RISK ASSESSMENT POLICY

JULY 2019

Teaching children to think intelligently, act wisely and be fully engaged in a challenging and changing world."

REFERENCES

A. Handbook for the Inspection of Schools - The Regulatory Requirements, Part 3 (http://www.isi.net/)
B. Health & Safety Executive, Five steps to risk assessment (http://www.hse.gov.uk/risk/controlling-risks.htm)
C. Home Office guidance on duties under the Counter Terrorism Act 2015 (www.gov.uk/government/publications/prevent-duty-guidance)
D. National Minimum Standards for Boarding Schools April 2015 https://www.gov.uk/government/publications/boarding-schools-national-minimum-standards
E. Charities and Risk Management (CC26), 2010

SCHOOL VISION

As a school we have a determination "*to be exceptional in all that we do"* and have a unrelenting commitment to provide:

• Exceptional learning experiences within an environment where students can thrive and learn.
• A caring community that provides students with first class advice, support and guidance, where young people are valued for their individuality and their potential is nurtured and developed.
• A wide range of opportunities that help develop exceptional young people with the skills, confidence and knowledge to make a positive contribution to the local and global community both now and in their future lives.
• Staff with an exceptional place to work, develop and inspire young people.

SCHOOL ETHOS AND VALUES

Our Christian values are at the heart of the ethos of the school and through these we grow individually and as a community. The Story of the Good Samaritan underpins our 7 core values of:

- Honesty
- Forgiveness
- Empathy
- Courage
- Resilience
- Kindness
- Respect

Risk Assessment Policy

Scope

This guidance is applicable to all those with responsibility for developing / implementing risk management strategy and undertaking risk assessments for activities which are under their control. This includes the requirements of the National Minimum Standards for Boarding.

Objectives

- To ensure that major risks are identified and managed as part of an overarching policy with a view to promoting children's welfare.
- To fulfil the National Minimum Boarding Standards requirement that a written risk assessment policy is in place and to meet the requirement for leadership in and management of schools.
- To ensure that suitable and sufficient risk assessments are undertaken for activities where there is likely to be significant risk including school trips
- To ensure that identified control measures are implemented to control risk so far as reasonably practicable.
- To ensure that those affected by school activities have received suitable information on what to do.
- To ensure that the risk management strategy and risk assessments are recorded and reviewed when appropriate.
- To identify those in the school responsible for conducting risk assessment and monitoring its implementation

Guidance

The Headteacher and Governors will be responsible for the risk management policy of the school. In practice, day-to-day responsibility for ensuring risk management best practice is delegated to the Business Manager. The overall strategy will be formally reviewed on an annual basis. It should be noted that the responsibilities of governors and/or senior managers may be delegated.

Responsibilities
a)   Employees are responsible for:

- Assisting with and participating in the process of risk assessment.

b)   Heads of Department (or equivalent line managers) are responsible for:

- Undertaking risk assessments, identifying and implementing control measures, effectively communicating the outcomes to employees and others as appropriate.

c)   SLT are responsible for:

- Allocating resources in response to risk assessments completed within departments and determining a course of action should it be identified that a risk cannot be suitably controlled so far as is reasonably practicable.
- Setting up frameworks for decision making and corporate strategies which incorporate risk assessment principles. This will ensure that decisions made take into account relevant risk factors.
- Ensuring that those who are tasked with completing risk assessments within departments are suitably trained to do so.
- Ensuring that a suitable mechanism exists to communicate the safe systems of work identified as part of the risk assessment procedures. Typically these are likely to be in the form of Standard Operating Procedures (SOP) or Bede's own

guidelines such as those set out in Bede's policies, procedures, handbooks and codes of conduct.

- Make suitable representation to the relevant Health & Safety Committee or SLT Committee if risk assessments identify an outstanding need which cannot be resourced within existing departmental resources.

d)   The Risk Review and Audit Committee are responsible for:

- Monitoring and reviewing the actions of the executive

Key risks identified & needing to be managed include:

a) Student supervision (including safeguarding and welfare requirements). This will include implementation of the School designated safeguarding lead but will also cover a range of responsibilities outside safeguarding
(b) School trips
(c) Management of visitors on school premises
(d) Fire and emergencies
(e) Management of hazardous substances
(f) Use of hazardous equipment e.g. in Design Technology or Art
(g) The suitability of staff to undertake designated roles and checks to ensure that they are suitable including staff not employed by the school who work with pupils on another site
(h) Risk areas, which are not directly related to health and safety, including but not, limited to:

- financial

- recruitment procedures including governing body oversight

- reputational

- terrorism, including the prevention of fundamentalism and extremism

- student self-harming

- security. specifically in boarding

What is a Risk Assessment?

A Risk Assessment is a tool for conducting a formal examination of the harm or hazard to people (or an organisation) that could result from a particular activity or situation.

- A hazard is something with the potential to cause harm

- A risk is an evaluation of the probability (or likelihood) of the hazard occurring & the estimated severity

- A risk assessment is the resulting assessment of the probability and severity of the outcome (e.g. loss of life, destruction of property)

- Risk control measures are the measures and procedures that are put in place in order to minimise the consequences of unfettered risk (e.g. staff training, clear work procedures, preliminary visits, warning signs, barriers and insurance).

Risk assessments can be used to identify the potential hazards to people (slipping, falling), property (fire), strategic (reputation, loss of pupils, impact on development), financial (falling pupil rolls), compliance (child protection issues) and environmental (asbestos, Legionella).

What should a Risk Assessment contain?

The risk assessment process will consist of the process or activity owner considering the following six steps:

1. what could go wrong
2. who might be harmed
3. how likely is it to go wrong
4. how serious would it be if it did
5. what are you going to do to stop it
6. how are you going to check that your plans are working

Proforma templates for Risk Assessments are held on the School's Safety Management System:

When should a Risk Assessment be reviewed?

- When a new risk is identified
- when there are changes to the activity
- after a near miss or accident
- when there are changes to the type of people involved in the activity
- when there are changes in good practice
- when there are legislative changes
- Annually if for no other reason

Care Plans and Risk Assessments for Individual students (CPRA)

Guidance is available for all staff completing a Care Plan and Risk Assessment (CPRA) for individual students as set out in Appendix 2. Where it is identified that a student has an additional need, and a risk assessment is needed to ensure appropriate measures are taken to assess and reduce the risk, a Care Plan and Risk Assessment will be written

CPRA's will be written collaboratively involving all key stakeholders with an allocated Key Worker being identified. For boarding students this will be their House Parent. In the cases of Day students this will be the Head of Year. The CPRA writing and review process will be led by the Head of Boarding and Designated Safeguarding Lead, Key Workers will oversee the plan. All students who have a CPRA will be recorded as so on the Vulnerable Students Register.

All Plans will be shared with staff to allow them to act as a protective factor and ensure they fully consider students' needs and support them appropriately. All Plans will have

outcome statements which once achieved will form the basis for the decision to close the plan.

All Individual Care Plans and Risk Assessments will be reviewed termly by the Headteacher and Consultant Social Worker.

Who is responsible for Risk Assessments?

The risk management strategy will include the assignment of roles to competent persons (either internal or external) and associated training will be provided.

This guidance is applicable to general risk assessment. Where specialist skills are required, eg asbestos, fire, water quality and hazardous substances, there is separate policy guidance in place. Teaching area risk assessment checklists are also in place for guidance.

The Business Manager is responsible for the overall implementation of the risk assessment policy. Heads of Department, Boarding Houseparents and Estates Manager are the key process owners responsible for their subject area risk assessments and sign off.

All staff are responsible for taking reasonable care of their own safety, together with that of students and visitors. They are responsible for cooperating with the Headteacher, and other members of the SLT in order to enable the Governors to comply with their health and safety duties. Finally, all members of staff are responsible for reporting any risks or defects to the Business Manager.

Competent advisors have been appointed to provide training and expertise to all staff in risk assessments. Specialist training is given to those whose work requires it.

The Estates Manager will be responsible for the maintenance of risk assessment records relating to premises issues. These shall be uploaded onto the School's Safety Management System. Other non-premises risk assessments will be held on a separate drive on the school network for reasons of confidentiality. Risk assessments relating to trips and visits will be stored on the EEC system.

The Business Manager shall also conduct spot checking on a rolling quality assurance programme to ensure wider organisational compliance.

This policy should be reviewed annually by the Health & Safety Committee before being referred to the Headteacher and the Senior Leadership team.

Accident Reporting The Business 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). All notifiable accidents and near misses are reviewed by the school's Health and Safety Committee with a view to assessing whether any measures need to be taken to prevent recurrence.

The Governors and Headteacher will draw this policy to the attention of all staff, and review as necessary in the light of any changes.

Signed:...   ....

Dated: ....

Signed: Headteacher:

....

Dated: ....

Appendix 1
WHAT AREAS REQUIRE RISK ASSESSMENTS? There are numerous activities carried out in the school, each of which requires its own separate risk assessment. The most important of these cover:

- Fire safety, procedures and risk assessments
- Educational visits and trips

Separate model documents cover both of these areas mentioned above. However, risk assessments are also needed for many other areas, including:
Educational

- Science experiments
- Design and Technology
- Food Technology
- Sport and PE activity
- Duke of Edinburgh award
- Art
- CCF
- Music
- General classroom
- School trips
- Drama & theatre

Within the school, we make use of model or generic risk assessments, for our educational activities and visits. We subscribe to the CLEAPSS Advisory Service that provides model risk assessments for our lessons in Science and Design and Technology. We provide professional training courses for both teachers and technicians who work in Science and D&T. All teaching staff and technicians receive regular induction and refresher training in risk assessments tailored to their specific areas.

Support

- catering and cleaning
- caretaking and security
- maintenance
- grounds / traffic management
- office
- site visitors
- fire & emergencies

Appendix 2

Completing Care Plans & Risk Assessments

- Care plans are created for any child within your boarding house whom will benefit from additional support. This might be due to a range of matters, such as homesickness, behavioural issues, special educational needs, mental health, physical disability and many others.
- Care plans provide a collaborative opportunity between the child, the houseparents and parents to identify specific issues within boarding and to implement actions to address them.
- Not every child requires a care plan, but they should be considered for any children within your house that you have specific concerns about.
- Children with specific Health Care needs will have a separate Health Care Plan produced by the school Nurse, which is available via Medical Tracker.
- Risk assessments are produced whenever staff deem a child to pose a risk to themselves or others. Not every child who has a care plan requires a risk assessment.
- Newly created care plans / risk assessments should be recorded on the 'list of boarders on support plans by House' spreadsheet S:\Boarding Documents\Care plans & Risk assessments
- Care plans and risk assessments should be reviewed regularly (at least half termly) and saved to the 'Care Plans & RAs' folder in 'Boarding Documents'. S:\Boarding Documents\Care plans & Risk assessments

How to Complete Care Plans / Risk Assessments

Care Plans

1. Gather overview information about the child (Name, DOB, Tutor group, SEN, Agencies) from CPOMS.
2. Specify the issue(s), the proposed action to resolve the issue(s), who will take the lead in resolving the issue(s) and in what timeframe.
3. Inform other relevant staff of the care plan.
4. Review the care plan at least once per half term (more if appropriate).

Risk Assessments

Risk assessment involves the identification and evaluation of sources of potential harm and the management of the identified risks:

1. **Identify the Activity/Vulnerabilities**
What activity is creating potential risks? This can include Substance misuse, Bullying, Self-Harm, Inappropriate Sexualised Behaviour, Aggression, Contact with Certain individuals, Truancy from School.

2. **Identify Risks/Hazards**

A hazard is something with the potential to cause harm. For example injury to personal safety, physical injury, criminality, damage to health, emotional distress.

3. **Assess the likelihood of the risk** and prioritise their importance if more than one is identified:

Seriousness	
5	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring psychological support/treatment, or critical property damage
4	Foreseeable outcome is hospitalisation, significant distress or extensive damage
3	Foreseeable outcome is harm requiring Health Centre treatment, serious distress or serious damage
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
1	Foreseeable outcome is upset or disruption
Probability	
5	The Risk of Harm is persistent and constant
4	The Risk of Harm is more likely than not to reoccur.
3	The Risk of Harm is less likely than not to reoccur.
2	The Risk of Harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain

4. Identify Who is at Risk

Specify if the risk is to the child, carers, peers, others.

5. Risk Reduction Measures

These are the actions put in place to reduce or prevent the hazards. This can be a whole range of actions dependent on the risk. Control measures could include-specific pieces of work undertaken by different agencies, discussion with the child regarding dangers, referrals to specialised services, adequate agreed levels of supervision, training for carers or staff, role model of carer or staff, policies and procedures, the calling of an ambulance, raising awareness.

Once Risk Reduction Measures are in place:

- A Risk Factor of 1-6 will be categorised as 'Manageable under current Risk Reduction Measures' and will be coded Green.
- A Risk Factor of 7-12 will be categorised as 'Of Concern under current Risk Reduction Measures' and will be coded Amber. Further Risk Reduction measures will be considered.

- A Risk Factor of 13 or over will be categorised as 'In need of further intervention' and will be coded Red. Further Risk Reduction Measures need to be put in place.

6. Strengths – identify any strengths that make the risky behaviour less unlikely

7. Identify any **Environmental Factor**s that may make the risky behaviour more likely.

8. Identify any **staff strategies that may increase the likelihood** of risky behaviour.

9. Review

All Risk assessments must be reviewed termly or earlier if there are changes in the risk or control measures to be taken.

10. **Recording**

All risk assessments must be recorded, agreed with students and parents, signed and dated. Where parents visit infrequently, this process may be done by phone / email. This must be recorded.