



# Risk Assessment Policy

**Hopewell School & motorvations@hopewell**

<b>Policy Date:</b>	September 2023
<b>Date Ratified by Governors:</b>	September 2023
<b>Next Review:</b>	September 2024

## INTRODUCTION

At Hopewell sites we formally risk assess the following:

- Individual pupils
- Overall risk assessment for the school which includes pupils' behaviour & potential risks in school generally
- Trips and activities
- Work experience & alternative provision
- Use of the building and premises in general
- Specific curriculum areas. Eg specific risk assessments for the use of the construction workshop and the motor vehicle workshop.

All risk assessments are stored electronically on our shared drive. Each risk assessment considers the following:

- Risk or hazard (e.g. general risk of pupil with behavioural challenges being on site)
- Risk to pupil (e.g. getting injured in any way, being upset/assaulted by other pupils) ▪ Risk to others (e.g. assaults on staff)
- Magnitude (level) of risk (a) (high, medium or low)
- Likelihood of risk (b) (high, medium or low)
- Overall risk factor (c) (e.g. if a) is high and b) is low, c) will be medium)
- Preventative measure (e.g. pupils to be briefed about appropriate behaviour; expectations and rules discussed; reflection time activities remind and support appropriate behaviour; Social stories, pupils to be supervised at all times; parents must be communicated with)

A common-sense approach to risk assessments is adopted and we do not ask staff to list every possible danger; only those that are significant or likely. We organise and develop appropriate preventative and protective measures in order to keep pupils and staff safe from harm, and we monitor and review arrangements to ensure required standards are achieved.

We recognise the intrinsic value of all pupils learning outside the classroom. Regular local walks and educational visits form an intrinsic part of the educational provision we offer and help to support the curriculum whilst also enhancing the social, emotional and behavioural skills of our children.

## TYPES OF EDUCATIONAL VISITS

### Routine visits

- These include regular visits undertaken as part of the normal school timetable, for example:
- Trips to local parks for break time
- Trips to local sports facilities
- Local walks
- Trips to local shops and supermarkets
- Horse-riding sessions
- PE sessions to local sports centres, swimming pools and Power league
- Weekly reward activities
- Trips which do not require travel on local transport

Activities which are undertaken with a registered provider (e.g. Lambourne End farm) are risk assessed by the provider. The school will identify any additional, significant risks as necessary.

## Specific activities

These are one-off activities that are, by nature, more complex than regular and routine off-site trips. They may involve travelling further afield, or by public or hired transport.

For example:

- Trips to visitor attractions, museums or galleries
- Trips to forests or parks further away than the vicinity of the school
- Trips to sports facilities outside of the local area
- Any trips involving access to bodies of water
- Any trips which require travel on public or hired transport

## PDAP ( Personal Development and Achievement Programme) Activities

These are activities that involve or require delivery by accredited or qualified instructors often at specific activity centres

For example:

- Visits to the local climbing wall
- Outdoor adventure activities such as canoeing, abseiling, archery, snowboarding, mountain biking, skate park or similar
- Activities which are more complex or present a higher level of risk, e.g. go karting
- Residential trips in the UK – eg Camping at Lambourne End

## TRIPS & ACTIVITIES OFFSITE:

The headteacher has overall responsibility for school trips and external school activities and can give advice on the planning of educational visits and risk assessments. Risk assessments must be carried out well in advance of any visit, at least two weeks prior to the date of the event and must be approved by a Head teacher along with the Offsite Request form. The person who signs the risk assessment off needs to be someone other than the person who completed the risk assessment. The completed paperwork must also be signed off by the EVC. It is the responsibility of the Assistant Head teacher (motorvations) or Deputy Head teacher(school) to ensure staff and pupils are well prepared for the activity and that it is thoroughly discussed during the morning briefing on the day of.

Risk assessment forms are available to all staff on the shared drive, where there are also exemplars. Outline approval from the Head teacher should be requested before any other planning takes place. A full risk assessment for the whole visit, including each significant activity, must be made, and appropriate planning undertaken, as a result of this. The risk assessment must include first aid arrangements. An exploratory visit should, as appropriate, be considered and carried out prior to the event, to better assess risks. The aim of a risk assessment is to prevent risks or reduce them.

Pupils must not be placed in situations which expose them to an unacceptable level of risk. Safety must always be the prime consideration. If the risks cannot be mitigated, then the visit must not take place and all risk assessments should be based on the following considerations:

- What are the hazards?
- Who might be affected by them?
- What are the existing controls and where is the information kept?
- Does the venue have its own health and safety policy?
- Is there a 'time out' facility?
- Are there police checks on all staff who have direct contact with the group?
- What steps will be taken in an emergency?

## HOW WE RISK ASSESS DIFFERENT TYPES OF ACTIVITY:

### Routine Activities and Visits:

These are covered by a universal consent forms signed by parents/carers at termly target settings and follow generic risk assessments for that activity (including for specific children within the group). Generic risk assessments can be found on the Hopewell shared drive under risk assessments

Every time a group leader takes a pupil/group of pupils off site for a routine activity, they must follow the following safety procedures:

- The head teacher needs to be informed that the trip is taking place, this is done by staff members completing an Off-site RA form
- At least one first aider accompanies the trip and a first aid kit is to be taken
- School mobile phones taken containing telephone numbers for the school, at least two members of the leadership team
- All pupils and staff to be signed out at the school office
- Group leader to inform the office of their estimated time of return to school

Generic risk assessments are reviewed and updated regularly (every term) by the EVC, SLT and relevant staff (for example, class teachers) to ensure that they reflect the current needs of pupils within the class.

### Specific Activities:

These are covered by specific consent forms but must be separately risk assessed. The risk assessment must include:

- Details of the group leader in charge of the trip and other staff members involved
- Ratio of staff to pupils which must reflect the specific needs of pupils in the group (for example, 1:1 support for children if required)
- The educational objectives of the trip
- The desired benefits of the trip
- An assessment of any significant risks
- An assessment of the specific risks relating to each pupil in the group (or reference to existing individual pupil risk assessments)

All risk assessments must be signed off by the EVC and Head teacher before the trip can take place.

## **PDAP- Personal Development and Achievement Programme activities**

These require additional consent from parents/carers and must be carefully risk assessed. In particular, the following need to be considered when risk assessing these activities:

- The programme of activities and their suitability for the group
  - The level of supervision required
  - The suitability and/or competency of staff to lead the activity/ies
  - The suitability of providers (including whether or not they hold the LOCT Quality Mark – which is desirable)
- The planning documentation and risk assessments for any off-site adventurous activities or residential trips must be submitted to the executive head teacher at least 2 weeks before the date of the activity and approval must be given before the trip can take place.

## **GROUP ORGANISER**

For every educational visit, a group leader will be appointed and the composition of accompanying staff group planned to ensure an appropriate level of supervision and expertise. The group leader will be responsible for all aspects of the educational visit, although the group leader may delegate tasks to other members of staff accompanying the trip.

The staff to pupil ratio should not only reflect the nature of the trip but also the gender balance and ages of those pupils going.

Before booking a visit, the group leader should obtain written or documented assurance that providers, can provide copies of their own risk assessments and have appropriate safety measures in place.

The following factors should also be taken into consideration:

- Type of visit/activity and the level at which it is being undertaken
- Location, routes and modes of transport
- Competence, experience and qualifications of supervisory staff
- Ratios of supervisory staff to pupils

A school contact must be organised and all the accompanying staff must have their details. All those who need to, have names and contact details of everyone in the group, as well as full details of the arrangement. All the staff on the visit, the school contact and the head teacher have a copy of the following details:

- The address and phone number of the visit's venue and a contact name
- The names of all the adults and pupils travelling in the group
- The contact details of parents/carers and the staff's next of kin
- Risk assessment documents
- A contingency plan for any delays including a late return home

Dates, times, costings and staffing arrangements of the proposed trip should be checked with the headteacher. Transport and other arrangements should then be made and confirmed in writing. An assessment of individual pupils should also be made, taking into consideration the pupil's age, maturity, level of fitness, temperament and the suitability of the activity.

Essential to all trips and activities is the planning that takes place prior to the visit. This involves considering the dangers and difficulties which may arise and making plans to reduce them. The planning of the visit will be led by the group leader in consultation with the accompanying staff team. The person planning the visit is advised to keep the nominated SLT updated once all stages of the assessment have been undertaken prior to being signed off by the Head teacher.

During the school visit/activity it is essential that all pupils are supervised with the degree of care that would be expected from a responsible parent/carer in similar circumstances. The organiser should be prepared to modify plans in the light of circumstances and in the interests of the party's welfare.

It is the responsibility of the group leader to see that all staff accompanying the visit have copies of relevant documentation on pupils' medical conditions and emergency contact numbers. The group leader should ensure that all the staff are aware of the emergency procedures.

The group leader must ensure that:

- Risks are monitored throughout the visit and is responsible for taking appropriate action as and when necessary
- Appropriate child protection procedures are in place
- Appropriate risk assessments have been carried out
- Pupils and staff understand the expectations of acceptable pupil behaviour
- All necessary actions have been completed before the visit begins
- Training needs have been assessed and met and the needs of staff and pupils considered
- Non-teaching supervisors on the visit are appropriate people to supervise children
- Ratio of staff/adults to pupils is appropriate
- Parents/carers have signed the consent forms
- Arrangements have been made for the medical and educational needs of all pupils on the educational visit
- Adequate first-aid provision will be available
- Travel has been well organised and the plan is clear

## ADDITIONAL OFF-SITE EDUCATIONAL PROVISION:

Hopewell use of alternative provision for pupils in all Key Stages.

The Pastoral Deputy Head teacher is responsible for planning and organising any use of an alternative provider

- A visit to the alternative provision and a full risk assessment will be completed prior to a pupil starting
- The alternative provision will be asked to confirm in writing that they have carried out the appropriate checks on employees, including DBS checks
- The alternative provider will be asked to confirm that they have a current health and safety policy and that they will go through the relevant sections with the pupil at the start of the placement. It is important that this is confirmed in writing and is clear in the risk assessment
- The alternative provider should be asked to confirm that a risk assessment has been completed for the activities that the pupil will undertake and in relation to the health and safety of the pupil; taking into account any medical condition and/or special educational needs and disabilities
- At the start of the placement, the alternative provider will provide pupils with a health and safety induction, which will include workplace hazards and their control, fire, emergencies, first aid, accident reporting and security arrangements
- The placement will be informed of any medical conditions the pupil has, which could result in an increased risk to the pupil or an employee's health and safety during the placement. The placement will then be able to identify any significant risk and the necessary control measures put in place to ensure the safety of the pupil.
- Where appropriate, pupils will be provided with and instructed on the correct use of personal protective clothing and equipment (PPE) and its use will be enforced
- The alternative provider will notify the parents/carers and school, by telephone and as soon as practicable, of any accident, of any case of ill health or any other incident which relates to the pupil's placement. When appropriate, the employer will comply with the provisions of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995. The employer will have access to adequate first aid facilities as required under the Health and Safety (First Aid Regulations, 1981) ▪ Written confirmation will be requested and received that the alternative provider has Employer's Liability and Public Liability Insurance
- The alternative provider is responsible for the welfare of the pupil during the school day and is aware of child protection issues, particularly responsibility under the Criminal Justice and Court Service Act 2000 to disclose the names of individuals who are disqualified from working with children, where known to them

The Pastoral Deputy Head teacher and Head teacher, will jointly monitor the pupil's progress on any placement provided by an alternative provider.

## EMERGENCY PROCEDURES

Risk assessment proformas contain clear guidance on emergency procedures for offsite activities/trips. The schools have an emergency response plan detailing the actions to be taken by senior staff at the school in the event of a major incident or emergency concerning an off-site activity or trip. All accidents are reported and recorded via our accident procedure.

## MANAGING RISKS WHEN UNDERTAKING EDUCATIONAL VISITS

National guidance and the law:

As schools, we recognise our statutory responsibilities, including those derived from:

- The Health and Safety at Work Act 1974
- Management of Health and Safety at Work Regulations 1999
- Associated legislation, including Children's Act 1989
- RIDDOR 2013
- Activity Centres (Young Persons' Safety) Act 1995
- The SEN and Disability Act 2001
- The Equality Act 2010

### REPORTING OF INJURIES, DISEASES AND DANGEROUS OCCURRENCES REGULATIONS (RIDDOR) 2013

We are legally required under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (SI 1995/3163) (RIDDOR) to report the following to the HSE (most easily done by calling the Incident Contact Centre (ICC) on 0845 300 99 23):

Accidents where a child or visitor is killed or is taken from the site of an accident to hospital and where the accident arises out of or in connection with:

- Any school activity (on or off the premises)
- The way a school activity has been organised or managed
- Equipment, machinery or substances
- The design or condition of the premises

#### Accidents involving staff:

- Work related accidents resulting in death or major injury (including as a result of physical violence) must be reported to the HSE immediately (major injury examples: dislocation of hip, knee or shoulder; amputation; loss of sight; fracture other than to fingers, toes or thumbs)
- Work related accidents which prevent the injured person from continuing with his/her normal work for more than three days must be reported within 10 days
- Certain cases of work-related disease - i.e. those that a doctor notifies the School of (for example: certain poisonings; lung diseases; infections such as tuberculosis or hepatitis; occupational cancer)
- Certain dangerous occurrences (i.e. near misses - reportable examples: bursting of closed pipes; electrical short circuit causing fire; accidental release of any substance that may cause injury to health)

For more information, please see <http://www.hse.gov.uk/riddor/index.htm>.