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Date ratified by Governors:

Signed:

Mary Hare Schools Risk assessment policy

The Principal and Governors of Mary Hare School are fully committed to promoting the safety and welfare of all in our community so that effective education can take place. Under section 3 of the Management of Health and Safety at Work Regulations 1999, employers are required to make an assessment of the health and safety risks arising out of work. Risk assessments identify the risks associated with activities, procedures, environments and the behaviour of young people themselves. Health and safety measures/guidelines should facilitate striking the right balance between protecting pupils from risk and allowing them to learn to understand and manage the risks that are a normal part of life is important. Health and safety measures should help them do this safely. Keeping young people and staff safe lies at the heart of this approach. This policy is specific to premises, health and safety and the car environment, including trips and activities. The Board of Governors make much wider risk assessments as part of their duties; including into risks of poor Ofsted reports, safeguarding issues, poor publicity etc.

What is a risk assessment?

1. *Risk assessments are important documents; however the process is not about creating huge amounts of paperwork, but rather about identifying sensible measures to control the risks in your workplace.*¹
2. A risk assessment is a tool for conducting a formal examination of the harm or hazard to people (or organisation) that could result from a particular activity or situation.
 - A **hazard** is something with the potential to cause harm (e.g. Fire)
 - A **risk** is an evaluation of the probability (or likelihood) of the hazard occurring (e.g. a chip pan will catch fire if left unattended).
 - A **risk assessment** is the resulting assessment of the 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, heat detectors, fire alarms, fire practices, gas and electrical shut down points and insurance).
 - Accidents and injuries can ruin lives, damage reputations and cost money. Apart from being a legal requirement, risk assessments therefore make good sense, focussing on prevention, rather than reacting when things go wrong. In many cases simple measures are very effective and not costly.
 - Risk assessments need reviewing and updating regularly. At Mary Hare School we understand that all staff and pupils must be made aware of any risks and their management, and receive appropriate training. A folder of risk assessments is kept by the Facilities and Estates Manager (FEM) and

¹ Health and Safety Executive (08/14) *Risk Assessment: A brief guide to controlling risks in the work place* [leaflet]

the Activities Coordinator; they are accessible by the staff who refer to and use them.

What areas require risk assessments?

3. Risk assessments are completed to identify risks associated with activities, procedures and environments. The most important of these cover:
 - Fire
 - Educational and non-educational visits and trips
 - Recreational and sporting activities
 - Site and premises
 - Play equipment (Mary Hare Primary School [MHPS])
 - Swimming pool
 - Medical and first aid

4. But risk assessments are also needed for many other areas, including:
 - Educational, faculty specific
 - Science
 - PE activities
 - Art/DT
 - Music/performance
 - Vehicles

Premises

5. **Maintenance** – risk assessments and training are given to minimise risks. Examples include: Manual handling, step ladder register, working at height, lone working, asbestos, legionella, contractors on site and substances hazardous to health (COSHH).

Caretaking and Security – Fire risk assessments cover every building at the school. Other risk assessments exist where significant risks have been identified in such areas as the swimming pool, science, etc. Particular emphasis in training is given both to minimise risk of fire and to improve security by adhering to good practice.

Catering and Cleaning – risk assessments and training are given in these departments. The cleaning risk management is overseen by the Domestic Bursar. COSHH control of substances is maintained in these areas.

Grounds – the gardening is maintained by in-house staff in conjunction with specialised contractors. The FEM oversees the premises and ensures risk assessments are made on play equipment (MHPS) and that they are maintained annually to keep them fit for purpose.

Office Staff – risk assessments are made of display screen equipment and cables used by those staff, primarily office based, who spend the majority of their working day in front of the screen.

Care Staff – risk assessments and training are undertaken to minimise risks. Examples include: weekend and evening activities, manual handling, lone working, slips, trips and falls, display equipment and fire awareness.

6. The FEM arranges for specialists to carry out the following risk assessments:
 - Fire safety
 - Asbestos
 - Legionella
 - Gas safety
 - Electrical safety

Reviews

7. Risk assessments are reviewed and recorded regularly, when major structural work is planned or in the event of an accident. A separate policy on the management of health and safety describes the arrangements for regular health and safety audits of the fabric of the school, its plant, machinery and equipment together with its arrangements for catering and cleaning and for water sampling.

Responsibilities of all staff

8. The law requires employees to:
 - take reasonable care of their own health and safety and the health and safety of others (such as pupils, all staff and visitors)
 - co-operate with their employers on health and safety matters
 - do their work in accordance with training and instructions and
 - inform the employer of any work situation representing a serious and immediate danger, so that remedial action can be taken.

School Policies

9. The focus of our school policies is to ensure that every pupil leaves as a confident articulate young person capable of keeping themselves safe on the streets, in the home and in all situations. Our PSHE programme and assemblies are directed towards promoting an increasing understanding, as the pupils develop. They are made aware of the risks that exist in both the real and the electronic worlds and on sensible precautions that should be taken. Stringent anti-bullying and behaviour policies embedded within the school help to keep pupils safe. Child protection and safeguarding are paramount and policy and procedures are adhered to by all staff, governors and volunteers. Safer recruitment procedures ensure that the school is not exposed to the risk of employing staff who are barred from working with children, and are not allowed to work in the UK. By ensuring all staff and volunteers receive regular up-dated safeguarding and child protection training, we manage this risk to an acceptable level.

Medical and First Aid

10. Accident and incident forms are maintained and are analysed termly by the FEM and the Care Standards Officer. They are reported at the Health and Safety committee, the Governors Care and Education Committee and full Governors' Board Meetings. The school First Aid policy explains procedures

to follow for all staff, including procedures on individual self-medication risk assessments. The FEM is responsible for reporting any notifiable accident that occurs on the school premises to a pupil, staff, parent, visitor or contractor in accordance with the Reporting of Injuries, Diseases and Dangerous Occurrence Regulations 2013 (RIDDOR).

Unauthorised visitors to the site

11. Visitors during the school day are required to wear badges and staff are requested to challenge a visitor without a badge or, if they feel uncomfortable in so doing, to inform a senior colleague. Due to the nature of the campus, the limited external lettings and the presence of Arlington Arts there will be people on site outside the school day who do not have badges. However, there are procedures in place requiring visitors to register when they arrive for an activity and Arlington Arts staff are required to ensure that patrons do not stray into school areas. If staff believe that there are intruders on site all pupils are moved into their boarding houses and are required to remain there and the police are contacted. Pupils are encouraged to inform staff immediately if they have concerns. See the Visitors Policy for more information.

Supervision of pupils

12. We ensure that pupils understand why they do not have unsupervised access to potentially dangerous areas, such as the swimming pool, the science laboratories, the design technology rooms, Arlington Arts, etc. Doors to these areas are kept locked at all times when not in use. Pupils are informed of all out-of-bounds areas, such as the main car park areas, perimeter of the field and unsupervised access to the wooded areas. Pupils do not have access to maintenance, catering and caretaking areas of the school, without prior permission. This information is discussed with pupils during house meetings and posters marking the out of bounds areas are presented in all boarding houses. Out of bounds areas on the school field are clearly marked by signs.

13. All boarding houses are entered using different numbered keypads. The numbers are changed on a regular basis.

14. Care staff are responsible for monitoring the whereabouts of all pupils during out of school hours. This is achieved using the following methods:

- Permission slips are required to visit other houses, or the IT suite.
- Recorded Pupil Location forms are completed; these are visual checks on pupils during the evenings.
- Weekend registers at mealtimes.
- Activity/Evening club registers.
- Waking night staff in boarding houses.
- Using varied paths when doing walking patrols of the grounds.

15. Sanctions may be given to pupils accessing the out of bounds areas.

Risk taking

16. We are required to record the ways in which young people may take risks. This could be:

- Placing themselves in danger outside school
- Being careless about their own safety (cycling, skateboarding etc.)
- Thrill seeking
- Taking part in illicit behaviours such as drinking alcohol
- Sexual activity
- Physical play and dares

17. In addition to actual risk assessments done for trips and activities (see Trips and activities section of this policy), these issues are addressed through Personal, Social and Health Education (PSHE) in school, care planning/one-to-ones and the sanction system. Pupils who place themselves in danger must be made aware of the seriousness of their actions. Pupils who have a propensity for placing themselves at risk will also have an individual pupil risk assessment (see below).

18. Care staff should notify the Head of Care of any new developments in risk taking behaviour, so that they can be addressed.

Personal Emergency Evacuation Plans (PEEPs)

19. Pupils with additional needs to their hearing impairment, which may prevent them from evacuating a building in an emergency, must have a Personal Emergency Evacuation Plan (PEEP).

20. An Emergency Evacuation Assessment form must be completed by either a Key Worker, Team Leader or Head of Care, with the assistance of the pupil, on their first day in the boarding house. All pupils are considered initially to determine whether they are visually impaired, have impaired mobility or there is any other reason why they may need additional strategies to evacuate the building safely. The information gathered must then be reviewed and a full PEEP form completed where appropriate. This plan must be put into action with immediate effect and then be reviewed annually or when the pupil moves to a different bedroom.

21. Safe routes:

A PEEP should contain details of the escape route(s) the pupil will be expected to use. Where possible, horizontal evacuation routes should be sought out, to enable the evacuating person to move freely from the building, without having to negotiate steps and stairs.

22. Completed PEEP's are kept in individual pupil files and are reviewed as part of the care planning process. Each boarding house has a planned fire

evacuation each full term; pupils with PEEPs are monitored specifically to determine that strategies are effective.

23. Any environmental adaptations recognised through PEEPs should be reported to the FEM.

Individual pupil risk assessments

24. Reasons why an individual pupil may be at risk include:

- Potential of harm to self.
- Potential of harm to others (pupils, staff, visitors).
- Potential of harm to property.
- Challenging behaviour.
- Contact restrictions.

25. Any pupil who is considered to be at risk will have an individual risk assessment plan. This records the risks and preventative and reactive strategies designed to reduce the presented risk.

26. These risk assessments must be reviewed regularly to ensure the measures in place continue to safeguard both the pupil and others. The length of review period will be determined separately for each pupil.

Procedures

27. The following are procedures for individual risk assessments:

- The decision to produce a risk assessment for an individual pupil is initiated by the Head of Care or Team Leader.
- The risk assessment form is completed by the Head of Care, Team Leader or Key Worker. This may involve liaison with other members of staff and where appropriate the pupil and their parent/guardian.
- The Head of Care or Team Leader is then responsible for ensuring that all appropriate staff are aware of the contents of the risk assessment.
- Completed risk assessment forms are kept in individual pupil files.
- The review of risk assessments is completed by the Head of Care, Team Leader or Key Worker and where appropriate, the pupil and their parent/guardian. There are three outcomes of the review. These are:
 - a. The existing risk assessment continues and a further review date is established.
 - b. The risks are re-evaluated and a new risk assessment is completed.
 - c. The risk assessment is signed off and the reasons for this are recorded.

Non-educational clubs, trips and activities

28. Children should be able to experience a wide range of activities. Health and safety measures should help them to do this safely, not stop them.
29. It is important that children and young people learn to understand and manage the risks that are a normal part of life. Common sense should be used in assessing and managing the risks of any activity. Health and safety procedures should always be proportionate to the risk of an activity.²
30. All clubs, trips and activities are risk assessed appropriately. These can be categorised as follows:
 1. *Onsite activities*
For example: All Weather Pitch activities, gym activities, swimming, crafts, food preparation.
 2. *Local offsite activities*
For example: MacDonald's, Tesco, cinema, other restaurants
 3. *Offsite trips further afield*
For example: Alton Towers, Milton Keynes Snow Dome, London theatre trips.
31. These risk assessments are written and overseen by the Activities Co-ordinator and kept in a file in the Howard House care office. If a new club, trip or activity is being planned, a risk assessment must be incorporated into the planning, checked by the Activities Co-ordinator and a copy kept in the 'How to guide', under the month it happened. The Head of Care or the Activities Co-ordinator can be approached for advice or guidance on completing a risk assessment.
32. The main risk assessment file is kept in the Howard House office; this is compiled and reviewed by the Activities Co-ordinator. All information on activity risk assessments are also stored electronically on the schools *Office 365 SharePoint – Care page, under 'Risk Assessments'*.

Main Risk Assessment Folder

33. Details of all clubs and evening activities based at Mary Hare, or offered as off-site activities are held in this file with risk assessments, guidelines, feedback and medical information for each one. Information/details about all young people who have parent/guardian permission for each club are held in the relevant sections within this file.

² DEPARTMENT FOR EDUCATION (02/14) *Health and safety: advice on legal duties and powers*, DFE-00035-2014.

'How to' Section

34. The 'How to' section of the file is a guide to help plan, organise and write individual risk assessment for trips, activities or outings, as well as keeping an important record of the year's activities. Generic risk assessments, such as for mini-bus travel, are kept in this file. These are updated annually, unless alterations are required through feedback or trip expectations.
35. **It is important to remember:** Activities, whether onsite or offsite, need recording and an appropriate assessment completed. All assessments should be proportionate to the 'real' risks – those that are most likely and which will cause the most harm. Trips presenting lower risk activities are quick and easy to organise, higher risk activities (such as climbing or water based activities) are properly planned and assessed; consideration is given to the individuals attending the activity and any additional risk these young people may bring, such as; physical, medical or behavioural.
36. It is the responsibility of all staff, prior to taking part in any activity or trip, to familiarise themselves with the relevant risk assessment, paperwork and liaise with the Activities Co-ordinator, or Heads of Care

Parental consent to off-site activities

37. Written consent is usually requested for activities that need a higher level of risk management or those that take place outside school hours. Information about termly organised activities is sent home for parent approval and pupil participation. A consent form is provided by the school for parents to sign when a child enrolls at the school and yearly thereafter. This will cover the child's participation in any low risk activity throughout the year at the school such as off-site sporting fixtures outside the school day and off-site activities (e.g. shopping trips to Newbury, local cinema, or local restaurants).

Parents must be told in advance of each activity and must be given the opportunity to withdraw their child from any particular school trip or activity covered by the form.

Related policies are:

Health and Safety policy, Fire Safety policy, Wellbeing and Behaviour policy, Dealing with Sexuality and Personal Relationships policy, Child Protection policy, Smoking, Alcohol and Drug Prevention policy.

Further sources of Information: used in developing this policy

The Management of Health and Safety Regulations 1999

Department for Education, Health and Safety: advice on legal duties and powers (02/14)

Health & Safety Executive, Risk assessment; a brief guide to controlling risk in the workplace (08/14)

Health & Safety Executive, School trips and outdoor learning activities (06/11)

Health & Safety Executive, Incident reporting in schools (10/13)

Health & Safety Executive, Health and safety regulation; a short guide (08/03)

Health & Safety Executive, Working alone; Health and safety guidance on the risks of lone working (05/13)