

St Therese of Lisieux Primary School



Risk Assessment Policy and Guidance

What is a Risk Assessment?

A risk assessment is the identification of potential harm which could occur to individuals and/or property. This is done in order that appropriate measures can be put in place to reduce any such risk to an acceptable level. The process of risk assessment is therefore about minimising not eliminating risk.

Why conduct a Risk Assessment?

The Management of Health and Safety at Work Regulations (NI) 2000 require that suitable and sufficient assessments of risk occurring in places of work are carried out. As part of the role of the Board of Governors, as employers, there is a requirement to ensure that a safe environment is provided for all employees and site users (pupils/parents, etc.). In order that they can comply with this requirement there are times when it will be necessary to carry out a risk assessment of various situations. This may involve Health & Safety issues which relate to the building or site layout; it may also be that the risk is created because of an individual/individuals within the school community. In addition there will be a need to become involved in risk assessing some events to ensure that the Governors are confident that all appropriate measures are put in place to minimise any risks which may occur. This would, for example, be the case in relation to pupils involved in an off-site educational visit.

When do you need to carry out a Risk Assessment?

On a day to day basis we are all involved in risk assessment to ensure the safety and welfare of ourselves and others; this will continue to be the case within the school. The need to carry out a more formal written risk assessment will arise less frequently. This document is designed to assist schools in carrying out the assessment in relation to 3 sets of circumstances:

1. Where a significant Health & Safety risk has been identified in relation to the building/site which may require building works to be carried out.

The building is the responsibility of the Trustees and therefore it is for the Trustees to approve any application for building works through the Minor Works application process. Recently the Department of Education has requested that prior to consideration all Minor Works applications are to be **prioritised as Health & Safety issues**. They must be accompanied by a completed risk assessment, which identifies the risks and how these risks are currently being managed. CCMS will therefore require schools to submit a completed risk assessment with their Minor Works application prior to processing.

2. Where a pupil's behaviour is posing a significant risk to themselves, others or to the fabric of the building.

The Board of Governors, as employers have a duty of care for all pupils within the school as well as ensuring that the work environment is safe for staff. It is therefore recommended that, where the behaviour of any pupil/pupils is significantly challenging, resulting in a high level of risk to the individual and/or to others, a risk assessment should be carried out. It will be particularly important to carry out an assessment where any assault occurs.

In all cases where a physical assault has occurred on a member of the teaching staff, a copy of the completed risk assessment should be sent to the Health and Safety Adviser at CCMS Headquarters along with a completed accident form. In the case of non teaching staff and pupils the information should be sent to the EA.

3. Where a school wishes to participate in an educational visit.

All school Governors/Principals will have received information on the document "Educational Visits - Policy, Practice and Procedures" and a copy of this document should be available in the staffroom and on the CCMS website (www.onlineccms.com). In order that the school can comply with this guidance there is a need for the school to have carried out a risk assessment of the visit. This risk assessment will be part of the completion of the planning checklist which must be completed by the lead teacher prior to seeking approval for the visit. The authority to approve such visits has been delegated by CCMS to the Board of Governors, who have delegated this role to the Principal.

What does Risk Assessment involve?

Stage 1 – Identify hazards

A hazard is anything that has the potential to cause harm. Hazards can be identified through looking at the site, considering issues which may arise and by considering past experience/incidents. Only those hazards which are potentially significant need to be considered.

Stage 2 – Decide who/what might be at risk

In school those at risk can be divided into a number of categories; pupils, staff, other site users (e.g. parents) and property. The risks posed by hazards may be very different for each of these groupings – it may be that the hazards impact on one or more of these categories.

Stage 3 – Evaluate the risk and consider whether current precautions are adequate or are further support measures required

Risk is the chance or likelihood that someone will be harmed to some extent by the hazard. In most cases the risk cannot be completely removed and therefore consideration will need to be given to a number of options;

- Avoid the activity
- Find another less risky alternative
- Make people fully aware of the potential risk
- Increase supervision/reduce contact with the risk
- Make those responsible for reducing the risk aware of its existence.

In evaluating the risk there is a need to consider both the severity of harm and the likelihood of the harm occurring. In assessing the severity we need to consider on a 5 point scale what the worst thing is that can happen (e.g. from no injury to death). In assessing the likelihood it will be useful to consider past experiences/ events.

Severity (Judgement on realistically what is the worst thing that could happen)

| Severity/Impact Rating | | |
|------------------------|---|---|
| Catastrophic | Single or multiple fatalities, widespread illness, permanent or life changing injuries. | 5 |
| Major/serious | Major/serious injury or illness to an individual or group | 4 |
| Significant | Significant injuries or illness requiring absence from work | 3 |
| Moderate | Moderate injuries requiring first aid | 2 |
| Minor | Minor injury | 1 |

Likelihood (Judgement about the chance or likelihood of an injury or ill health occurring)

| Likelihood/Probability Rating | | |
|--------------------------------|---|---|
| Highly Probable/Almost certain | Will occur immediately or in the short term (chance of occurrence > 85%) | 5 |
| Probable/very likely | Could occur immediately or in the short term (Probability 61 to 85%) | 4 |
| Possible/likely | Fairly likely to occur in medium term, or in some circumstances (Probability 31 to 60%) | 3 |
| Unlikely | Unlikely to occur but could occur at some time (Probability 11 to 30%) | 2 |
| Remote/Rare | May only occur in exceptional circumstances (Probability <11%) | 1 |

The risk factor will be identified through the multiplication of severity x likelihood and will be a score from 1 – 25.

Risk Factor

| | | | | | | | |
|-------------------------------|---------------------|----------|--------------------------------------|------------------------------|---|--|---|
| SEVERITY/IMPACT | Catastrophic | 5 | 5 | 10 | 15 | 20 | 25 |
| | Major | 4 | 4 | 8 | 12 | 16 | 20 |
| | Significant | 3 | 3 | 6 | 9 | 12 | 15 |
| | Moderate | 2 | 2 | 4 | 6 | 8 | 10 |
| | Minor | 1 | 1 | 2 | 3 | 4 | 5 |
| | | | 1 | 2 | 3 | 4 | 5 |
| | | | Remote Rare (<11%) | Unlikely (11-30%) | Possible Likely (31-60%) | Probable Very Likely (61-85%) | Almost Certain (>85%) |
| LIKELIHOOD/PROBABILITY | | | | | | | |

Stage 4 - Record your findings

In all schools there is a need to have the findings of the risk assessment recorded which will show that;

- A proper assessment was carried out
- The assessment considered who might be affected
- Obvious significant hazards have been addressed
- All reasonable precautions have been taken
- Any remaining risk is low

Stage 5 - Review and revise the assessment

Over time situations change within the school; building modifications, different pupils/staff, and further incidents all impact on the risk assessment. As a result the risk assessment which was carried out may no longer be appropriate and may need to be reviewed to ensure that the hazards still exists and that the support measures are still effective.

Links with Other Policies

This policy should not be seen in isolation and should be cross referenced with other policies; in particular, Health and Safety Policy, Educational Visits Policy, Special Educational Needs and Disability Policy, Safeguarding and Child Protection Policy, Promoting Positive Behaviour Policy, Supporting Pupils with Medication Needs Policy, Staff Code of Conduct, Reasonable Force and Safe Handling Policy and Managing Critical Incidents Policy.

Monitoring and evaluation

The Board of Governors will monitor and evaluate this policy

- Every 3 years OR
- After a near miss/critical incident OR
- Relevant circulars/guidance are published by CCMS/EA/DE

APPENDICES

- 1. Blank Risk Assessment Form**
- 2. Educational Visits - Guidance on completing Risk Assessment Form**
- 3. Challenging Pupil Behaviour - Guidance on completing Risk Reduction Action Plan**

St Therese of Lisieux Primary School Risk Assessment

APPENDIX 1



IDENTIFIED HEALTH AND SAFETY ISSUES in ACTIVITY/TRIP:

Completed by:

Date:

| Identified Hazards | To Whom | Severity (1-5) | Likelihood(1 -5) | Risk (S x R) |
|----------------------------|---------|----------------------------|----------------------------|----------------------------|
| 1. 2. 3. 4. 5. | | 1. 2. 3. 4. 5. | 1. 2. 3. 4. 5. | 1. 2. 3. 4. 5. |
| Existing Precautions | | Additional Precautions | Who | When |
| | | | Teacher in charge of group | Prior to visit |

Risk Factor

| | | |
|---------|-----------|--|
| 25 | Very High | Immediate cessation of the activity |
| 16 – 24 | High | Suspend activity until risk has been reduced through additional support measures |
| 12 – 15 | Medium | Initiate process of putting in place additional support measures |
| 1 – 11 | Low Risk | Current procedures are <u>appropriate</u> and no further action is required |

APPENDIX 2

Educational Visits - Guidance on completing Risk Assessment Form

The Educational Visits Policy (2019) must be considered before planning any schools visits /trips. It contains detailed guidance on risk assessment for visits/trips. The process should be completed by the teacher(s) organising the trip. It may be the case that for some trips, particularly those abroad, that a completed risk assessment is available from the agencies organising the trip. Some local venues may also have a completed risk assessment available on request e.g. outdoor pursuit centres. In such cases schools would need to consider if any additional risks existed which were not considered. This may be the case where an individual pupil with specific needs was to attend. Teachers should also consider the risks involved in getting children to and from the venue and information regarding past experiences of similar trips to this or other venues. Where a trip has previously been undertaken to a location by this or other similar group and no incidents arose then the initial risk assessment should just be reviewed. However, consideration should be given to any changes which may have occurred at the location, to the specific needs of this group or to changes in the activities which will be undertaken during the visit. The SENCO should be consulted on drawing up a Risk Assessment Behaviour Management/Positive Handling Plan for pupils with challenging behaviour.

APPENDIX 3

Challenging Pupil Behaviour - Guidance on completing Risk Reduction Action Plan

The process should be completed by the SENCO and the class teacher and Classroom Assistant where relevant and discussed with parents and the pupil if appropriate.

Risk Reduction Action Plan BEHAVIOUR SUPPORT & PROVISIONS



This Risk Reduction Action Plan (RRAP) is informed and guided by the outcomes arrived at by working through the attached DE risk assessment grids.

The plan has been drawn up in consultation with:

Pupil: _____ Year: _____ Date: ___/___/___

Parent/Carer _____ Date: ___/___/___

SENCo: _____ Date: ___/___/___

Principal: _____ Date: ___/___/___

Chair (BOG): _____ Date: ___/___/___

Other: _____ Date: ___/___/___

Code of Practice Stage: _____

IEP/IBP Linked: Yes: No: (please tick)

Review process: Weekly/Monthly/Termly (please circle)

By whom: _____

Risk Reduction Action Plan

Review Date: _____/_____/_____

Further action required: Yes: No: (please tick)

RISK FACTOR (RF): $RF = \text{Likelihood (L)} \times \text{Frequency (F)}$

| Score | Level | Behaviour 1 | L x F <i>Eg, 5x5</i> | RF | Score | Level | Behaviour 2 | L x F <i>Eg, 5x5</i> | RF | Score | Level | Behaviour 3 | L x F <i>Eg, 5x5</i> | RF |
|-------|--------|-------------|-------------------------|-----------|-------|--------|-------------|-------------------------|-----------|-------|--------|-------------|-------------------------|-----------|
| 21-25 | V High | | | _____ | 21-25 | V High | | | _____ | 21-25 | V High | | | _____ |
| 15-20 | High | | | | 15-20 | High | | | | 15-20 | High | | | |
| 8-12 | Medium | | | | 8-12 | Medium | | | | 8-12 | Medium | | | |
| 6-10 | Low | | | | 6-10 | Low | | | | 6-10 | Low | | | |
| 1-5 | V Low | | | | 1-5 | V Low | | | | 1-5 | V Low | | | |
| | | | | 25 | | | | | 25 | | | | | 25 |

Pupil Information: i.e. medical conditions, diagnoses, personal circumstances etc.

Pupil Support Mentor: Member of staff with responsibility for monitoring and reviewing the RRAP with the pupil.

Name: _____

Post held: _____

RISK ASSESSMENT

**TYPES OF BEHAVIOUR CAUSING CONCERN: LEVEL OF RISK, FREQUENCY, PEOPLE TO WHOM
BEHAVIOUR EXHIBITED**

| BEHAVIOUR | Very Likely 5 | Likely 4 | Quite Possible 3 | Possible 2 | Unlikely 1 | Frequency | | Risk Factor (L x F) |
|--|------------------|-------------|---------------------|---------------|---------------|-------------|------------|------------------------|
| | | | | | | Hourly 5 | Daily 4 | |
| Vandalism | | | | | | | | |
| Bullying | | | | | | | | |
| Fighting | | | | | | | | |
| Violent & Aggressive | | | | | | | | |
| Angry Outbursts | | | | | | | | |
| Impulsive Dangerous Behaviour | | | | | | | | |
| Self-Harms | | | | | | | | |
| Medically Related Behaviour | | | | | | | | |
| Threatening & Abusive | | | | | | | | |
| Other (<i>Please specify</i>) | | | | | | | | |
| PEOPLE TO WHOM BEHAVIOUR IS MOST LIKELY EXHIBITED | | | | | | | | |
| Classroom Teacher | | | | | | | | |
| Subject Specific Teacher (<i>Please specific</i>) | | | | | | | | |
| Classroom Assistant | | | | | | | | |
| Ancillary Staff (lunchtime supervisors, caretakers) | | | | | | | | |
| Member of SMT | | | | | | | | |
| Male Staff | | | | | | | | |
| Female Staff | | | | | | | | |
| Other Pupils in Class/School | | | | | | | | |
| Male Pupils | | | | | | | | |
| Female Pupils | | | | | | | | |
| Young/Older pupils | | | | | | | | |
| Ethnic Minority Pupils | | | | | | | | |

RISK ASSESSMENT

ENVIRONMENTS AND TIMES OF GREATEST RISK-FLASH POINTS/HOT SPOTS

| LOCATION AND TIME OF BEHAVIOURS | Vandalism | Bullying | Fighting | Violent & aggressive | Angry outbursts | Impulsive dangerous behaviour | Self-harms | Medically related behaviour | Threatening & abusive | Other (Please specify) |
|---|------------------|-----------------|-----------------|---------------------------------|------------------------|--------------------------------------|-------------------|------------------------------------|----------------------------------|-------------------------------|
| Behaviour During Lessons | | | | | | | | | | |
| Behaviour in Practical Lessons <i>(please specify)</i> | | | | | | | | | | |
| Behaviour Going Between Lessons | | | | | | | | | | |
| Behaviour in Library | | | | | | | | | | |
| Behaviour in Canteen/Lunch | | | | | | | | | | |
| Behaviour at Break Times | | | | | | | | | | |
| Behaviour in Playground/Lunchtime | | | | | | | | | | |
| Behaviour on Educational Trips | | | | | | | | | | |
| Behaviour Off-Site Disapplied Programmes | | | | | | | | | | |
| Behaviour in PE/Games Hall | | | | | | | | | | |
| Behaviour on School/Public Transport Bus | | | | | | | | | | |
| Behaviour in Taxi | | | | | | | | | | |
| Behaviour if Medication Not Taken | | | | | | | | | | |
| Other Behaviours- <i>(Please specify)</i> | | | | | | | | | | |

RISK EVALUATION

| | | | | |
|----------------------------|----------|------------------|----------|--------------------|
| Level of likelihood | X | Frequency | = | Risk Factor |
| Very likely 5 | X | Hourly (5) | = | 25 greatest |
| Likely 4 | X | Daily (4) | = | 16 |
| Quite Possible 3 | X | Weekly (3) | = | 9 |
| Possible 2 | X | Monthly (2) | = | 4 |
| Unlikely 1 | X | Termly (1) | = | 1 lowest |

This numerical evaluation of risk is not an absolute but simply affords a pupil’s predisposition and risk frequency to be compared.

| SCORE | RISK | ACTION |
|-------------|-------------------|---|
| 1-5 | V Low | Keep under review – monitor |
| 6-10 | Low | Carry out focused observations. Gather relevant data. Refer to Positive Behaviour Policy, SEN Resource File & Good Practice Guidelines. Complete a Do & Don’t form. Track, monitor and review effectiveness of intervention. |
| 8-12 | Medium | Draw up an Individual Behaviour Plan. Set targets and agree strategies and supports to be implemented. Involve pupil in plan. Teach appropriate skills necessary for learning. Complete a Do & Don’t form. Track, monitor and review effectiveness of intervention. |
| 15-20 25 | High Very High | Immediate action must be taken. Draw up a detailed Risk Reduction Action Plan (RRAP) with involvement from pupil, parents and external agencies as appropriate. Complete a Do & Don’t form. Seek support, advice and training as appropriate. Teach appropriate skills necessary for learning. Track, monitor and review effectiveness of intervention. |

A Risk Reduction Action Plan (RRAP) must be drawn up when the Risk Factor is 15 and above.

Caveat

Should there be a significant one off incident, the school may deem it necessary to progress with a RRAP.

Risk Reduction Action Plan

| Targeted Behaviour & Context (RF of 15 & above) <i>(Pupil) and staff will work together to reduce the number of:</i> | Risk Factor L x F = ?/25 | | Current Strategies <i>Pupil and staff already use the following strategies:</i> | Additional Strategies <i>(Pupil) and staff have agreed to implement the following strategies:</i> | Action By Whom | Action When | Success Criteria <i>(Pupil) and staff will together assess the level of success based on observable & measurable outcomes listed below:</i> |
|---|--|--|--|---|----------------|-------------|---|
| | Current RF | Targeted RF | | | | | |
| <p><i>Target 1:</i></p> <p><i>Currently:</i></p> <ul style="list-style-type: none"> • <i>(insert examples of current behaviours)</i> • • | <hr style="width: 20px; margin: 0 auto;"/> 25 | <p><i>(Should be lower than the Current RF)</i></p> <hr style="width: 20px; margin: 0 auto;"/> 25 | | <p><i>When (pupil) begins to feel (insert examples of current behaviours) he/she will choose to try:</i></p> <ul style="list-style-type: none"> • <i>(list strategies)</i> • <p><i>All staff will use:</i></p> <ul style="list-style-type: none"> • <i>(list strategies)</i> • • <p><i>Post-incident (pupil) and staff have agreed to:</i></p> <ul style="list-style-type: none"> • <i>(insert post-incident learning strategies)</i> • • | | | <p><i>Number of (insert details of targeted behaviour) is reduced. (Pupil) understands the strategies and uses them appropriately.</i></p> <ul style="list-style-type: none"> • <i>(list strategies)</i> • • <p><i>Staff consistently use :</i></p> <ul style="list-style-type: none"> • <i>(list strategies)</i> • • <p><i>Post-incident learning opportunities allow for monitoring and reviewing of target and strategies by (Pupil) and staff</i></p> |
| | <hr style="width: 20px; margin: 0 auto;"/> 25 | <hr style="width: 20px; margin: 0 auto;"/> 25 | | | | | |
| | <hr style="width: 20px; margin: 0 auto;"/> 25 | <hr style="width: 20px; margin: 0 auto;"/> 25 | | | | | |

Sharing Management Strategies

| Do (what to say, what to do) | Don't (what not to say, what not to do) |
|--|---|
| | |