which requires its own separate risk assessment. The most important of these cover:

- Fire safety, procedures and risk assessments (Health & Safety Policy)
- Educational Visits and Trips (Policy document)

However, risk assessments are also needed for many other areas, including:

- Science experiments
- Design and Technology
- Food Technology
- Duke of Edinburgh Award
- Art
- Music
- Educational Visits
- Social Events/Functions – in and out of school
- Medical and First Aid
- Classrooms
- Physical Education Equipment
- Catering Department
- Cleaning Department
- Maintenance Department
- Pregnant workers
- External contractors
- Site Security
- Slips and Trips
- Noise
- VDU screens
- Ladders and Heights
- Gas
- Electricity
- Water

- Child Protection and Safeguarding (see separate policy)
- Manual Handling
- Electrical Equipment
- PPE
- COSH
- Individual Pupil Risk Assessments

Many of the risk assessments relating to the school site are covered in the **Health & Safety Policy**

Specialist Risk Assessment

The Site Manager arranges for specialists to carry out the following risk assessments:

- Fire Safety
- Asbestos
- Legionella
- Gas Safety
- Electrical Safety

All teaching staff and support staff receive an induction and refresher training in risk assessments tailored to their specific areas.

Legal Aspects of Risk Assessment

There are clear duties for risk assessment under acts such as Health & Safety at Work Act 1974 and The Management of Health & Safety at Work Regulations. The following requirements are laid down in those regulations and can be applied to other areas of risk assessment:

- *The risk assessment shall be 'suitable and sufficient' and cover both employees and non-employees affected by the employers undertaking (e.g. contractors, members of the public, pupils, etc.)*

The term 'suitable and sufficient' is important as it defines the limits to the risk assessment process. A suitable and sufficient risk assessment should:

- Identify the significant risks and ignore the trivial ones
- Identify and prioritise the measures required to comply with any relevant statutory provisions
- Remain appropriate to the nature of the work and valid over a reasonable period of time;
- Identify the risk arising from or in connection with the work. The detail should be proportionate to the risk.

The significant findings that should be recorded include a detailed statement of the hazards and risks; the preventative, protective or control measures in place; and any further measures to reduce the risks present.

Responsibility of Risk Assessments

- Governors, will be responsible for ensuring the risk assessments made are suitable and sufficient and that they are implemented effectively into the school's health and safety management system, ensuring overall compliance.
- It is the responsibility of the Head teacher to determine at what point a Risk Assessment should be undertaken and to ensure that it is done.
- Head teachers, will ensure suitable risk assessments are undertaken and that action is taken upon the resulting recommendations, appropriately.
- Head teachers will ensure that all interested parties are aware of the risk assessment being undertaken of an individual activity/area/pupil/staff and are notified of the results of the exercise as soon as practicable, after the event.
- Staff are responsible for taking reasonable care of their own safety, together with that of pupils and visitors. They are responsible for cooperating with the Head teacher, the Site Manager and other members of the SLT in order to enable the Governors to comply with their legal health and safety responsibilities.
- All members of staff are responsible for assisting and participating in the process of risk assessment.
- When conducting a risk assessment in any area consideration should be given to the likelihood any hazard could potentially cause harm. This will determine whether action needs to be taken to reduce the risk. Even after all precautions have been taken some risk usually remains. A decision is then made to determine whether the remaining risk for each hazard is high, medium or low. The aim is to make all risks LOW. The Levett School will cease any activity or event where the risk is deemed to be HIGH.

Types of Risk Assessment

All significant risks shall be assessed. Although the principals of assessment remain the same their application can differ. There are 3 recognised methods of assessment:

- Formal – A written method of evaluating the risk of harm (as described above).
- Generic – An evaluation of risk that can be applied to common tasks
- In unusual circumstances, when an unforeseen risk presents itself (a previous Formal or Generic risk assessment not having been compiled and/or in use) an employee may be required to use a dynamic risk assessment.
- Dynamic – A mental assessment of risk for use when any delay would increase the risk from harm.

When to develop an individual pupil risk assessment?

- A risk assessment should be undertaken whenever there is evidence that a pupil might place themselves or others at risk of harm or injury. The evidence may come from a variety of sources including accident reports and violence and abuse forms, behaviour logs, concerns from staff and pupils or as a result of child protection procedures.

- Wherever practicable, a Pupil Risk Assessment should be undertaken prior to the child entering the school. There will be many instances, however, where the child is already at school and as such there will be a point at which a risk assessment will be deemed necessary.
- A risk assessment should be undertaken whenever there is evidence that a pupil might place themselves or others at risk of harm or injury. The evidence may come from a variety of sources including accident reports and violence and abuse forms, behaviour logs, concerns from staff and pupils or as a result of child protection procedures.
- Wherever practicable, a Pupil Risk Assessment should be undertaken prior to the child entering the school. There will be many instances, however, where the child is already at a school and as such there will be a point at which a risk assessment will be deemed necessary.
- Where a concern about safeguarding a pupil is identified, the risk to that pupil's welfare will be assessed, appropriate action will be taken to reduce the risks identified, this will be recorded and then regularly monitored and reviewed.
- Risk assessments do not have to be complicated. The level of detail contained in them should be relevant to the level of risks involved. In many cases risk assessment will lead to clarification and documenting of protocols and procedures that are already in place, following best practice and relevant industry standards where applicable.
- The format of risk assessment as to safeguard a pupil/others may vary and may be included as part of the School's overall response to a safeguarding issue or using a risk assessment form. Regardless of the form used, the schools approach will be systematic.
- The information obtained through this process and the action agreed will then be shared, as appropriate, with other staff, parents and third parties in order to safeguard and promote the welfare of a particular child or of pupils generally.
- Risk assessments will be stored appropriately according to the policy they refer to; i.e. Assessments relating to individual pupils will be held on their pupil records.

Instances when it may be necessary to conduct an Individual pupil risk assessment

- A pupil with a physical impairment
- A pupil has an acute or chronic medical condition, such as epilepsy or brittle bones;
- A pupil has behavioural difficulties
- A pupil with autistic spectrum disorder;
- A pupil behaving inappropriately on a regular basis or with regular disregard for instruction and supervision;
- A pupil under emotional distress;
- A pupil displays violent or threatening behaviour on a regular basis;
- A pupil is regularly under the influence of alcohol or substances

Where a pupil that requires individual risk assessment has a condition that fluctuates this should be taken into consideration and periodic reassessment will be necessary.

Proactive and reactive risk assessments

- Proactive risk assessments should be based on anticipated behavioural issues e.g. access problems, ability to follow instructions on educational visits, visual abilities etc.
- Ideally for pupils with known or anticipated issues, the risk assessment should be carried out prior to them starting school/centre or going on an educational visit so that risk reduction measures can be put into place.

Examples of such control measures would include:

- Erecting gates and fences to reduce the likelihood of absconding
- Providing a 'time out from positive reinforcement', areas, training staff on restraint techniques.
- Providing one to one support whilst on an Educational Visit.

Many pupils for whom a risk assessment is required are already placed in schools. These (reactive) risk assessments will be completed retrospectively and be based on the current situation and controls.

By carrying out individual pupil risk assessment it should be possible to make decisions and take actions to:

- Limit the level of inherent risk to which a pupil and others are exposed
- Take calculated risks to broaden the pupil's experience and maximise his or her potential
- Avoid unreasonable risks for this pupil and others
- Ensure that strategies used to respond to impairment, disability or challenging behaviour are reasonable, and proportionate to the risks presented.

Is parental permission required to complete pupil risk assessments?

- Whilst it is not necessary to secure parental permission in order to draw up a pupil risk assessment, it is most likely that parents would – and indeed should – have been involved early on in any situation where the behaviour of a pupil is causing the degree of concern likely to lead to a behaviour risk assessment being required.
- Behaviour policies, whether they incorporate pupil risk assessments or not, in many schools the subject of a home-school agreement.
- Where pupil risk assessment policies – and their trigger points/action points – have been incorporated into the school behaviour policy, and therefore by extension the home-school agreement, the support and involvement of parents becomes a more easily achievable goal.
- Staff involved in the drawing up of individual pupil risk assessments should be mindful of the *Education (Pupil Information) (England) Regulations 2005* which place a duty on schools to disclose, with a few exceptions, the contents of pupil records to parents and pupils where they make such a request.
- Indeed, the involvement of parents in discussing and determining the management of their child's behaviour at school would in most cases be a desirable course of action.

Risk assessing individuals

- Pupil activity or a pupil may constitute a hazard from that which they do not know or fail to understand, or have had no experience of, and that for which they have not been prepared.
- They can be subject to hazards due to a lack of ability, a lack of application and incompatibility with environment.
- A risk assessment is carried out to identify the risks to health and safety arising out of, or in connection with an undertaking and should be straight forward process to reduce risk as low as reasonably practicable based on informed judgement and reference to appropriate guidance.
- Where pupils have individual Behavioural Plans (BP), Individual Educational Plans (IEP) or Pastoral Support (PSP) in place, the risk assessments should be completed taking these plans into consideration as they often identify behaviour-based measures for reducing risks. It may be the case that the IEP or PSP may already demonstrate a full risk assessment process recognising all the significant hazards, evaluating and reducing risk through control measures, providing record and communication with set reviews.
- Where a Care Plan is in place the risk assessment may be part of the plan or included in it. The risk assessment should not be kept with general risk assessments and should be treated as personal information.

Who should take part in the assessment?

- Parents and/or carers (or close relatives or advocates)
- Head teacher/Senior Leader/SENCo
- Teacher/Support staff
- Professionals involved with the individual
- And where possible the pupil should be active participants in the risk assessment process, and fully involved in the decision making processes that effect choice and participation in learning.

Definition of Hazard Risk, Control Measures and Residual Risk

For the purpose of this policy the following definitions apply:

- A **hazard** is something with potential to cause harm. A 'hazard', as regards people, is a disability or characteristic that, if not considered, may give rise to a situation which could result in injury or harm to the individual or others.
- For a pupil with a visual impairment hazards from horse riding may include the horse, the environment (for example, uneven ground or sudden noise), and the task.
- **Risk** is a combination of the severity of harm with the likelihood of it happening.
- 'Risk' for a disabled pupil is the likelihood that the disability or characteristic will produce an incident and the seriousness of the resulting injury, if it does.
- It is important to remember that risk may not be fixed and the levels of risk may vary because of fluctuating health.
- **Risk Rating** is the overall judgement of the level of risk which may arise from the hazard, based upon the likelihood of the event occurring and the potential severity of the consequence.

- **Control Measures** are the methods used to reduce or control risks arising from identified hazards
- **Residual Risk** is the level of risk remaining once control measures have been applied to reduce risks so far as is reasonably practicable.

Analysis of Risk based on Risk Assessment Information

Note: to determine the overall risk rating using the charts below

- Multiply the impact score x likelihood score and plot the results on the risk matrix in terms of a colour and numerical score for the risk.
- If the person displays more than one type of behaviour, please risk rate the one that is perceived to have the highest level of risk.

Impact Table	Negligible/Low (1)	Minor (2)	Moderate (3)	Major/Severe (4)	Extreme/Catastrophic (5)
Injury to any person	Adverse event leading to minor injury not requiring first aid and/or No impaired psychological functioning, or less than 3 days impaired psychological functioning	Minor injury or illness, first aid treatment required and/or less than 3 days absence from usual activities and/or More than 3 days impaired psychological functioning (but less than one month)	Significant injury requiring medical treatment, possible hospitalisation and/or counselling. And/Or impaired psychological functioning greater than 1 month but less than 6 months	Major injuries/long term incapacity or disability requiring medical treatment or counselling. And/Or impaired psychological functioning greater than 6 months	Incident leading to death or major permanent incapacity And/Or Permanent psychosocial functioning incapacity.

Likelihood Table	Rare (1)	Unlikely (2)	Possible (3)	Likely (4)	Almost Certain (5)
Actual Frequency	Occurs every 5 years or has never occurred	Occurs every 2-5 years	Occurs every 1-2 years	Occurs every 2 months	Occurs at least once a month
Probability	1%	10%	50%	75%	99%
Risk Matrix	Negligible (1)	Minor (2)	Moderate (3)	Major (4)	Extreme (5)
Almost certain (5)	5	10	15	20	25
Likely (4)	4	8	12	16	20
Possible (3)	3	6	9	12	15
Unlikely (4)	2	4	6	8	10
Rare/Remote (1)	1	2	3	4	5

<p>Risk Rating Score</p> <p>Impact score ___ X Likelihood score ___ = ___</p> <p>Overall risk rating = _____</p> <p><i>Note any individual consideration which may alter level of risk based on previous history if known</i></p>	<p>High Risk = 15-25 = Red</p> <p>Medium Risk = 6-12 = Amber</p> <p>Low Risk = 1-5 = Green</p>
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Accident Reporting

The Site Manager is responsible for reporting and recording any notifiable accident that occurs on school premises to a pupil, member of staff, parent, visitor or contractor to the HSE in accordance with the Reporting of Injuries Diseases and Dangerous Occurrence Regulations (RIDDOR). Further details are provided in the Health and Safety Policy and Risk Management Policy. All notifiable accidents and near misses are reviewed by the school's Senior Leadership with a view to assessing whether any measures need to be taken to prevent recurrence.

The school is currently following the Doncaster Metropolitan Borough Council protocol of completing Air 1 Forms to report accidents, injuries, physical assault, violence and aggression. Copies of these forms are available from the school office and should be returned to a member of SLT to ensure the procedure of reporting, reviewing, debriefing and follow up is administered before sending the completed the document to DMBC within a 5-day time frame, usually with 24 hours of an accident occurring.

Five steps to Risk Assessment

Step 1 – identify the issues/hazards

Consider how someone may be harmed, this will help to identify hazards

- What are the situations that the person will be in?
- Walk around your classroom, office, think through your task or activity; ask the staff doing the task; consider the location, duration, purpose of your visit, is there long term health hazards associated with the task?
- Look at the hazards associated with the individual and identify how harm could be caused.
- You should generally ignore the trivial and concentrate on the hazards which you could reasonably expect to result in significant harm
- Identify triggers for inappropriate behaviour
- Refer to behavioural plans, incident records, accident and assault records, class behaviour log

Step 2 – Examine who may be harmed and how?

Consider each hazard and who may be harmed and how they may be harmed.

- Decide who may be harmed and how?
- Are there any specific persons/groups who are specifically at risk? Pupils, teaching, office, cleaning, maintenance, and/or security staff, visitors etc. Identify groups, which are more vulnerable such as young persons, the disabled, lone working staff, contractors, members of the public, etc.
- How? May be from tipping on a bag left on the floor, accessing a box from a high shelf, putting up displays from step ladder, sports activity, noise, machinery, offsite trip etc.
- What immediate steps can be taken?
- What is the likelihood that harm will occur?
- How severe is injury an expected to be?
- Risk is a quantum of likelihood and severity.

Step 3 – What are you already doing? Evaluate the risks and decide on precautions

Having spotted the hazards consider what is already in place to control them. Compare your list to good practice, is there more that could be done?

- Identify the control measures in place
- Determine and agree any additional controls necessary
- Evaluate the level of risk before and after the controls have been put in place.

When controlling risks, apply the following principles, if possible in the following order: -

- Can I remove the hazard altogether?
- If not, how can I control the risks so that harm is unlikely?
- Try a less risky option (e.g. switch to using a less hazardous chemical)
- Prevent access to the hazard (e.g. by guarding)

- Organise work to reduce exposure to the hazard (e.g. put barriers between pupils/staff and the works)
- Issue personal protective equipment (e.g. clothing, footwear, goggles etc.)
- And provide welfare facilities (e.g. first aid, removal of contamination).

Within this step there is a heading of **“What further action is needed?”** Have the risks been reduced as far as possible or is there a need for more?

For instance:

- You may consider that staff require refresher training on the machinery/task/activity
- You may feel that the ratio of staff to pupils should be increased, consideration of how this can be implemented utilising school resources needs to be discussed by SLT.
- There may have been a change of legislation or best practice and therefore new equipment or additional equipment is required.

Step 4 – How will you put the assessment into action? Record, communicate and implement.

You may have outstanding issues. If so prioritise; say what needs to be done, by when and by whom.

Remember the assessment demonstrates how the pupil, event, task, activity etc. is to be managed. For example, in the case of an activity, staff to carry out inspection before use, information provided to staff and pupils via briefing.

- For risk assessments relating to the school site the Site Manager will ensure they are implemented, stored and accessible to key members of staff.
- For an individual pupil risk assessment record the information on the Pupil Risk Assessment form.
- Consult the necessary parties on the risk management plan and agree action before putting into action.
- Update on the school Iris Adapt System, communicate to all staff via staff briefing when any changes have been made.
- In the event of a new or updated pupil risk assessment all staff will be informed via the daily briefing meeting and recorded on the daily sheet that is displayed in the staff room. All staff who work with a particular pupil should access the risk assessment and ensure they have read and understood the information contained.
- When any pupil risk assessments have been completed they will go through a quality assurance process with the Risk Assessment Coordinator and final sign off with a member of the Senior Leadership Team. Once this process is completed a copy of the risk assessments will be centrally stored on Iris Adapt for individual pupils. The pupil risk assessment will be shared with parents/carers and where necessary the pupil, who are asked to sign a copy to denote they have seen and accept the information contained in the document.

Step 5 – Monitor and Review

- Monitor and review the assessment frequently as the content of the risk assessment may change e.g. a condition may fluctuate or the student may as they learn, adapt or hopefully improve.

- Also review of the effectiveness of the control measures may be required as conditions, environment, use and risk level may have changed. Few activities, classrooms etc. stay the same. Sooner or later a piece of new equipment, substance, procedure etc. is brought in; this can lead to new hazards and therefore the assessment will need to be reviewed.
- There are a number of occasions, such as offsite activities, an event, a project etc. where it is recommended that a 'wash up' be carried out, once the wash up has occurred use this section to make comments/action points for when the situation is carried out again. This will assist staff to improve the situation in the future.
- Following any incident involving violence or assault, risk assessments should also be reviewed in the light of the incident, to identify whether additional measures are necessary.
- Update as appropriate with the involvement of the necessary interested parties should take place.

Should no change occur that you are aware of there will still be a need to review the assessment and it is suggested that the assessment be reviewed on an **annual basis**.

Monitoring

The Head teacher or appropriate persons shall monitor the effectiveness of control measures and ensure that physical control measures are used, installed correctly and suitably maintained where applicable. Likewise checks should be made to ensure that agreed control measures and safe systems of work are being followed correctly.

Record Keeping

Risk Assessment and associated documents must be kept for a minimum period of three years from the date which they are superseded as they may be required in the event of a litigation claim for compensation (note the claims for compensation can, generally be made up to 3 years from the date of the incident occurring). It should be noted that risk assessments which relate to the use of substances may need to be kept for 40 years, in order to trace exposure to substances which are known to have ill health effects e.g. asbestos.

Review of the Policy

This policy will be reviewed annually or at an earlier date if changes are required due to risk assessment review or changes in legislation and/or guidance.

Links and Resources

HSE Website www.hse.gov.uk

HSE Five Steps to Risk Assessment - <http://www.hse.gov.uk/pubns/indg163.pdf>

HSE A Guide to Risk Assessment Requirements - <http://www.hse.gov.uk/pubns/indg218.pdf>

Health and Safety Commission (HSC) Managing health and safety in schools £5.95

HSC Health and safety guidance for school governors and members of school boards £5.95

DfES School Security website www.dfes.gov.uk/schoolsecurity

DfES Health and Safety of Pupils on Educational Visits: A Good Practice Guide

http://www.dfes.gov.uk/h_s_ev/index.shtml

DfES/DH Supporting Pupils with Medical Needs: A Good Practice Guide -<http://www.dfes.gov.uk/medical>

DfES Guidance on First Aid for Schools <http://www.dfes.gov.uk/firstaid>

Guidance on Standards for School Premises (ref DfEE 0029/2000).

DfES/CEDC Safe Keeping: A good practice guide for health and safety in study support (Ref DfEE 0197/2000)

DfES guides are free from DfES publications Tel 0845 6022260

HSE's infoline is 08701 545500

DfES/CEDC Safe Keeping: A good practice guide for health and safety in study support (Ref DfEE 0197/2000)

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